

STUDENT HAND BOOK



2022
2023

GARFIELD HIGH SCHOOL

Cover Art Credit: Ashley Jimenez, Class of 2024

Garfield School District
2022 - 2023
Educational Leadership Team

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Dr. Giovanni Cusmano – Board Secretary
Ms. Alexandra Bellenger – Director of Curriculum

Board of Education Members

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Mr. Dane Lio – Vice President
Mr. Anthony Barckett – Trustee
Mr. Richard Derrig – Trustee
Mr. Allan B. Focarino – Trustee
Mr. Alban Gaba – Trustee
Ms. Kathy Grzywnowicz-Muniz – Trustee
Mr. Jorge Ramos – Trustee
Mr. Daniel A. Taylor, Jr. – Trustee

Garfield School District Vision and Mission Statement

(Updated August 2020)

Vision:

To Encourage, Inspire, and Support Every Individual to Achieve More

Mission:

Garfield Public Schools will Encourage, Inspire, and Support every individual to achieve in a climate where everyone feels safe, respected and valued for their contributions. We are dedicated to providing a high-quality education that celebrates our diversity by fostering equity and resilience to nurture productive citizens, strong leaders, and life-long learners. It is recognized that this vision is only possible through collaboration with home, school, and community.

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Alma Mater65

Garfield School District 2022-2023 School Calendar

July 2022

S	M	Tu	W	Th	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						

August 2022

S	M	Tu	W	Th	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			

September 2022

S	M	Tu	W	Th	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 2022

S	M	Tu	W	Th	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 2022

S	M	Tu	W	Th	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			

December 2022

S	M	Tu	W	Th	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

Garfield Public Schools 2022-2023 Schools Calendar

July 2022

4 Schools Closed

August 2022

23-25 New Teacher Orientation

September 2022

5 Labor Day No School

6 Staff PD No Students

7 First Day Students

7-9 One Session Days Students Only

October 2022

7 One Session Day Students Only

10 Columbus Day No Students / Staff PD

November 2022

8 Election Day No Students / Staff PD

10-11 Schools Closed

23 One Session Day

24-25 Thanksgiving Schools Closed

December 2022

23 One Session Day

26-30 Holiday Recess Schools Closed

January 2023

2 New Year Day Observed

16 Martin Luther King Day No School

February 2023

20-24 Heritage Week Schools Closed

March 2023

17 One Session Day Students Only

April 2023

6 One Session day

7 Good Friday Schools Closed

10-14 Spring Break Schools Closed

May 2023

29 Memorial Day School Closed

June 2023

14-20 One Session Days Students Only

20 Last Day for Staff and Students

 No School
 One Session Day

180 Student Days 183 Staff Days

Emergency Closing Days will be added to the end of the school year.
Adopted 02/28/2022 - Resolution# 26.3

January 2023

S	M	Tu	W	Th	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 2023

S	M	Tu	W	Th	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				

March 2023

S	M	Tu	W	Th	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 2023

S	M	Tu	W	Th	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 2023

S	M	Tu	W	Th	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			

June 2023

S	M	Tu	W	Th	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	



GHS Schedules 2022-2023

*****Additional Schedules will be developed and made available as needed.***

Full Day Schedule

Student Arrival/Breakfast 8:00 - 8:25

Block 1: 8:30- 9:58

Block 2: 10:02 - 11:22

Block 3 w/lunches: 11:26 - 1:20

Block 4: 1:24 - 2:44

Lunch 1

Lunch 1:	11:26 -11:56
Class:	12:00 -1:20

Lunch 2

Class:	11:26 -12:06
Lunch 2	12:08 - 12:38
Class:	12:40 - 1:20

Lunch 3

Class:	11:26 -12:46
Lunch 3	12:50 -1:20

One-Session Day

Student Arrival/Breakfast: 8:00 - 8:26

Block 1: 8:30 - 9:33

Block 2: 9:37 - 10:37

Block 3: 10:41 - 11:41

Block 4: 11:45 - 12:45

Lunch: 12:45 - 1:15

Lunch will be available in the cafeteria at 12:45 p.m. Once in the cafeteria, students will exit through the cafeteria doors.

Delayed Opening Schedule

Student Arrival: 10:00

Block 1: 10:02 - 11:03

Block 2: 11:06 - 12:06

Block 3 w/lunches: 12:09 - 1:41

Block 4: 1:44 - 2:44



A/B Rotation Schedule

- A-Days: Monday and Thursday
- B-Days: Tuesday and Friday
- Wednesday: Alternate between A and B.
- Wednesday schedules will be adjusted on Boilermaker Break Days.

Student Morning Arrival

When Students report to school in the morning, they are to observe the following:

1. Main Entrance – Students are not permitted to congregate at the main entrance before or after school. This area must be kept free for visitors, deliveries and emergencies.
2. Breakfast 8:00 A.M. – Students who are coming to school for breakfast are to enter through the main entrance and report directly to the cafeteria. Students are not to congregate in the halls or other parts of the building unless under the supervision of a staff member.
3. Arrival After 8:30 A.M. – Students who arrive tardy must use the main entrance and report directly to the designated office to sign in. They are not to go to their lockers or classes first.
4. REMINDER: As per the Attendance Policy, “...an approved written note shall be brought in by a student each time he/she is tardy to school”.



Message from the GHS Administration

Dear Students:

Welcome to the 2022-2023 school year! Whether you are freshmen, new student or returning sophomore, junior or senior, remember, this is a new beginning for everyone—which will be filled with new learning opportunities, in and out of the classroom, challenges and successes. What you put into this school year is what you will get out of it. As a school district, our vision is to encourage, inspire and support every student to achieve more. We encourage you to accept the academic, athletic, and extra-curricular challenges with the enthusiasm, determination and champion spirit of a true Boilermaker! Be open to new ideas and different perspectives; you may be surprised how a mundane activity, a quote, a book or conversation can inspire growth. The close-knit community at Garfield High School is made up of your teachers, guidance counselors, administrators, coaches, parents, community members, and peers who are here to support you get the most out of your GHS experience. It reflects that we, the GHS family, are here to help each other reach our potential.

This handbook will serve as an important informational resource and organizational tool for you. Take time to familiarize yourself with its contents, review expectations and refer to it during the year. Good time management is essential when juggling challenging academics, competitive athletics, extra-curricular activities, and more. Keep in mind that a network of resources is available to you beyond this planner.

To facilitate a safe and productive learning environment, we must all be committed to the values of respect, trust, accountability, and a sense of pride in our school. The most important resources we have at GHS are the people: our entire staff and student body—always respect each other. Remember that you will be accountable for your actions. Be understanding and celebrate our diversity!

We wish you much success in this upcoming school year! Be considerate, open-minded and appreciative of all that Garfield High School has to offer. We are excited for all that you will accomplish this school year. Embrace the struggles, intellectual growth, and the community around you and this year will be your best yet. In the words of an amazing poet and teacher, Maya Angelou, “Do the best you can until you know better, then when you know better, do better.” Push yourself to do and be your best, always. You are a Boilermaker! You are a Champion!

Sincerely,

Ms. Dora D’Amico, Principal

Mr. Chris Annibal, Vice Principal

Ms. Jennifer Botten, Vice Principal

Mr. Brian Cameron, Vice Principal



Message from the Student Council President

Dear Students,

It is a great pleasure to see you all returning to the 2022-2023 school year, and new students joining our community. There are some things that I would like to share with you for this year.

It is important to have a good academic level, but what is more important is your health. Make sure to feel safe and comfortable anywhere you go. The past two years that we went through weren't as positive as we expected them to be and as a factor a lot of people were affected both physically and mentally. Being a student in high school can be stressful and hard sometimes, but there is always help. It is necessary for you to talk with someone that you trust, which can be a teacher or one of your friends and let your negative thoughts out. Keeping a journal and writing my ideas is one of my ways for keeping track of thoughts and things.

Never be afraid to share your ideas or opinions. You are more than welcome to show us your talents without any hesitation. It is the best solution to try new things out than regretting why you didn't do so later. We value equality and respect all viewpoints. Be always open-minded and do not insult one another. Your behavior will reflect your accomplishments. As a student, do your part by showing respect to your teachers and other classmates, and set a positive example for everyone else.

Don't forget to always take your time. Don't see homework as a competition but as a possibility to learn more and practice your skills. What you learn and how much you learn is more significant than your grades. Make sure to participate in any activities you like and join any clubs you feel connected to. Listen to others and get the best out of them.

As the school president, I promise that this year I will try my best to be a representation for everyone's voice and to make school a place where you feel more like yourself by removing any barriers of fear. However, I will need your assistance to accomplish this goal. Together, let's improve and protect the environment at school. Let's try our best and let's make this year as fun as possible.

Sincerely,

Emiliano Mucka
Student Council President



Garfield High School Crest



As you look at this symbol, you will note underlying themes. First the multiple flames -- We are Boilermakers -- we produce flames that burn brightly. Know that the flames represent success in academics and athletics and the virtues of scholarship, citizenship, character & athleticism. The sledgehammers represent the hard work toward that achievement. Finally, there are championship symbols because we are known as "The City of Champions."

What is a Boilermaker?

A boilermaker is an industrial metal worker. Many people do not understand the true worth of a boilermaker.

Boilermakers are resilient, adaptable, and resourceful.

Through their values they fashion the materials made available to them for the benefit of their community and the world around them. In the spirit of a boilermaker, Garfield High School students shape this resilience like steel. They adapt and persevere to overcome obstacles that may arise. Boilermakers use everything imaginable, every tool offered, in order to forge their path in life. As craftsmen, the parents, faculty and staff help inspire students to establish their own skills. The teachers mold the malleable minds of our students while the administration provides the framework for success. History has taught us those goals can only be accomplished when we combine the varied talents of all our students, parents and staff. This interaction fosters understanding in a diverse community. Through this cooperation comes understanding and through understanding comes greatness. In 1931, Garfield officially became The Boilermakers, and by 1939, National Football Champions. As a school community, we aspire to attain this distinct level of excellence which has been a part of Garfield's legacy. We use previous accomplishments as the blueprint for our future triumphs academically as well as athletically. The tradition of The Boilermaker bridges generations and infuses the fortitude of past champions onto all who enter Garfield High School. Garfield High School is the home of The Boilermakers, in the City of Champions. Ultimately, a Boilermaker is destined to be a Champion.

A Boilermaker must make the decision to become a champion. Each student must choose to foster the skills and knowledge presented to them to attain their desired level of success. The process begins with establishing a connection within the school community and the school with the community that continues to grow and flourish as the years progress. Through outreach, collaboration, and communication, resources will be gathered for the future achievements of our students, school, and community. In the classroom, technology is one of the instruments that has been incorporated to acquire the abilities that are crucial for ongoing development.



Additionally, interactive activities and field trips that relate to real-life situations are utilized to further expand upon the concepts that are part of the daily curriculum in alignment with the Common Core Standards. By actively encouraging students to participate in extracurricular academic and social experiences, we are presenting students with the means to not only meet but also exceed predefined expectations. Overall, students will be able to develop the techniques required for post-secondary opportunities and become confident and productive members of society with programs that provide the foundation for their individual learning needs. Although students have to overcome challenges inside and outside the classroom, there is a system in place for building upon strengths and addressing weaknesses. Garfield High School aims to accommodate students by offering academic options ranging from advanced placement to nontraditional alternative programs in order to address a multitude of learning needs. By providing the students with educational support services, mentoring, life skills, athletics, and recreational activities, it ensures that there will be a safe haven to overcome the obstacles that they will encounter. As a community, our goal is to create a unified school bond with the intent of giving students the necessary means to make the choice for success and become the Boilermaker that is a champion.

DISCLAIMER

The following information has been provided to assist you in understanding the operational procedures of Garfield High School. Since educational procedures continually change, the administration, with the approval of the Board of Education, may make changes to these policies at any time during the school year. Should changes become necessary, students and parent/guardians will be notified.



Garfield School District Code of Conduct

Garfield School District Comprehensive Code of Conduct/Behavior Policy

The Garfield School District recognizes the need for a comprehensive and consistent behavior policy from the elementary level through high school. District expectations for the Behavior Policy are to foster a positive culture, develop the right relationships and teach our students to be successful. The Code of Conduct/Behavior Policy is consistent throughout all the schools in the district following the same basic procedures with appropriate scaffolding for the age group involved. It is important to remember that the origin of the word “Discipline” has nothing to do with punishment. Its origin comes from a Latin root meaning to teach or to learn. This Code of Conduct/Behavior Policy is built around three fundamental concepts of modifying negative behaviors: Creating Trust, Appropriate Intervention and Behavior Modification through guided self-reflection.

The district-wide program is based on the Garfield High School Behavior Program called Student Youth Development (SYD). This program was developed as an alternative to traditional in-school suspension and has demonstrated a high level of success in reducing the total number of In-School Suspensions (ISS) as well as Out of School Suspensions (OSS). The SYD program focuses on the concept the something has happened to cause trouble and in order to move forward, the root cause of the difficult behavior must be identified; we must understand and address the student’s unmet needs and answering the question why the behavior occurred. Behavior directly correlates with academic achievement and by improving a student’s attitude we can improve their academic performance.

The program grew and expanded its primary purpose into directed interventions designed around behavior modification through guided self-reflection. The Program utilizes the following concepts:

Dignity: All people have an inherent worth. Not only must we remember the worth of our students as people, but we must also instill in students an appreciation of their own worth and the worth of everyone they interact with daily including their teachers, their peers and their families.

Equity: All people have a right to being treated in a manner that meets their individual needs. The only way to truly meet them is to gain an understanding of their past in order to positively affect their futures.

Empathy: All people travel a unique and very personal path through the world. In order to understand the motivations and actions of any individual we must take the time to appreciate their life’s journey without judgment or comparison to our own. It is only after understanding where a student has been, can we ever hope to help them move forward.

Respect: In order to create a positive mediation, experience we must create a climate of trust with our students.

Relationships: Mutual respect allows students to find their own voice in order to effectively communicate their individual concerns and needs.

Responsibility: Students need to become aware there are consequences for all actions. Negative behavior results in negative consequences.

This program has subsequently been adapted for use throughout the whole District through the creation and adoption of the following Garfield School District Code of Conduct.



Code of Conduct

Research has demonstrated negative behaviors often manifest themselves when alternative choices are not part of the student's established patterns of conduct. Every student's behavior is a form of communication with the educational environment. Prior to entering school, children can only model the behavior they have witnessed in their lives up to that point. This behavior may or may not be demonstrated by parents or guardians in the home. It is possible this observed behavior can be demonstrated by other siblings, observed through media sources or even of students in their classroom. Children innately trust that this observed behavior is what is socially acceptable, since it is what they are observing in the social context of their young lives. When this observed behavior becomes the norm, students subsequently react to all situations and use it as a basis for their moral decisions. In most cases the imitated behavior is socially acceptable; however, in instances when it is not acceptable, the behavior needs to be addressed by the school district.

The district's approach is not limited by punitive punishment, but through specific interventions designed to uncover the cause of the negative behavior and offer alternative behaviors students can implement. Many times, the negative behavior is not the result of malicious intent, but rather the student's lack of alternative behavior choices. Through intervention and guided self-reflection, the district can provide students on all levels with alternate behaviors to implement when their own life experiences have not provided them with appropriate responses. Once students see these alternatives provide them with positive responses to various situations the student will develop trust in the district's staff to assist them in all aspects of their lives, educational and social-emotional. An educational environment is built in which students understand what they did was undesirable, and they can help build their own consequences. The District's Behavior Policy is a process utilizing various code of conducts built around the same fundamental principles explained through grade appropriate language that is designed for students to improve their behavior rather than a system designed to punish them for their mistakes.

Through implementing the Code of Conduct/Behavior Policy program at lower educational levels the district can effectively modify negative behaviors earlier and subsequently see an overall decrease in disciplinary referrals across all age groups. It is essential the district enforces a consistent discipline program across elementary schools and in middle school in order to implement a program that relies less on punitive punishments and instead offers alternatives to negative behaviors.

The district's mindset is a proactive model built around fostering positive behaviors. We do not need to accept disrespect and negative behavior. We need to combat them in a different way. The first step in creating this change is to create a district-wide universal Code of Conduct scaffolded for our elementary students, our middle school students, our high school students, our community stakeholders, our parents and our guardians. The district must place the appropriate Codes of Conduct for behavior in highly conspicuous places so they can be referred to briefly. It is essential that the expectations we have for our students are readily visible so all students, parents and guardians can see them everywhere.

Through the creation of highly visible district-wide Codes of Conduct we can create a consistent policy across all of our elementary schools all the way through middle school and high school. The Code of Conduct is built around the following five principles:

***Responsibility**

***Honesty**

***Tolerance**

***Courtesy**

***Respect**



Garfield School District Universal Code of Conduct

The Garfield School District recognizes the need to provide a school environment in which all members of the educational community can contribute to the instruction and growth of the students enrolled in our school. In order to provide a high-quality educational experience, the district has created the following policy to assure that all members of the community can perform their respective roles in an environment without disruption or interference. While the roles of each member of the Garfield School District's differ greatly, the district has identified a set of expectations for all its members based on the practice of values and concepts of responsibility, honesty, tolerance, courtesy and respect. Just as all members of the District Community differ in age and experience, so do the expectations of the district. Each group within the Garfield School District Community will receive individual Codes of Conduct specifically created to meet their respective experience and maturity level that follow the overarching criteria listed below.

Garfield Educational Community Stakeholders:

- All students, parents, guardians, community members, teachers, paraprofessionals, support staff, guidance counselors, custodians, supervisors, principals and administration

Responsibility:

All members of the Garfield School Community should:

- Recognize the importance of effectively satisfying the requirements of their respective roles
- Demonstrate the ability to make appropriate decisions for their own continual growth and the growth of the District Community
- Engage in activities that enhance the reputation of the individual and the District's Community
- Collaborate with all relevant members of the District's Community to resolve all conflicts

Honesty

All members of the Garfield School Community should:

- Recognize the importance of creating and maintaining trustworthy relationships
- Demonstrate the ability to always tell the truth, even when it is difficult
- Commit to keeping their word

Tolerance

All members of the Garfield School Community should:

- Recognize the inherent value of all members of the Garfield Educational Community regardless of their actual or perceived race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A 10:5
- Defend all members of the Garfield Educational Community against discrimination based on their actual or perceived race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A 10:5



Courtesy

All members of the Garfield School Community should:

- Demonstrate the practices of polite behavior including and not limited to saying thank you, saying you are welcome, saying hello, saying goodbye, opening and holding the door, paying attention when someone is speaking to you, being on time to meeting or class, and offer help when you see it is needed.

Respect

All members of the Garfield School Community should:

- Recognize the importance of the Garfield School District's set of expectations for each respective group
- Recognize the basis and the nature of authority within the chain of command of the Garfield Educational Community
- Recognize an individual's right to privacy
- Demonstrate genuine care and concern for themselves and others
- Demonstrate compassion for an individual's unique life experience, both negative and positive
- Participate in everyday practices that demonstrate an appreciation for the district facilities they utilize during their educational experience

Garfield Parent's and Guardian's Code of Conduct

The Garfield School District recognizes the need to provide a school environment in which all members of the educational community can contribute to the instruction and growth of the students entrusted to our care. The mission of the Garfield School District Universal Code of Conduct is to instill in all its members a set of expectations that assure continued growth without disruption or interference. The following five principles will act as the foundation for all members of the school community to successfully perform their daily tasks and accomplish their goals. The Garfield School District has identified the five concepts of Responsibility, Honesty, Tolerance, Courtesy, and Respect as the core concepts necessary for all members of the Garfield Educational Community to exemplify in order to create a high-quality educational environment.

Garfield Educational Community Stakeholders:

All students, parents, guardians, community members, teachers, paraprofessionals, support staff, guidance counselors, custodians, supervisors, principals and administration

Garfield Parents and Guardians

Responsibility:

All Parents and Guardians of the Garfield Educational Community will:

- Recognize the importance of their children meeting the academic and behavioral expectations set out in the School's Handbook
- Demonstrate the ability to make appropriate decisions for their children's continual academic and social growth
- Engage in activities that enhance the reputation of the individual and Garfield High School
- Collaborate with all relevant members of the High School Community to resolve all conflicts involving their children



Honesty:

All Parents and Guardians of the Garfield Educational Community will:

- Recognize the importance of creating and maintaining trustworthy relationships
- Demonstrate the ability to tell the truth at all times, even when it is difficult
- Commit to keeping their word

Tolerance:

All Parents and Guardians of the Garfield Educational Community will:

- Recognize the inherent value of all members of the Garfield High School Community regardless of their actual or perceived race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A 10:5.
- Defend all members of the Garfield High School Community against discrimination based on their actual or perceived race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A 10:5.

Courtesy:

All Parents and Guardians of the Garfield Educational Community will:

- Demonstrate to their children the practices of polite behavior including and not limited to saying thank you, saying you are welcome, saying hello, saying goodbye, opening and holding the door, paying attention when someone is speaking to you, being on time to meeting or class, and offer help when you see it is needed.

Respect:

All Parents and Guardians of the Garfield Educational Community will:

- Recognize the importance of the Garfield Educational Communities set of expectations for its students
- Recognize the basis and the nature of authority within the chain of command of Garfield Educational Community
- Recognize an individual student's right to privacy
- Demonstrate genuine care and concern for themselves, their children, and all other members of the Garfield Educational Community
- Demonstrate compassion for an individual's unique life experience, both negative and positive
- Participate in everyday practices that demonstrate an appreciation for the Garfield Educational Community's facilities they utilize during their educational experience
- Practice restraint and consideration in all forms of communication including, but not limited to, spoken or written word and all forms of social media



Garfield High School/ Middle School Code of Conduct

The Garfield School District recognizes the need to provide a school environment in which all members of the educational community can contribute to the instruction and growth of the students entrusted to our care. The mission of the Garfield School District Universal Code of Conduct is to instill in all its members a set of expectations that assure continued growth without disruption or interference. The following five principles will act as the foundation for all members of the school community to successfully perform their daily tasks and accomplish their goals. The Garfield School District has identified the five concepts of Responsibility, Honesty, Tolerance, Courtesy, and Respect as the core concepts necessary for all members of the school community to exemplify in order to create a high-quality educational environment.

Garfield Educational Community Stakeholders:

All students, parents, guardians, community members, teachers, paraprofessionals, support staff, guidance counselors, custodians, supervisors, principals and administration.

Garfield High School/ Middle School

Responsibility:

All members of the Garfield School High School/Middle School Community will:

- Recognize the importance of meeting the academic and behavioral expectations set out in the School's Handbook
- Demonstrate the ability to make appropriate decisions for their own continual academic and social growth
- Engage in activities that enhance the reputation of the individual and Garfield High School
- Collaborate with all relevant members of the High School Community to resolve all conflicts

Honesty:

All members of the Garfield High School/Middle School Community will:

- Recognize the importance of creating and maintaining trustworthy relationships
- Demonstrate the ability to always tell the truth, even when it is difficult
- Commit to keeping their word

Tolerance:

All members of the Garfield High School/Middle School Community will:

- Recognize the inherent value of all members of the Garfield High School /Middle School Community regardless of their actual or perceived race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A 10:5.
- Defend all members of the Garfield High School /Middle School Community against discrimination based on their actual or perceived race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A 10:5.



Courtesy:

All members of the Garfield High School /Middle School Community will:

- Demonstrate the practices of polite behavior including and not limited to saying thank you, saying you are welcome, saying hello, saying goodbye, opening and holding the door, paying attention when someone is speaking to you, being on time to meeting or class, and offer help when you see it is needed.

Respect:

All members of the Garfield High School/Middle School Community will:

- Recognize the importance of the school's set of expectations for its students
- Recognize the basis and the nature of authority within the chain of command of Garfield High School /Middle School
- Recognize an individual student's right to privacy
- Demonstrate genuine care and concern for themselves and other students
- Demonstrate compassion for an individual's unique life experience, both negative and positive
- Participate in everyday practices that demonstrate an appreciation for the school facilities they utilize during their educational experience
- Practice restraint and consideration in all forms of communication including, but not limited to, spoken or written word and all forms of social media

Enforcement of the Code of Conduct

When students do not meet the expectations of the code of conduct the teacher, the school and the district have created for them there needs to be a follow-up process to assess why the student made the choice not to meet the outlined expectations. The Garfield School District can proceed with a similar process designed around the existing philosophy of the High School behavior policy. For the elementary level the "Reflection on Expectations Process" or REP procedure should be implemented. This process will identify how the student did not meet the District-Wide Code of Conduct and then require them to reflect on that they made a choice that placed them in outside the expected behavior. The REP program would follow the following process; once students are identified a REP Referral Form will be filled out by the staff member who witnessed the incident. This REP Referral form is attached to this report as Attachment A. The form will then be forwarded to the building Principal for their review. Depending on the severity of the infraction the building Principal will then either interview the student themselves or recommend them to REP Coordinator. The building Principal may decide to have the student follow the REP protocol while under their supervision or take the action they feel is appropriate in accordance with the severity of the situation.

The REP Process falls within the RTI Process as an appropriate intervention system to address the Social Emotional Learning (SEL) needs of students at risk for behavioral infractions that could affect their growth, both emotionally and academically. Through the implementation of this process members of the educational community can build relationships with students in order to discover what factors may be influencing them to behave inappropriately in the school setting.

The REP procedure for students identified by the building principal can be initially scheduled to take place during the school day at times that would not interfere with the student's instructional time. RTI period, lunch period and recess would be ideal. At that time the students would be sent to a quiet room and interviewed by the REP Coordinator using the REP Interview Form that is attached to this document and identified as Attachment B.



The reasoning behind using an interview of the student rather than having them write their responses is to save time during the process and to capture their responses within an electronic data bank. Following the interview, the REP Coordinator will discuss with the student the importance of meeting the school's expectations and methods these students can use in the future if the same or similar situation presents itself.

Once the REP Interview is completed students will be asked to reflect on the incident and offer ways, they will address these issues in the future. The students will complete the REP Self-Reflection attachment C. In the event the student does not have time to complete the REP Self-Reflection Form they will be required to attend the next scheduled REP session to complete their self-reflection.

A copy of the completed REP Self-Reflection will be attached to a copy of the REP Referral Form, and both will be sent home to the parents for their review and signature indicating they have read both forms. In some instances, the building Principal may decide to meet with the parents to discuss the content of both forms to further involve the parents in the concept of Expectations for Success.

This Code of Conduct can be summed up as follows:

***Be polite**

***Be respectful**

***Do your best**

Garfield School District Code of Conduct Addendum

As a result of the occasional need to transition to virtual learning, the Garfield School District will be making the following modifications to the current District Code of Conduct to address situations that are unique to the current educational environment. These modifications relate to student behavior in both the in-person and virtual setting. During virtual instruction students are expected to follow all expectations for in-person instruction since they can be seen and heard by all participants both literally and through the chat feature.

Code of Conduct Modifications – Behavior

A consistent Code of Conduct has never been more crucial to the day-to-day operation of an effective educational system. The Garfield School System's Code of Conduct creates a system of behavior modifications designed to create a positive educational experience free from disruption for all stakeholders of the Garfield School Environment. The Road Back Guide provided by the New Jersey Department of Education provides the following explanation of its overall goal, "The health and safety of students and staff must remain the number one priority and guide all decisions at the local level," (16).

In-Person/Virtual Instruction

The District's Code of Conduct utilizes the REALTIME Discipline tab to document all student violations using a pulldown menu. To create a consistent method of documenting Covid-19 related infractions the District will utilize the following six categories of disciplinary intervention with an appropriate description to document Code of Conduct infractions. Below are examples of the six categories:

1. Dress Code – First Offense/Second Offense: Students wearing mask/face coverings with writing or insignias; Students removing mask/face coverings in public areas/classrooms where masks/face coverings are required; Students wearing inappropriate shirts, pants, shorts or shoes. During virtual instruction all students are expected to dress in a manner that would be appropriate in a classroom. The virtual classroom is an extension of the school and will be treated as such.



2. Disruptive Behavior: First Offense/Second Offense: Students purposefully cause a disruption in the physical or virtual classroom; Students use chat feature of TEAMS to purposely disrupt instruction; Students post comments on other educational platforms to purposely disrupt instruction.
3. General Misconduct: Any action not directly defined above jeopardizes the health and safety of students and staff. In addition, any actions deemed to jeopardize the educational process in a virtual setting will also be considered included in this description. Virtual infractions will include any action that jeopardizes the privacy of Garfield staff and students through copying, altering, or redistributing any virtual material intended for educational purposes. Administration will judge the severity of the offense in relation to the consequences.
4. Insubordination: Students refuse a direct request from any staff member regarding the health and safety of students and staff in both the in-person and virtual setting. Administration will judge the severity of the offense in relation to the consequences.
5. Intent to Cause Physical Harm: Students purposefully remove mask/face coverings to breathe, cough or sneeze on another student or staff; Students refuse to social distance when necessary; Students refuse to wear masks/face coverings when moving about classrooms, halls and bathrooms. Students refusing to follow designated hallway traffic patterns. Immediate assignment to fully remote instruction until student satisfies the necessary steps to return.
6. Continued and Willful Disobedience: Any instance of repeated infractions to any of the above listed violations of the Code of Conduct in both in-person or virtual instruction. The result of multiple infractions that interfere with the educational process will result in students being placed on fully remote instruction until student satisfies the necessary steps to return.
7. Participation in extra-curricular activities, attendance at athletic contests, special events, award ceremonies, proms and the graduation ceremony are all privileges. Students who have repeated and/or serious offenses, will not be permitted to participate in these events.

The district recognizes the importance of finding alternative forms of behavior modification. The normal punitive methods utilized in most instances have been rendered ineffective with the new model of instruction. Considering the outside factors that may impact behavior including but not limited to, stress, anxiety, family related traumas and social issues, punitive punishments where applicable will be seen as a last result. Restorative Practices, both in person and virtual, can be implemented to find solutions to behavior issues. Time can be allotted during virtual Wednesday session to facilitate Restorative Practices to address student to student issues and student to staff issues as well. Time can also be allocated for meetings related to counseling, SEL and other interventions identified in the IR&S/RTI Plan.

Code of Conduct - Attendance

The district will develop an equitable system of taking attendance recognizing the needs of families and students to effectively provide four hours of standards-based instruction per day. Utilizing synchronous and asynchronous instruction models with flexible methods of monitoring student participation will be necessary to provide all students equitable access to instruction recognizing their unique social and emotional needs. A minimum 24-hour turnaround period is recommended to ensure all students can access four hours of standards-based instruction per day regardless of their personal situations



Basic Etiquette for Online Video Learning

- All students are required to show up at the scheduled time
- Find a quiet place with the least distractions (siblings, pets, parents, television)
- Be respectful when speaking and writing
- Stay on mute until you would like to contribute, need to speak or ask a question
- Video must be **on** to be considered present for attendance
- Maintain eye-contact
- Limit movement to avoid causing a distraction to others
- Do not share screenshots of TEAMS meetings where student or teacher images are displayed
- Chat should only be used to discuss or ask questions related to the lesson
- Do not copy, alter, or redistribute conferencing videos. The Garfield Board of Education reserves the right to file criminal charges with the Garfield Police Department in instances of violations concerning this matter.

STUDENT NORMS FOR

Teams Meeting >>>>

IN OTHER WORDS...

GOOD TEAMS ETIQUETTE



MUTE YOUR
MICROPHONE
WHEN YOU ARE
NOT SPEAKING



MAKE SURE YOUR
SOUND IS ON



CHECK YOUR VIDEO
BACKGROUND, HAVE
A WALL BEHIND YOU,
BLUR BACKGROUND



CHECK YOUR VIDEO
ANGLE, WE WANT TO SEE
YOUR FACE, NOT YOUR
CHEEK OR UP YOUR NOSE



MAKE SURE YOUR
MIC IS NOT
MUFFLED, AND
THAT YOU SPEAK
CONFIDENTLY &
CLEAR



USE THE CHAT
FEATURE TO ASK
QUESTIONS, NOT TO
CHAT OR SPAM THE
MEETING



BE CONSIDERATE
WITH YOUR WORDS



CHECK YOUR
LIGHTING, NO
LIGHT BEHIND YOU
(LIKE A WINDOW)



Academic Integrity Policy

The Garfield High School community believes that it is necessary to foster an atmosphere that is conducive to learning and that starts with a firm conviction in the value of integrity. The discovery, advancement, and communication of knowledge are not possible without a commitment to academic integrity. Personal accountability, without compromise, is important and valued. Any dishonest behavior has a negative impact on all educational goals. In order to sustain academic honesty, each student is expected to perform the assigned work in an honorable way. Therefore, any form of cheating, copying and plagiarism cannot be tolerated.

If the teacher determines that any of the following situations occur, a violation of academic integrity has taken place:

1. Copying, faxing, text messages, duplicating or exchanging assignments that will each be turned in as “original”
2. Using information from tests or answer keys.
3. Writing formulas, codes, or keywords on your person or objects for use on a test or quiz
4. Using programmed material in electronic devices when prohibited
5. Exchanging answers with others (either give or receive answers)
6. Taking someone else’s assignment and submitting it as your own
7. Submitting material, written or designed by someone else, without giving the author/artist's name and or source (e.g. plagiarizing; submitting work created by family, friends, tutors)
8. Taking credit for group work, when little contribution was made.
9. Assisting others to cheat
10. Not following additional, specific guidelines on cheating as established by a department, a class, or certain teacher.
11. Intentionally falsifying or inventing any information, data, or citation in an assignment.
12. Leaving the test room without permission.
13. Attempting to remove from the testing room any part of the test or notes relating to the assessment.
14. Breaching test security by creating a disturbance.

Consequences for academic dishonesty at Garfield High School are as follows:

First Offense

A grade of zero will be given for the work in question.

Second Offense

Same as above. In addition, a written referral by the teacher with a statement of the circumstances will be placed in the student’s file in the disciplinarian’s office. A notification letter will be sent to the parent or guardian through the guidance department.



Third Offense

The student will receive an “F” for the marking period in which the infraction/offense occurred. Notification will be sent to the parent or guardian through the guidance department.

* Each course is treated individually/three offenses per course.

All incidents involving academic integrity are reported to the principal and recorded as part of a student’s disciplinary record. The student may be removed or barred from holding or being a candidate for any leadership position where character, honesty, or integrity are stated or implied qualifications, including athletic teams and clubs. Additionally, the student may be denied or lose membership in the National Honor Society, student council, and as a peer leader. Any further incidences involving academic integrity will be referred to the principal for additional disciplinary measures. (Some of the preceding material is adapted from www.collegeboard.com)



Student Dress Code

It is Garfield High School's responsibility to assure student attire and personal items do not interfere with the health or safety of student or staff, provide an opportunity to identify possible security issues, do not contribute to a hostile or intimidating environment for any member of the Garfield High School Community and encourage choices that are conducive to establishing a climate of teaching and learning. It is the belief of the Garfield High School Community that students have the right to be treated equitably. Thus, enforcement of the dress code will not create disparities, nor will it be more strictly enforced based on a student's personal identity. Clothing worn for religious or medical purposes is not subject to this policy.

Dress Code

As part of the dress code, students may purchase shirts and outerwear through school uniform vendors or fundraisers.

In all cases, clothing must be in good condition and fit appropriately.

Shirts/Outer Layers

1. Purple (no other colors) polo-style shirt with collar and district logo (short or long sleeve)
2. Garfield/Boilermaker t-shirts in any color, but white.
3. Plain purple, black or gray sweaters, fleeces, zip-ups, sweatshirts/hoodies* with or without district/athletic logo.

Bottoms

Students may wear:

1. Khaki or black pants.
2. Khaki or black skirts no shorter than mid-thigh.
3. Khaki or black shorts no shorter than mid-thigh.

Shoes

All shoes must fit securely; toes must be covered, and shoes must have a back or a secure ankle strap.

The items listed below are prohibited as follows:

1. White shirts,
2. Jeans, of any color,
3. Spandex or stretch pants or shorts,
4. Low cut pants or shirts that lead to exposure of undergarments or an exposed midriff,
5. Loose clothing that reveals undergarments, or can be pulled down low enough to expose undergarments,
6. Excessively tight clothing,
7. Sunglasses, or
8. Footwear that is loose, has untied laces or straps, or does not provide a firm walking surface and good balance, for example: flip-flops, heels, sandals, slides, bedroom slippers, or beach shoes.



9. Messages via words or pictures on items that are lewd, obscene, drug oriented, profane, or infer violence/weapons.
10. Rips, tears, or frayed clothing.
11. Any clothing, apparel or accessory which indicates membership in an unauthorized group, gang, or secret sorority/fraternity.
12. Coats, heavy jackets, hooded jackets, hooded sweatshirts and hats are not permitted in the classroom and must be placed in the student's locker prior to the start of the first period class. These articles are to remain in the locker throughout the school day.

Miscellaneous Dress Code Information

Special situations need to be addressed on an individual basis. Health and safety factors arise in special situations (lab classes, field trips, physical education, etc.) that require temporary modifications. For these situations, a determination of proper attire for the activity will be determined by the classroom teacher and/or building administrator.

TRIPS: Dress for trips and for participants in special programs or assemblies will conform to the type of activity in which the student will be engaged. If the occasion calls for shirts/ties or dresses, then they must be worn. The type of attire may be made at the discretion of the advisor who is planning the trip with approval from the school administration.

SAFETY: Another concern is safety in the instructional area particularly in labs such as wood shop, art and science classes. Untied shoes, extremely loose shirts/sweaters, etc., may cause an accident to happen.

As students enter the building their clothing will be visually checked by security. Students violating the dress code will be offered the opportunity to return home for school appropriate clothing or will be offered school appropriate clothing to wear during the day and return prior to going home. Students who leave the building to change will not be excused from lates or absences which may impact course credit.

Exceptions to the uniform dress code:

1. Religious reasons
2. Cases of hardship will be reviewed on an individual basis

In all instances, building administration shall have the final word on what is acceptable under the school's dress code.

Physical Education Dress Code Requirements

Students are required to be appropriately dressed for their Physical Education classes. All students must dress for Physical Education classes unless they have a medical excuse. Refusal to dress or participate in Physical Education class shall result in marks being lowered a grade at a time. Thus, if a student has not dressed for P.E. four (4) times, his/her grade would be a failure.

Physical Education Attire

P.E. attire must be school appropriate and fit properly. Clothing that is too tight or too loose will not be permitted. Undershirts are not permitted to be worn as T-shirts.

1. T- shirt/sweatshirt – Can be a Garfield sports t-shirt
2. Shorts/sweatpants - Absolutely no cut-offs or cargo pants.
3. All students must wear sneakers.



4. Leggings/spandex are not permitted.
5. Students are expected to have their P.E. clothes laundered and in neat condition during the year.
6. Students are not permitted to wear their P.E. clothes to other classes, lunch, etc.

NOTE: The school will not assume responsibility for stolen or lost items.

Student Identification Badges

All people in the school building are required to wear identification badges (ID's), at all times. I.D. Badges must be visible upon entrance to the building and when a student is out of the classroom on a pass. The badges must be attached to the person by a clip or lanyard neck cord and be displayed above the waist. All people are required to maintain a graffiti-free I.D. badge. If the I.D. badge is damaged, lost or stolen the student must purchase a new one; the cost is \$5.

Consequences for not wearing I.D. Badge:

1. Detention and contact the parent/guardian.
2. For students with repeated offenses, a parent conference will be held and the student will be subject to suspension.

Attendance Policy

Attendance Office – (973) 340-5010 Ext. 2110

In order to receive the maximum benefit from classroom instructions, it is mandatory that a student attends school regularly and be on time for school, in each of his or her classes. A student who is excessively absent not only jeopardizes his or her academic success, he or she also fails to demonstrate growth in self-discipline and responsibility. Completion of daily assignments and classroom participation are strong evidence of the student's individual and academic growth. Experience has indicated that students who have regular attendance achieve higher grades and assume a greater degree of self-direction than students who are irregular in their attendance. The following Attendance Policy is designed to:

1. Unify and strengthen faculty's position on attendance.
2. Make clear to students and parents the exact nature of the policy and the effect excessive absences will have on the accumulation of course credits needed for graduation.



Attendance Regulations

1. Any student who is absent is required to provide a note from their parent/guardian or physician explaining the cause of absence. Unexcused absences totaling the amounts below, accordingly, will result in a **loss of credit** for the course.

Full-year course	8 absences
Semester course	4 absences
Health courses	2 absences
Algebra 1, Math Concepts, Transitional Math, English 1	16 absences

2. Excused absences must be submitted within 5 school days and are recognized as follows:
 - A. A religious holiday recognized by the State of NJ (a note must be submitted by the parent or guardian).
 - B. Recommendation of the Child Study Team.
 - C. Driver's Test (one day only)
 - D. College Visitations (not to exceed 2 in a school year)
 - E. Any school sponsored or Board of Education approved activities such as field trips, conferences, lessons etc.
3. Every effort should be made by the student and parent or guardian to plan appointments and other activities after regular school hours.
4. Students who have lost credits may request a conference. After a conference with the parent or guardian, he or she will be given the opportunity of remaining in that class as an auditor and therefore expected to do all class work. If the student is absent an additional unexcused day from the audited class or study hall, an additional conference will be held with his or her parents or guardians and appropriate action will be taken by the school administrators.

Tardiness

Tardy to School

1. Students must be present in their first period class by 8:30. If the student arrives to school after 8:30, they are tardy to school. This will count as an unexcused tardy incident for block 1.
2. An approved written note shall be brought in by a student each time he or she is tardy to school. This note does not necessarily guarantee a tardy will be excused but is needed for documentation.

Tardy to Class

1. Throughout the remainder of the day, students are expected to be present in each block at the start time. Arriving to class without a pass up to five minutes after the start of the class will result in an unexcused tardy for that block.



Results of Tardiness

1. Unexcused tardies totaling the amounts below, accordingly, will result in a **loss of credit** for the course.

Full-year course	6 Tardies
Semester course	3 Tardies
Health courses	1 Tardies
Algebra 1, Math Concepts, Transitional Math, English 1	12 Tardies

2. Excessive tardiness will be referred to and reviewed by the Attendance Committee.
3. In addition, students who have demonstrated a pattern of excessive tardiness, whether excused or unexcused, will be contacted by the administration and the parent or guardian will be informed of the need to meet with the administration to discuss the circumstances concerning the excessive tardiness.

Class Cutting

A cut is defined as:

- A student is present for the day but does not attend class.
- A student is given permission to leave class, but is out of class for an extended period
- A student does not arrive at the location where the teacher gave permission.
- A student who has lunch 2 during block 3 does not return to their block 3 class after lunch. (This will result in a full cut for that class).
- Leaving the building (school property) during the school day without permission. This also falls under the umbrella of truancy.

1st Cut: Upon determination of the first cut, a form letter will be sent to the parent/guardian.

2nd Cut: Will result in a **loss of credit** for the course.

- Beginning with the 2nd cut, any subsequent cuts will be handled through the Vice-Principal's office, the Disciplinarian, or their designee and may include SYD, detention, or suspension.
- All cuts will be counted as an unexcused absence for the class.
- Students who cut Study Hall will result in being placed in SYD, detention, or suspension.

Attendance Guidelines

1. Attendance records of students demonstrating poor attendance patterns will be reviewed by the Attendance Committee and recommendations made concerning strategies for improving attendance of the individual student. Strategies will include but not be limited to the following:
 - A. Referral to support staff, i.e. Guidance, Child Study Team, Disciplinarian, Truant Officer, etc.
 - B. Placing student on Attendance Probation after the 4th absence for a full year course and pro-rated for semester courses and health classes.



2. Students who are eighteen (18) years of age and older may write their own notes with parental approval (they must complete the appropriate forms). Letters indicating attendance status will be sent to the student. All other provisions of this policy will apply.
3. Class cuts, absences and tardiness penalties will be applied on a pro-rated basis for those students who transfer in during the school year.
4. The Attendance Committee reviews all student attendance information; provide improvement strategies for students demonstrating poor attendance patterns and to hold a hearing to determine if an individual student has violated the provision of the Attendance Policy. The Attendance Committee is composed of professional staff members. Any final decisions made by the Attendance Committee must be approved by the Principal.
5. Early Dismissal: Students leaving school based on the recommendation of the school nurse will be considered excused from classes missed. All other early dismissals will be considered as an unexcused absence from all classes missed unless documentation consistent with excused absence policy is provided.
6. Summer School Remediation: Students who have lost credits in a class and have not been granted an appeal will be required to complete the course in a recognized and approved Summer School or credit recovery program.

The Attendance Committee provides an appeal process for all students losing credit for attendance (absences, tardies and/or cuts).

The student shall:

1. Be presented with written notice, including a listing of the subjects and issues involved prior to a decision being made.
2. Be afforded the opportunity to present the facts of his or her case and an explanation for his or her actions. In addition, the student shall be permitted to refute adverse evidence.
3. After reviewing the information and complying with the due process requirements the Attendance Committee will inform the student, student's parent/guardian, classroom teacher, and principal of its decision and recommendations.

Appeals

1. If the Board of Education accepts an appeal and renders a decision, such a decision shall be final and administrative remedies shall be exhausted.
2. If a discretionary appeal is denied by the Board of Education, the student shall receive a brief written explanation stating the grounds for such denial.

Student Absence Procedure

Every parent, guardian or other person having custody and control of a child shall cause such a child to regularly attend the public school of the district. Such regular attendance shall be during all the days and hours that the public schools are in session, unless it is shown to the satisfaction of the Board of Education, that the mental condition of the child is such that she/he cannot benefit from instruction in the school or that the bodily condition of the child is such as to prevent his/her attendance at school.



Regular attendance at school is a legal as well as a personal academic necessity. Students must attend each day, except for illness, to derive the most from their four years of high school.

1. Parents must notify the attendance office to report an absence –
 - a. Phone: 973-340-5010 Ext. 2110.
 - b. Email: csharry@gboe.org
2. AFTER EVERY ABSENCE, including those for which reasons have been telephoned to the school, the student must bring a written note to the Attendance Office, which includes the date absent, the reason for absence, and it must be signed by the parent, or guardian of the child, or a physician in the event it is a doctor's note.

Notes/Letters must be turned-in when a student returns to school. No notes/Letters will be accepted if not submitted within five school days of the absence.

NOTE:

1. A letter from a physician shall be required from students who are absent an excessive number of days due to illness.
2. Absences, tardiness and cuts will be recorded and treated according to the Board of Education Attendance Policy. We urge you to become familiar with that policy.

Absence on Day of Activity

When a student is absent on the day of a scheduled school activity, for example, a football game or prom, he/she will not be permitted to attend or participate in the scheduled program.

Consecutive Absences

Students will be allowed two days make-up time for each consecutive absence. Assignments given with specific due dates must be submitted on time. The make-up time will be calculated from the day the student returns to school.

Make-Up Work

Students who have been absent will be given make-up time to complete work they missed (homework, quizzes, tests, etc.) during short-term absences. *Note: Long-term assignments will be done as per individual departments.

Home Assignments

When a student is absent from school for an extended period, the parent/student can contact teachers directly via email or TEAMS for assignments. Students can retrieve assignments on TEAMS. The Guidance Department is available to assist if needed. In the event of any absence, single day or extended, parents are to notify the attendance office.

Please note: Students on Home Instruction receive assignments from the Home Instructor.



Medical Concerns

Any student not participating in gym must have a doctor's excuse note that states a specific period for recovery. Doctor or Dental appointments should not be made during the school day. (Students who leave school early for appointments will be marked absent from any class they miss as a result of the appointment.)

In case of an EMERGENCY, it is important that up-to-date information be on file and available to the Nurse and Administration, so you can be contacted. If changes in residence or contact information occur, please let the school know immediately.

An Emergency and Medical Alert Card is sent to each parent/guardian as a part of the GHS School Packet that is mailed in August. Please complete the entire card and sign the card as it is required by state law.

The Emergency Card and other school forms must be brought to school by your child during the first week of school.

Past emergencies have proven the following information invaluable:

1. The student's home address and telephone number.
2. The parent(s)/guardian(s) cell phone number(s) and work phone number(s).
3. The name(s) & telephone number(s) of the person(s) to contact when a parent/guardian can't be reached.
4. The name of your family Doctor.
5. The name of the hospital to go to (If possible) in case of an emergency.

IMPORTANT: Once again, please contact the school IMMEDIATELY whenever there is a change in any emergency information.

Illness and Injury

Students in school, who are ill, must see the Nurse in order to be excused to go home. If the Nurse is not present, the student should report to the Main Office.

All accidents, including sports injuries, must be reported to the Nurse as soon as possible.

Medication

Any medication taken during the school day by students must be kept in the nurse's office and administered during the school day as per the following Board of Education policy. This includes prescription drugs and over the counter products.

In order to administer medication in the school, all of the following are necessary:

1. A note from the parent/guardian asking that the medication be given to their child.



2. A doctor's note stating the name of the medication, reason for taking, the dosage, and when it is to be given.
3. Medication must be brought to the nurse in an original, labeled prescription bottle.

According to NJ Mandate, the school nurse or parent/guardian is the only person permitted to administer medication in school. Therefore, if for any reason a school nurse is not available, it will be the responsibility of the parent/guardian to administer the medication. If there are any questions, please contact the school nurse at 973-340-5010. Ext. 2108.

Absence and Physical Education Notes

Any student returning to school must bring their absence note to the Attendance Office, Room 1-25. (Within 5 days of return to school)

Any student not participating in Physical Education must have a doctor's note. The note must state the specific length of time for the excuse. The note(s) are to be brought to the Nurse's Office, Room 1-23.

1. The student shall present the doctor's note to the school nurse.
2. The student shall be given a written assignment on Physical Education topics to be determined by the teacher and will be completed for a grade while excused from Physical Education.

For Less Than a Marking Period: will receive an assignment in keeping with the time excused from Physical Education.

For a Marking Period: research and prepare 1 three-page report on a topic closely associated with Physical Education curriculum.

For the Entire Year: research and prepare a three-page report, one for each excused marking period on topics closely associated with the Physical Education curriculum and complete the Health requirement.

Health Class: Students are not excused from Health and shall report to the health room as scheduled.

NOTE: A student medically excused from Physical Education by a Physician –for any period exceeding (2) two weeks– shall receive assignments from the Director of Athletics. When completed these assignments must be returned in to him/her for evaluation and grading.

Behavior Policy

Detention: Detention will be used as a behavior measure/consequence, at the discretion of the administration. Parents of students involved in detention should feel free to call the school for a conference.

1. Absent day of detention – Detention must be made-up
2. Disruptive Students – The detention monitor is to notify the Disciplinarian. Students may be assigned additional time or be referred to the principal for Saturday School Assignment, Student



Youth Development (SYD)*, Out of School Suspension or the Suspension Alternative Program (SAP)**.

3. A student not attending a teacher detention will result in a cut of the class.

*** Student Youth Development** – Student Youth Development is a positive approach to student discipline. SYD employs a multi-level approach focused on assisting students develop academic, behavior and character success.

**** Suspension Alternative Program (SAP)** – “The Bergen County Police Athletic League conducts “SAP” in conjunction with the Bergen County Special Services District, the Bergen County Technical Schools District, and the Bergen County Division of Family Guidance. Its goal is to provide Bergen County Students, grades 7 – 12, with proactive interventions prior to an out of school suspension that will address students’ emotional, behavioral, and academic functioning.”

Source: Suspension Alternative Fact Sheet.

Suspension: Suspension is not the rule of the day and is used cautiously. Students may be suspended at home or assigned to SYD. Violations of district policy and/or the Pupil Code of Conduct may result in suspension. Students who engage in a physical altercation may be suspended for 10 days. Students who are assigned to SYD must report to school at the regular time and will be supervised in the SYD room for the entire day. Students who are suspended at home are NOT permitted on school grounds or attend any school functions and are to remain at home. Students who are assigned to SYD, may be permitted to participate in activities as determined by school administration and the coach/advisor.

Point System: All disciplinary infractions are awarded points. When a student acquires an excessive number of points, the parents and student are notified.

Exclusion from Activities: For reasons deemed necessary, such as but not limited to, excessive absences, lateness, belligerent conduct, etc., the Administration has the right to exclude the student from school functions, field trips, extra-curricular activities, athletic contests, proms, project graduation, and participation in the graduation ceremony.

Electronic Devices

Use of electronic devices (including but not limited to cellular phones) on school property is permitted within the following limits:

1. Teachers control the use of all devices within their classrooms, labs, trailers, or any other area designated for instruction. Students must comply with their teacher’s classroom policies to put away phones during instructional time. This includes headphones, earbuds, air pods or any other device designed to provide private listening or speakers of any kind designed to provide public listening.
2. Cell phone use is permitted in all common areas of the school including hallways, cafeteria, stairwells, or the auditorium providing the time and area are not designated primarily for instruction.
3. Students cannot use electronic devices of any kind to record visual or audio files while on any school grounds without the consent of people being recorded.



A student may be disciplined and charged by the school district for any unauthorized or inappropriate use of video or photo features, including but not limited to posting videos or photos on social media, sharing, etc.

Students who use cell phones and/or other electronic devices and are found to be in violation of this policy (#5516) will surrender the cell phone to the staff member. The consequences for being in violation of these rules are for direct disobedience under 18: A:37-1. Electronic devices confiscated the first time can be picked up by a parent or guardian during the assigned times of 8-8:30 a.m. or 3-3:30 p.m. If a student has an electronic device of any kind confiscated for a second offense, the device will be confiscated and held in the main office. A parent/guardian conference is required before the device can be returned.

USE OF MOBILE PHONES

The use of mobile phones by the student body is a privilege and may be denied at any time. Students are extended the privilege of possessing and responsibly using portable electronic equipment on school grounds or at any school-related activity. The student must always secure his/ her device and never leave it unattended. Students should guard against theft as they would in any public building or area. Students should always keep the devices on their persons or locked away.

School personnel and /or administrators are not responsible for the loss or damage of any cell phone or device brought on school property. These devices, if brought to campus, are the sole responsibility of the student.

The following regulations will be enforced with regard to mobile phones and portable digital devices:

- The use of mobile phones is permitted before and after school, and during the lunch period.
- Headphones, earbuds, and Bluetooth devices are not encouraged to be used; they interfere with communication and may pose a safety issue in the event of a campus emergency.
- Speaker functions may never be used. Music or conversations should never be heard by others.
- All devices should always be on silent mode. This includes ringtones and notifications.
- Use of these electronic devices in the classroom or in any academic setting is at the discretion of the classroom teacher. Students may use communication devices during instructional time only if the classroom teacher gives explicit permission for such things as lesson enhancement, assessment, student organization, etc.
- Collection and/or distribution of material that is considered obscene, libelous, or harassing are prohibited not only by school policy, but by state and federal law. This includes but is not limited to pictures, videos, texts, social media posts, and emails.
- If students use communication devices to engage in illegal or unethical behavior such as bullying, harassing, threatening, or intimidating, the students involved will receive additional severe consequences for such conduct.



- Taking pictures, video, and/or transmitting data in locations where students and/or staff have a reasonable expectation of privacy is always prohibited. These locations include but are not limited to locker rooms and restrooms.
- Students may not activate the video, camera, or sound recording function of the device at any time unless they are acting pursuant to the express instructions of a teacher or administrator.
- If students use communication devices to illegally enhance their own academic performance or another student's performance this will result in the device being confiscated and the student receiving a zero ("0") on that assessment for violating test security and academic integrity

Vandalism

Vandalism is the willful or malicious destruction or defacement of property or of personal effects on school property. Any act of vandalism should be immediately reported to the principal or his/her designee. Any person who commits such acts is subject to suspension and other actions not excluding prosecution and restitution.

Causes for Suspension or Expulsion of Pupils

Any pupil who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him/her, or of the habitual use of profanity or of obscene language, or who shall cut, deface or other destruction of any school property, conduct of such character as to constitute a continuing danger to the physical well-being of themselves or other pupils, physical assault upon another pupil or staff member shall be liable to punishment and to arrest, suspension, or expulsion from school.

Continuation of Suspension: Reinstatement or Expulsion

No suspension of a pupil by the principal shall be continued longer than the second regular meeting of the board of education of the district after such suspension unless the same is continued by action of the board, and the power to reinstate, continue any suspension reported to it or expel a pupil shall be vested in each board. 18a:37-5

General Information

School Insurance

The Board of Education provides supplementary secondary insurance for all students.

Community Notification System

A system of notification for all emergencies is in place at Garfield High School. Automated phone calls will be made. Please be sure that you provide the school with all current phone numbers. This system is also used for informational purposes. On occasion, messages are sent as reminders about important programs and events that are taking place in school. Download app at: <https://launch.customschoolapp.net/garfield-school-district/>



Textbook, Computers and School Equipment Maintenance

Students are required to return all assigned books, computers and other school property (such as athletic uniforms, calculators, etc.) when requested. The student will be required to pay a fine for damage or for assigned items not returned. These fines are referred to as obligations and will remain in the student's file. If obligations are not satisfied, a student may be denied privileges (for example: participating in school sponsored events, trips and/or graduation ceremony etc.). Official school documents will not be released until all obligations have been satisfied.

Student Computing and Network Agreement

We are pleased to offer the students of Garfield Public Schools access to the district network for electronic mail and the Internet. To gain access to e-mail and the Internet, students must sign and return Parent/Guardian Network Responsibility Contract and Student Network User Contract to the high school main office. Students who do not submit the contracts will not have access to school email and to internet access while at school.

Homework

Homework is required at Garfield High School. Students who state that they have not received homework over a period should be challenged.

Study Hall

Students assigned to study halls shall follow the procedure that is explained by the study hall teacher.

Media Center

Students may visit the Media Center during study hall periods only with a pass from your teacher. The procedure to be followed will be explained by the study hall teacher.

Lockers

Students are assigned a hall locker by their homeroom teacher and a gym locker by their Physical Education teacher. The assigned lockers are school property and are merely on loan to the student as a daily convenience. Students will be held responsible if a locker is damaged or vandalized. It is the student's responsibility to keep the hall and gym lockers clean and orderly. It is against school regulations to share lockers or combinations with other students. To safeguard your locker, keep the combinations to yourself. In accordance with the U.S. Supreme Court decision: The principal or his designee may conduct a search of student's locker or possessions when there is a "reasonable suspicion" that the search will uncover evidence of illegal activity or infraction of school rules.

Hall Locker: Is for the storage of books not being used during a particular period and apparel such as jackets and sweaters worn to school, as well as umbrellas, backpacks, etc.

Gym Locker: is for the storage of P.E. apparel and books while the student is in P.E. After P.E., the only articles left in the locker should be clean P.E. attire. Each student is responsible for his/her own lock.

1. A student experiencing any problems with his/her locker is to report the nature of the problem to the Main Office.



2. Students shall not: write on lockers, hang pictures or display offensive material
3. Lockers are jointly accessible to the student and school officials and may be subject to search or inspection at the discretion of school administrators.
4. Each student is to empty his/her locker of all contents at the end of the school year.
5. The school will not accept the responsibility for lost or stolen items.

Lunch Program

A complete lunch program is available in the cafeteria. Hot lunches with milk are provided. Good conduct and manners before, during and after lunch are expected of all students. Students acting in an irresponsible manner may have their privileges of using these facilities taken away. Food from outside sources cannot be delivered or brought to school.

Lost and Found

Inquiries for lost items should be made in the Main Office. It is the responsibility of parents to stress the quality of honesty to children in order to increase the chance of lost items being returned and to make certain that children do not bring valuable jewelry and sums of money into school.

Student Parking

There will be no student parking on campus. Students that violate this policy may be ticketed and towed. Please note: Students choosing to drive to school must find on-street parking.

Closed Campus

After arrival at school, students can only leave with the approval of the appropriate office. Students not abiding by this regulation are subject to disciplinary action. Students are not permitted to leave the school grounds. They are required to eat lunch in the cafeteria whether it be brought from home or purchased in the cafeteria.

Satellite School / Shared Time Program

All information about Satellite School will be provided by the student's Guidance Counselor.

Students Riding a Bus

Riding the school bus is a privilege accorded by the Garfield School District. This privilege can be denied to any student whenever it is determined that their activities present a safety hazard to other riders, or when the bus driver determines that his/her attention must be diverted from the safe operation of the bus to the control of the student.

Early Release from School

In an emergency, when it is necessary for a student to be dismissed before the normal end of the school day, the school requires that a parent/guardian or an individual designated on the Emergency Card comes to the Security Office to pick up the student. Parents who need to have their student released from school early must know that instruction cannot be interrupted. Parents should be aware that their student will be released only after the scheduled class period is over. Students who are 18 years of age or older may not sign themselves out of school. The early release privilege will be closely monitored. The parent or



individual designated on the Emergency Card must have a valid NJ identification card, such as a valid driver's license or Bergen County ID. The current address must be shown.

Appointments

In order to afford everyone appropriate and ample time, appointments are required in order to meet with school personnel. Please call the main office at 973-340-5010 ext. 2000 to schedule an appointment.

Dismissal Requirements

All students are released at the end of the last period Monday–Friday at 2:50 P.M., and should leave the building immediately upon dismissal, unless under the direct supervision of a teacher/coach.

Storm Session

If emergencies require the closing of schools, announcements will be made over Fox News Channel 5 and NJ News 12 or check the district website: www.gboe.org. Parents and students are strongly advised NOT TO CALL THE SCHOOL OR THE POLICE DEPARTMENT about this information.

- Delayed Opening: Fire Siren at 6:30 A.M. – Block 1 begins at 10:00 A.M.

Dismissal is at regular time.

- School Closed All Day: Fire Siren at 7:00 A.M./Fox News (Local)
- Early Dismissal: Fire Siren at 11:00 A.M. to alert parents. All students dismissed at 1:00 P.M.
- Community Notification System: Parents/guardians will be notified by phone through the Community Notification System (provided your child's Emergency Card has been submitted as well as the most current phone numbers).
- Additionally, information will be posted through the School Messenger App and on @GHS_Principal (Twitter)
- **Reminder:** Students will be expected to log-on to TEAMS and complete assignments.
-

Home and School Association

The Home and School Association holds its regular meeting on the Second Monday of every other month at 7:00 P.M. in the High School Cafeteria. All parent/guardians and students are welcome and urged to become members and support this worthwhile organization. Volunteers are always welcomed and needed to assist with the Football and Basketball concession stands during home games. Meeting dates will be announced.

Clubs and Activities

Student Activities are a vital part of a high school student's life. They provide, to some extent, for those important experiences in democratic living. In addition, to their recreational qualities, they prepare the student for actual, practical, and everyday living in our society. While participating in these activities, the student has an excellent opportunity to develop his/her abilities and potentialities.



2022-2023 Student Activities

Clubs / Activities	Advisors
Acapella Group	TBD
Anatomy	Ms. D'Angelo & Ms. Derevyanik
Art Club	Ms. Biasucci, Mr. Garcia, and Ms. Pecaric
Asian Club	Mrs. Cappello
Bible Club	Mrs. Reinertsen
Boilermaker Nation	Mr. Bailey
Book Club	Mrs. Serfozo
Cheerleading	Ms. Adamo
Chemistry Club	Ms. Donegan
Chorus	TBD
Class of 2023 Advisors	Mrs. Caruso
Class of 2024 Advisor	Mr. Luciano
Class of 2025 Advisor	Dr. Menezes
Class of 2026 Advisor	Ms. Mielke and Mr. Dajko
Color Guard	TBD
Cooperative Ed. Club	Mrs. Lottermann & Mrs. Kovacs
Debate Club	Mrs. Mobilio & Ms. Thomas
Drama Club	Mr. Serfozo, Ms. Serfozo & Ms. Robbin
Environmental Club	Ms. D'Angelo, Ms. Caruso & Ms. Derevyanik
ESL Club	Ms. Zawol & Ms. Rebori
Fresh-Water Fishing Club	TBD
Friends of the Animals	Ms. Derevyanik & Ms. Calderio
GSA- Gay Straight Alliance	Dr. Menezes, Mrs. Prinaris & Ms. D'Argenio
GTV	Mr. Delahanty
History Club	Mr. Fede



Clubs / Activities

Homework Club

Interact/Helping Hands Club

Italian Club

Juventud Latina/Spanish Club

LMTI - Peer Leadership

Manga Anime, Comic Club

Marching Band

Math Honor Society

Math League

Math Team

National Honor Society

Polish Club

Quill

Ski Club

Spanish Honor Society

Student Government

Tomorrow's Teachers

T.R.E.N.D.

The Retrospect

Varsity Club for Boys and Girls

Weight Training Club

Advisors

GHS Teachers

Ms. Calderio

Mrs. Gillikin & Mrs. J. D'Angelo

Mrs. Valdes, Mrs. Sklarski, and Mrs. Marinzulich

Mr. Storms & Mrs. Brown

Mr. Burns, Mr. Greene, and Ms. Casey

Mr. Goetz

Ms. Calderio

Mrs. Cordeiro, Mrs. LeBow & Mrs. Khalil

Mr. Strama

Mrs. LeBow

Mrs. Kata, Mrs. Korszen, & Mr. Dajko

Mr. Bailey

Mrs. Rebori, Mr. Dolci, Mr. Gilligan, Mr. Giammanco

Mrs. Caruso

Ms. Rebori

Ms. Kata

Mr. Storms & Mrs. Brown

Ms. Biasucci

Mr. Alfonso

Mr. DeGeorge

National Honor Society

The National Honor Society promotes recognition for students who reflect outstanding accomplishments in the areas of Character, Leadership, Service, and Scholarship. Students become eligible for induction into the National Honor Society beginning in their junior year. To gain selection to the National Honor Society, a candidate must have a cumulative average of 3.75 or higher. All potential members must



demonstrate significant involvement in school organizations and/or activities. Membership alone in a club or sport is not enough. Leadership roles in both school and community are considered and must be verified. Service is defined as actions taken by the student that are done on behalf of others without direct compensation to the individual student performing the service.

All prospective candidates must have at least 30 hours of documented service activities (before the NHS application process) in order to qualify in their junior year. This may include contributions to the school, the community, and various organizations or charities. Character is demonstrated through the following qualities: respect, responsibility, trustworthiness, fairness, caring, and citizenship. It should be noted that suspensions, attendance policy violations, and adherence to school rules and policies are important considerations in the evaluation process by the Faculty Council. Students who fail to meet or maintain the NHS standards and requirements may be removed from the NHS.

Student Government

The student government organization is made up of representatives elected by the student body based on one representative for each homeroom. The five officers are elected at large, each spring. This group, representing all the students in the high school, acts as a liaison between the administration and the student body.

The Retrospect

The Yearbook staff works with the student body during the year to make the publication of the yearbook possible. An editor-in-chief is chosen, along with various section editors, and they, in turn, direct interested underclass students to work on the yearbook.

The Quill and Boilermaker Nation

The school newspaper, The Quill, is a student service whose function is to present information about G.H.S. and report on the various academic, athletic, and extracurricular activities. The Quill publishes a minimum of four issues a year, and anyone interested can join the staff. The Boilermaker Nation is our school publication that goes out to the entire community. Anyone interested in contributing to the reporting please see Mr. Bailey.

Guidance & Counseling

Guidance services are organized activities designed to give students systematic aid in solving their problems, in adjusting to various situations and to help them learn about educational and vocational opportunities available to them. Each student has an assigned guidance counselor. Parents/Guardians and students are encouraged to become familiar with the student's assigned counselor.

Parent/Teacher Conferences

A conference may be initiated by either the parent or the teacher. In order to contact all parties for the conference it is highly recommended to request the conference at least 24 hours in advance. All



conferences are scheduled by emailing or calling the Guidance Secretary or the student's Guidance Counselor. GUIDANCE: 973-340-5010 Ext. 2122

Director of Guidance: Ms. Donetz (Ext. 2128)

Guidance Secretary: Ms. L. Pfefferkorn

(973) 340-5010 (Ext. 2122)

Counselor Assignments

Grades 9 &10: Mr. Storms (Ext. 2124)

Mrs. Morici-Brown (Ext. 2123)

Grades 11 &12: Mrs. D'Argenio (Ext. 2138)

Mr. Platt (Ext. 2125)

Ms. Prinaris (Ext. 2126)

School Social Worker: Ms. Egbert (Ext. 2149)

Wellness Counselor/SAC: Mr. Bush (Ext. 2000)

Schedule Change Requests

The scheduling process – for each school year – begins the preceding January, thereby providing ample time for students, parents, and counselors to plan the student's course selections for the following year. Changes are acceptable during the planning period, i.e.: January through April and again in June when final grades are received. This information is then used to prepare the Master Schedule for the next school year, i.e.: teachers needed, classrooms needed, sections needed, etc. Therefore, student requests for change after the start of the new school year must be restricted; personal preference changes will not be permitted.

Acceptable Changes Are:

1. Changes due to courses passed in Summer School.
2. Changes due to career goal change. i.e.: Attend Satellite School / Shared Time Programs
3. Changes due to failed courses.

Testing Programs

Garfield High School is a College Board Testing Center. All students interested in college are urged to take various tests recommended by the Educational Testing Service. All students planning on taking a



PSAT, SAT or enrolled in an AP course are encouraged to create an account at <https://www.collegeboard.org/>

New Jersey Statewide Testing Program

- NJSLA/Partnership for Assessment of Readiness for College and Careers (PARCC): (<http://www.parcconline.org>) The NJDOE has established the following as graduation requirements for NJ High School students. Please refer to the following document for additional information: <https://www.state.nj.us/education/assessment/parents/GraduationAssessmentRequirements.pdf> Assessments are based on student's current English and Math classes.

- NJSLA/PARCC High School Test Administration -- TBD

<https://www.nj.gov/education/assessment/parents/>

- NJSLA Science 11 -- TBD <http://measinc-nj-science.com/>

Grading System

A	90-100
B	80-89
C	73-79
D	65-72
F	No Credit Earned - Below 65
S	Satisfactory/Passing
I	Incomplete
U	Unsatisfactory
N	Loss of Credits (Due to Attendance Policy)

Should illness occur near the end of the marking period, an incomplete will be given until work is turned in, within two weeks. An incomplete becomes a failing grade if the student neglects to make-up the work.

Interim Reports

Students in danger of failing will receive a warning notice based on work completed on the following dates:

First Marking Period	Week of October 3, 2022
Second Marking Period	Week of December 12, 2022
Third Marking Period	Week of March 13, 2023
Fourth Marking Period	Week of May 15, 2023



In addition, Warning Notices may also be issued at any time during the marking period when deemed necessary by the teacher. Students are verbally warned by the teacher and the notice is available on Parent Portal. Additionally, parents/guardians may request Progress Reports at any time by contacting the Guidance Counselor.

Warning Notices are to be signed by parents and promptly returned to the subject teacher.

Close of Marking Periods:

First Marking Period: November 10, 2022

Second Marking Period: January 26, 2023

Third Marking Period: April 5, 2023

Fourth Marking Period: June 20, 2023 (Tentative)

Report Cards

(Approx. Date that Report Cards will be available on Portal)

First Marking Period: November 17, 2022

Second Marking Period: February 2, 2023

Third Marking Period: April 18, 2023

Fourth Marking Period: June 23, 2023

Tentative Assessment Testing Dates

(Adjustments may be made as necessary as indicated by changes in the school calendar or by State testing requirements).

September 2022 (Baseline Benchmark Assessments – Determined by Teacher & Start Strong Assessments)

January 2023 (2nd MP Assessments)

March 2023 (NJ Student Learning Assessments)

April 2023 (3rd MP Assessments)

June 2023 (4th MP Assessments)

*Assessments are cumulative.

Career Cruising

All GHS students have access to www.careercruising.com. Please see your Guidance Counselor for your individual username and password.



Graduation Requirements - (N.J.A.C. 6:8-5.1 and 5.2)

1. The Board of Education has the legal responsibility/obligation for adopting policies and procedures for high school graduation requirements. (Authority: N.J.A.C. 6:8-5.1 and 5.2)
2. It shall be the policy of the board to acknowledge each student successful completion of an approved appropriate instructional program by the award of a state endorsed diploma.
3. The requirements for high school graduation shall be met by compliance with District Policy 5460, the high school attendance policy, successfully passing the assessments required by the NJ Department of Education; and satisfactory completion of work and studies including proficiencies, representing the instructional program assigned to grades nine through twelve including as a minimum:

REQUIRED

Language Arts/Literacy (English I: 10 cr.)	4 credit years	25 credits
Mathematics: (Algebra I: 10 cr.) (Algebra I, II and Geometry are required)	3 credit years	20 credits
Science: (Biology is required) *	3 credit years	15 credits
Social Studies: (World History, US History I & II are required)	3 credit years	15 credits
Phys. Ed./Health/Safety/ Fam. Liv.: **	4 credit years	20 credits
World Language:	1 credit year	5 credits
Financial Literacy: (1 Semester)	½ credit year	2.5 credits
Fine/Performing Arts:	1 credit year	5 credits
21st Century Life & Careers or Career-Technical Education	1 credit year	5 credits

* Environmental Science, Biology, Chemistry and Physics are lab sciences.

** re: 1 credit year (5 credits) for each year of enrollment

+ 2 credit years required if attending college

Career Exploration will be “infused” across the curriculum.

The remainder of the required credits shall be earned by successfully completing electives and requirements for other courses/programs in the curriculum. Each typical candidate for graduation shall have earned at least 130 credits.



4. Every student and their parent/guardian shall receive a copy of these high school graduation requirements. In addition, at the beginning of each course required for graduation, all students and their parent/guardian shall receive a list of proficiencies required for successful completion of courses in which they are enrolled.
5. Any student who does not successfully complete and earn the credit for a required course may make up the requirement by repeating the specific course or successfully completing an approved appropriate remedial or, where permissible, an alternate course provided in the school's regular program of studies. Students desiring to make-up requirements in a manner other than the above, such as summer school, shall submit their requests to the Guidance Department, for review and consideration. The Garfield School District offers online courses through Edmentum Learning for the purpose of credit recovery. The curriculum includes all core courses, along with many electives. Once it has been determined that a student is eligible for this credit recovery program, he/she will be scheduled during "0 Period", or during the scope of the school day. Specific information and requirements will be made available to interested and eligible students.
6. Students deficient in more than 10 required credits toward graduation will not be given the privilege of participating in the graduation ceremony.
7. Properly counseled, each 9th grade student should take no less than four (4) academic solids; Health/Physical Education.
8. A 10th, 11th and 12th grade student should take no less than four academic solids; Health/Physical Education; and an elective totaling 30 credits each year. However, students are strongly encouraged to take additional academic solids and/or electives yearly.
9. Students enrolled in basic skills classes may have their schedules adjusted according to the number of basic skills classes being assigned.
10. Every high school student is required to:
 - a. take and pass the appropriate NJSLA/PARCC subject area assessments prior to graduation,
 - b. achieve a NJ Department of Education determined minimum score on a State of NJ approved alternate assessment or
 - c. successfully complete the portfolio review process mandated by the NJ DOE.

Benchmark and Quarterly Assessments

Not Present for Benchmarks or Quarterly Assessments:

1. It is understood that on occasion circumstances may prevent a student from being present for a scheduled quarterly assessment or benchmark. Upon presentation of a Make-Up Assessment Admit Slip, from the administration to the teacher, a make-up exam shall be scheduled.
2. Cases of unforeseen long-term student absence shall be reviewed individually by the teacher, counselor and the principal or their designee.



Academic Requirements for Athletics and Extra Curricular Activities Participation

Refer to N.J.S.I.A.A. guidelines on their website for the most current regulations regarding participation in athletics and extracurricular activities:

www.njsiaa.org/REFERENCES/10-11njsiaaConstitutionBylaw.pdf

1. Fall/Winter: All students must have passed at least 30 credits during the previous school year. Incoming students from the Middle School (8th grade) have no Fall/Winter credit requirement as a 9th grade student.
2. Spring: To participate in spring activities: Students must earn 15 credits by the end of the first semester.

Grade	First Semester Credits Earned	Second Semester Credits Earned
9	*00	15
10	30	45
11	60	75
12	90	105

***Requirements and mandates are continually being reviewed and adjusted to meet the needs of the ever-changing situation with Covid-19. Student-athletes and parents will be updated on any changes through our website, email, and Portal.*

Academic Awards Recognition

Honors Qualification

To achieve academic recognition for 2022-2023, students must earn Honor Roll or higher for the last marking period of the 2021-2022 school year and the first three marking periods of the 2022-2023 school year. Additional information will be made available through Ms. Botten and the School Initiatives Committee.

Superintendent's Award: All A's

Principal's Award: 3.76 or above and no more than one C in that marking period.

Honor Roll: 3.5 or above, and no more than 2 C's in that marking period.



Academic Recognition Roll

Purpose: The pursuit of academic achievement is a concept that has no limits in our school community. Individuals of all levels and abilities are being encouraged and recognized for their significant academic improvements. Success is not merely a number, but the motivation, the perseverance, and a sense of self-worth that allows us to become far more than whom we used to be and proud of what we have done.

Qualifications: In general, increasing the G.P.A. a full 1.0 point or more over last year's score when compared to the average of the first three Marking Periods of this school year is the basic qualifier. Students with special circumstances may also receive recognition, via teacher recommendation, for academic effort and achievement in the classroom.

Academic Day

Students who have attained the honor qualification will be eligible to attend the Academic Day activity/field trip. Other factors will be included to determine participation: fourth marking period grades, attendance, and conduct.

Additional Senior Academic Recognition Programs

The following programs are based on the 4-year cumulative and weighted GPA's that are calculated after the completion of the 7th semester (after marking period 2 of a student's senior year).

GHS Top '20': Those 20 students who have the highest cumulative and weighted GPA and are students in good standing will be recognized at the Top '20' Program.

Salutatorian: The student who is ranked #2 in the senior class and is a student in good standing, will be the class salutatorian and speak at graduation.

Valedictorian: The student who is ranked #1 in the senior class and is a student in good standing, will be the class valedictorian and speak at graduation.

Student of the Month: Seniors are selected based on academic achievement, citizenship, working to potential and contributions to the school community. Each month of school, teachers recommend and vote for a student of the month. In June, an additional vote is taken to select Student of the Year. This student of the year may have the opportunity to speak at graduation.

Alternative Educational Opportunities Available to Garfield High School Students

Success Academy

The Success Academy at Garfield High School provides a non-traditional school setting designed to meet the needs of students who have struggled to remain on grade level in the conventional, full-day high school environment. The goals of the Success Academy are to provide both academic and social-emotional structural supports, to help students who are not benefitting from traditional high school experience,



recover their credits, meet additional academic requirements, and graduate from high school as soon as possible. The Success Academy will also provide a forum for students to address some of the contributing factors that have negatively impacted the high school experience. Challenges, such as truancy, lack of motivation, learning difficulties, and social emotional issues, are all factors that will be addressed within this program, through weekly check ins with school guidance counselors and advisors.

Each Success Academy student will receive a Personalized Student Learning Plan, which will serve as their road map to the completion of their high school requirements. Success Academy students will receive a modified schedule, including a combination of small-group learning, personalized instruction, online course recovery, independent study opportunities, and Option Two programs, including work-study opportunities. The Success Academy was created to provide these students with a flexible, customized learning program that will also introduce students to various career paths and spark a passion for the future. Arrival and departure times will vary from the traditional high school day, depending on individual student requirements and the student's PSLP.

South Bergen Technical Education Center

The Garfield Board of Education has made provisions for Garfield High School students to attend the "Satellite" School in Teterboro. This program is a shared-time adventure in cooperation with students from schools such as Becton Regional, Lodi, Hasbrouck Heights, Lyndhurst, North Arlington, Rutherford, Wallington, Wood-Ridge High Schools and other Bergen County Schools. The center is under the supervision of the Bergen County Board of Vocational Education.

The purpose of the center is to provide vocational-technical training to specific skill development. Twenty credits are granted to a student who successfully completes one year of training.

Work Experience Programs (Seniors)

Students can apply to be accepted to one of two work experience programs, Cooperative Marketing Education and Cooperative Business Education. As a senior, the typical work-experience student will have early release as determined by the program coordinator. A student, who has successfully completed the program requirements, will earn 15 credits (5 credits for the related class and 10 credits for the on-the-job experience). All other graduation requirements must be satisfied.

Option II Personalized Student Learning Opportunities (PSLO)

NJAC 6A:8-5.1 directs district Boards of Education to develop, adopt, and implement requirements for State-endorsed diploma. Traditionally, this has consisted of a series of "credits" in required content areas, with the State dictating a minimal number of credits needed for graduation from high school. Credits are based on traditional seat time. Local school districts are permitted to establish additional courses or credit requirements or different schedules.

Dual Enrollment Courses

GHS students who have met the necessary prerequisites can be scheduled for dual enrollment courses. The courses permit the student to earn high school and college credit simultaneously. Currently we are working in partnership with Bergen Community College and Farleigh Dickinson University. Any costs



involved in the program are the responsibility of the student's family. Please see your guidance counselor for additional information. The following courses are dual enrollment and carry honors distinction:

Anatomy and Physiology

Civics & Government (FDU & BCC)

Computer Assisted Design (CAD)

Engineering CAD

English Composition I & II

Holocaust/Genocide Studies

Italian III & IV

Introductory Drawing

Research and Lab Techniques

Statistics

Success 101

Technical Drawing

Tomorrow's Teachers (FDU only)

20th Century US History III

Early College Program

Associate Degree in Professional Studies with Bergen Community College

The Early College Program is an initiative offered to students at Garfield High School which provides them the opportunity to complete a two-year Associate Degree through Bergen Community College (BCC) while at Garfield High School.

Program Participation

- ▶ The Early College Program in cooperation with Bergen Community College is open to any high school student who applies and meets rigorous criteria.
- ▶ Students who are accepted to the program will have classes scheduled accordingly.
- ▶ Students will have the opportunity to earn college credit by taking any of the following types of courses: AP classes, Dual Enrollment Classes, and classes at Bergen Community College.

Criteria for Acceptance

- ▶ Weighted cumulative GPA of 3.75 or higher.
- ▶ No more than 2 absences per marking period on average.
- ▶ No cuts, loss of credit, or appeals for loss of credit.
- ▶ Disciplinary Points ≤ 5 .
- ▶ Students must take the Accuplacer or SAT and score at least a 450 LA and at least a 500 in Math. (BCC Requirement)
- ▶ A completed application which includes teacher recommendations and a writing sample.



Costs

- ▶ **AP course** fees are paid by the district, as well as the administration of the end of the year AP exam.
- ▶ **Dual Enrollment** costs vary and include a \$15.25 (registration fee) for students on free and reduced lunch. **This is their only fee for the year.**

For students who pay the full lunch price the cost is **\$73.25** (2019-2020) **per credit** plus a \$15.25 registration fee.

- ▶ **Additional fees/tuition** to participate in the two-year Bergen Community College Associate Degree Early College Program also apply.

(Based on number of classes needed on campus at BCC).

Additional Information

- ▶ In order to complete the full 2-year associate degree, students will be expected to take coursework during the school day at BCC and intersession/online courses.
- ▶ Transportation, during regular school hours, will be provided by the Garfield School District.
- ▶ Consideration for permission of self or parental transportation.
- ▶ Students can also take AP and/or Dual Enrollment classes without being enrolled in the BCC Early College Associate Degree Program.
- ▶ The Early College Program might have additional costs subject to school funding.
- ▶ Credits earned through BCC can be transferred to other schools including 4-year colleges.
- ▶ Students can access:

<http://www.njtransfer.org/> to determine how credits will be accepted by other colleges.

Athletic Policy

The Garfield Public School Athletic Program has a long and proud tradition. It is our goal to provide young men and women with the opportunity to develop athletic skills, personal dedication and a sense of team above self. The “Athletic Policy” outlines those rules and regulations that govern the student-athlete while he/she is a member of any athletic team. All school policies remain in effect and as a result of an athlete's actions, further penalties may occur based on school policy. Participation in the Athletic Program is a privilege extended to all students. Athletes in violation of any school or athletic department policies may lose privileges to participate. Loss of privileges will be determined on a case-by-case basis after a meeting with the school and athletic department administration.



In an effort to give directions to all athletes regarding proper attitudes and values, and to encourage a positive image within the school and community, the athletic policy will be adhered to by administrators, coaches and athletes. It is a requirement that a copy of the Athletic Policy be signed by each student-athlete and their parent/guardian and submitted to the Athletic Director. The content included below is for informational purposes. The Board approved and complete Athletic Policy will be distributed to all student-athletes and their parents/guardians.

- **Absence from School:** An athlete shall not practice or participate in any athletic event on a day in which he/she was absent from school.
- If an athlete is absent on a day preceding a non-school day (Saturday) that student must receive special permission from the Principal or an Athletic Department Administrator in order to participate in any athletic activity.
- Any athlete not signed in by 9:30 AM will be considered absent for the day, unless written pre-notification of tardiness has been submitted to the coach and Athletic Department Administration.
- An athlete violating school policy regarding tardiness and absenteeism may result in loss of privileges in athletic programs after a meeting is held with school and athletic department administration.
- An absence or tardiness must be supported by a written memo from a physician, dentist, or Motor Vehicle Commission. (Not parent)
- A student who signs out of school "Sick" cannot return to participate after school.
- **Suspension from School:** An athlete shall not participate in any athletic activities for the duration of the suspension from school.
- An athlete suspended from school may be re-instated to the team after a conference with the athletic director, coach, parent and athlete.
- Repeated suspensions shall result in permanent removal from the team.

Athletic Code of Conduct

- **Team Membership:** Participation in sports is a privilege and all student athletes will be held to the highest standards of behavior. Failure to meet these standards may result in removal from the team and impact future participation in all athletic activities. Student-Athletes are responsible for knowing and following all rules and regulations.
- **Substance Abuse:** The administration and Athletic Department recognize that drugs, alcohol, tobacco, and steroids are harmful to the health of our students. These substances have a negative effect on behavior, learning, and skill development. The misuse of these substances can adversely affect family, classmates, and teammates. These substances do not have a place in the school community or the athletic program. The administration and Athletic Department also recognize that student-athletes possess leadership potential and that their good example will help deter the use of illegal substances. The use or possession of a substance in any form is unacceptable for any member of any athletic team either on or off the school premises.
- **Harassment/Intimidation/Bullying:** Hazing: "Hazing" means the performance of any act or the coercion of another to perform any act of initiation onto a team that causes or creates a substantial risk of causing mental or physical harm. The Garfield Board of Education strives to create an atmosphere in which students feel safe attending all aspects of school including



athletics. Any student that is involved in any type of hazing will be removed from the team and all incidents will be reported to the school administration. Further consequences resulting from the athlete's behavior may result as per school policy.

Athletic Equipment

- An athlete shall not participate in any sport unless all equipment responsibilities for the previous sport have been resolved. It is every athlete's responsibility to return issued equipment immediately at the end of the season or upon leaving the team.

Academic Eligibility

- All high school students must meet or exceed the NJSIAA academic eligibility rules. All students are encouraged to maintain their academic eligibility by developing good study habits and organizational skills. Additionally, all students are reminded the multiple tutoring programs are available both before school and after school. Coaches and school administration will continually verify that academic eligibility requirements are satisfied.

Substance Abuse Policy

Garfield School District: Drug Free School Zone – Policy 5530

For the purpose of this handbook, the word 'substance' will refer to any illegal drug, prescription drug used for non-intended or non-prescribed purposes, controlled substances, steroids, and alcohol. 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.

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 a substance on school premises, at any event away from the school premises that is sponsored by this Board, and on any transportation vehicle provided by this Board.

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 offense, the nature of the problem 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 instruction on the nature and effects of substances and tobacco. The program will be included in the health education curriculum and conducted in accordance with law, rules of the State Board of Education, and Policy No. 2422.

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

Whenever any teaching staff member, certified or non-certified nurse or other educational personnel have reason to believe a pupil has used or may be using anabolic steroids that person must report the matter as soon as possible to:

1. The Principal (or, in the Principal's absence, to a person designated by the Principal); and
2. The certified or non-certified school nurse; or
3. The school physician; or
4. The Substance Awareness Coordinator.

The Principal or his/her designee, in response to every report, must immediately:

1. Notify the pupil's parent(s) or legal guardian(s);
2. Notify the Superintendent; and
3. Arrange for the immediate examination of the pupil by a physician selected by the parent(s) or legal guardian(s).
 - a. If the physician selected by the parent(s) or legal guardian(s) is not available to perform the examination, the examination will be conducted by the school physician.
 - b. The examination conducted, at parental request, by a physician other than the school physician will not be at district expense.
 - c. The pupil shall be examined as soon as possible for the purpose of determining whether the pupil has been using anabolic steroids.
 - d. A written report of the examination of the pupil shall be furnished by the examining physician to the pupil's parent(s) or legal guardian(s) and to the Superintendent.

All staff members shall be alert to signs of substance abuse by pupils and shall respond to those signs in accordance with administrative regulations. Any staff member to whom it appears that a pupil may be under the influence of a substance other than anabolic steroids on school property or at a school function, shall report the matter as soon as possible to:



1. The Principal (or, in the Principal's absence, to a person designated by the Principal) and
2. The school nurse or the school physician.
3. If neither the school nurse nor school physician is available, the staff member responsible for the function shall be notified.

The Principal or his/her designee shall immediately notify the pupil's parent(s) or legal guardian(s) and the Superintendent. The Principal must arrange for an immediate medical examination of the pupil:

1. By a doctor selected by the parent(s) or legal guardian(s) or,
2. If the parent(s) or legal guardian(s) doctor is not immediately available, by the school physician.
3. If neither the parent(s) or legal guardian(s) doctor nor the school physician is immediately available, the pupil shall be taken to the emergency room of the nearest hospital for examination and diagnosis.

The pupil may be accompanied by the pupil's parent(s) or legal guardian(s) if possible and will be accompanied by a member of the school staff appointed by the Principal.

4. An examination conducted by a physician other than the school physician, or the emergency room of the nearest hospital shall not be at district expense. Treatment will not be at Board expense.

If there is a positive determination from the medical examination of the pupil indicating the alcohol or drug use interferes with the pupil's physical or mental ability to perform in school:

1. The pupil will be returned to the care of the parent(s) or legal guardian(s) as soon as possible; and
2. Attendance at school will not resume until a medical report verifies the pupil's alcohol or drug use no longer interferes with the pupil's physical or mental ability to attend school.

When a pupil's substance abuse or suspected substance abuse threatens the pupil's life or places the pupil and/or others in imminent peril, all procedures shall be expedited in accordance with the emergency. Policy No. 8441, Care of Injured and Ill Persons, may be implemented as appropriate, provided no component of the procedures implementing this policy is omitted.

The Board will provide intervention and treatment referral services by teaching staff members who are properly and appropriately certified and trained to render such services.

Such services will include instruction, counseling, and related services to a pupil who is receiving medical or therapeutic care for diagnosed substance abuse; referral to a community agency approved by the County Local Advisory Council on Alcoholism or Drug Abuse or the State Department of Health; support services for pupils who are in care or returning from care for substance dependency; and/or a special class or course designed to meet the needs of pupils with problems of substance abuse.

A substance abuser who has also been identified as potentially disabled shall be evaluated by the Child Study Team to determine his/her eligibility for special education and/or related services.



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 employee who in good faith reports a pupil to the Principal, the Principal's designee, the school physician, or the School Nurse to help such pupil cure his/her abuse of substances shall not be liable in civil damages as a result of making any such report.

Reporting Pupils to Law Enforcement Authorities

N.J.A.C. 6A:16-6.3(a)

The Superintendent, or designee, will report pupils to law enforcement authorities if the staff member has reason to believe a pupil is unlawfully possessing or in any way is involved in the distribution of controlled dangerous substances, anabolic steroids, or drug paraphernalia, on or within 1,000 feet of the outermost boundary of school property 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.

Students Convicted of Drug Offenses

- A. A student whose violation of laws concerning the use and possession of drugs results in removal from school by court order shall continue to receive instruction, in accordance with the rules of the State Board policy, at home or in the institution to which he/she may have been assigned.
- B. When any student has been duly charged with the commission of a drug offense or violation or found by a court of competent jurisdiction to have violated the drug laws, his/her continued attendance at school shall be contingent upon the recommendation of the court.

Smoking/Vaping

Policy No. 5533

The Board of Education recognizes the use of tobacco presents a health hazard that can have serious implications both for the smoker and the nonsmoker and that smoking habits developed by the young may have lifelong deleterious consequences.

For purposes of this policy, "smoking" means the burning of a lighted cigar, cigarette, pipe, electronic cigarette, or any other matter or substance that contains tobacco and the use of smokeless tobacco and snuff. For the purposes of this policy, "school grounds" means and includes land, portions of land, structures, buildings, and vehicles when used for the provision of academic or extracurricular programs by the district or community provider and structures that support these buildings, including, but not limited to administrative buildings, kitchens, maintenance shops, and garages. "School grounds" also includes other facilities as defined in N.J.A.C. 6A:26-1.2, playgrounds, and other recreational places



owned by the local municipalities, private entities, or other individuals during those times when the school district has exclusive use of a portion of such land.

The Board prohibits smoking by pupils at any time on any school grounds as defined above, at events sponsored by the Board away from school, and on any transportation, vehicle supplied by the Board. Notice that smoking is prohibited on school grounds as defined above will be posted at each public entrance in accordance with law. The Principal of each school building is authorized to report violations, in accordance with law, to the Board of Health. Failure to report violations may subject the Principal to fines in accordance with N.J.S.A. 26:3D-20. The Building Principal will not be liable for a fine if he/she has taken reasonable steps to enforce the prohibition of smoking in school buildings or on school grounds. Pupils who violate the provisions of this policy shall be subject to appropriate disciplinary measures. The Board directs that the health curriculum include instruction in the potential hazards of the use of tobacco. Staff members shall, by example and persuasion, make every reasonable effort to discourage pupils from developing the habit of smoking.

N.J.S.A. 18A:40A -1 N.J.S.A. 26:3D-15 through 26:3D-20 N.J.A.C. 6A:16-1.3 Adopted: 23 May 2006

Undercover Operations

Contacting Law Enforcement for Investigation, Searches, Seizures and Arrests

Once law enforcement officials are called and further investigation is required, an area away from the general population will be provided. If law enforcers choose not to investigate, the administration may continue the investigation to see if school rules were violated.

If an arrest is required, it is to be done privately, in order not to disrupt the school population. Parents/Guardians will be notified.

Whenever police are summoned, the superintendent shall report the reason and pertinent information to the board of education at its next regular meeting. Confidentiality is required.

Searches

Searches may be conducted by the principal with reasonable suspicion. Precautions will be taken not to violate the student's Fourth Amendment rights. If drugs or paraphernalia are found, it will be safeguarded until picked up by the police. Parents will be contacted. When law officials are called and a search or interview is necessary, the administration should request that it be done by the law enforcement officials.

***If further information about any of the above is required, please refer to the district policy directly. (All policies are available through the Board of Education offices). The above is only a summary and is not meant to replace the district policy.

Be advised that Garfield High School has a cooperative agreement with the City of Garfield Police Department and at any time a visit from any state, county or local law enforcement agency may occur. The school and its administration welcome these agencies with or without an announcement. With this



agreement, the visit may be by a Patrol Officer, Detective, School Resource Officer or K-9 Officer with handler.

Police Presence Can Be Requested at Extra Curricular Activities

Undercover operations may be requested by the superintendent if there is reason to believe a problem exists and if less intrusive means of law enforcement are not effective. The superintendent is not permitted to inform the Board of Education or anyone else regarding this operation unless authorized by law enforcers to do so.

Law enforcement may request undercover operations to be established. The superintendent shall not discuss this with anyone. (Questions about legality should be referred to the County Prosecutor.) Superintendent and building principal shall cooperate with law officials regarding undercover school operations. If discovered by anyone, do not allow the integrity of the operation to be compromised. Notify the County Prosecutor immediately.

Once the operation is completed the superintendent may report to the Board of Education with appropriate law enforcement authority.

I.D.E.A. and Section 504

Policy 1510

No qualified handicapped/disabled person shall, because of the school district's facilities being inaccessible or unusable by handicapped/disabled persons, be denied the benefits of, be excluded from participation in or otherwise be subjected to discrimination under any program or activity offered by the Board.

No pupil will be denied, because of his/her educational handicap/disability, participation in co-curricular, intramural, or interscholastic activities or any of the services offered or recognitions rendered regularly to the pupils of this district.

Harassment

The Board of Education shall maintain an instructional and working environment that is free from harassment of any kind. Administrators and supervisors will make it clear to all staff, pupils and vendors that harassment is prohibited. Sexual harassment shall be specifically addressed in the affirmative action in-service programs required by law for all staff.

Sexual harassment of staff or children interferes with the learning process and will not be tolerated in the Garfield schools. Any child or staff member who has knowledge of or feels victimized by sexual harassment should immediately report his/her allegation to the affirmative action officer or principal. This policy statement will be distributed to all staff members.

Staff or pupils may file a formal grievance related to harassment on any of the grounds addressed in this policy. The affirmative action officer will receive all complaints and carry out a thorough investigation and will protect the rights of both the person making the complaint and the alleged harasser.



Findings of discrimination or harassment will result in appropriate disciplinary action.

Harassment, Intimidation, and Bullying (H.I.B.)

Policy No. 5512.01

The Garfield Board of Education strives to create an atmosphere in which students feel safe attending school. Any student who feels they are being harassed, intimidated, or bullied (HIB) by another individual needs to report the incident to their teacher, school administrator, guidance counselor, or school resource officer. Additionally, any bystander who witnesses or has knowledge of potential HIB activity has the obligation to report said knowledge to a school official immediately.

Policy on Dating Violence

The Garfield Board of Education has determined that a safe and civil environment in school is necessary to learn. Acts or incidents of dating violence whether they are verbal, sexual, physical or emotional will not be tolerated and will be dealt with according to the district's student code of conduct and dating violence policies (5500, 5600 and 5519).

NJSA 18A: 37-33: Any student who is a victim or any person who has a suspicion of dating violence taking place will report the incident as soon as possible, but no later than the end of the day to either their teacher, an administrator, counselor, or school resource officer.

School and Classroom Practices

In implementing affirmative action, the district shall carry on:

1. A process of identification and correction of the denial of equality of educational opportunities for pupils solely based on race, color, creed, religion, sex, ancestry, national origin, social or economic status, or non-applicable handicap; or any classification protected by law;
2. A continuing reexamination and modification, as may be necessary, of its school and classroom programs; of location and use of facilities; of its curriculum development program and its instructional materials; of the availability of programs for children; and of equal access of all eligible pupils to all extracurricular programs.

Garfield School District Affirmative Action Grievance Procedure

Under Title IX, each school district must have a written, and publicized grievance procedure for handling complaints alleging sex discrimination. Students, parents, and employees must be fully informed of the steps in the grievance process. It is strongly recommended that discrimination grievance procedures allow for complaints based on race, color, creed, religion, national origin, affectional or sexual orientation, ancestry, socioeconomic status, as well as sex.

Title IX does not specify a particular structure for the grievance procedure; it does require that the procedure provide for the *"prompt and equitable resolution of students and employee complaints"*. Therefore, all procedures must include reasonable timelines for the initiation and resolution of a grievance.

Any person who believes that he/ she has been discriminated against may also file a complaint with the Office for Civil Rights of the Department of Education at the same time a grievance is filed during or after the



grievance process, or without using the school district process at all. A person may also file a grievance with the New Jersey Division on Civil Rights.

Affirmative Action Resources:

Ms. Anna Sciacca- District Affirmative Action Officer

Mr. Giovanni Luciano- District Affirmative Action Coordinator

Mr. Joseph Algieri - GHS Anti-Bullying Specialist/ Affirmative Action Resource

Dr. Megan Menezes - GHS Anti-Bullying Specialist/ Affirmative Action Resource

Procedure:

The District Affirmative Action Officer has the authority to conduct interviews and investigate any alleged Affirmative Action claims. This includes both certified, non-certified staff members, and anyone that wishes to file a claim. In the event the grievant is a non-certified staff member (paraprofessional, aide, security, bus driver, and custodians), student, parent, or anyone who is in contact with the district, the District Affirmative Action Coordinator may conduct the interviews and investigate.

Level 1: Affirmative Action Coordinator and/or Officer

- 1. THE** grievant shall submit in writing the grievance and identify the affirmative action area(s) being violated. (State of New Jersey Civil Service Commission Office of Equal Employment Opportunity and Affirmative Action Discrimination Complaint Processing Form). Please note: Question 9 must be answered and explained. Failure to clearly select and explain can result in termination of the complaint.
- 2. The** District Affirmative Action Coordinator and/or Officer has ten working ten days in which to investigate and respond to the grievant. (Affirmative Action Coordinator and/or Officer is to use the space provided on Grievance Report Response- Form B)
- 3. If** not satisfied, the grievant may appeal within three school days and he/she can resubmit the alleged violation to the Superintendent of Schools. (Grievant is to use the space provided on Grievance Appeal Response-Form C)

Level 2: Superintendent of Schools

- 1.** The grievant shall resubmit in writing the original grievance and identify the affirmative action area(s) being violated, as well as the Affirmative Action Coordinator/ Officers' response received at Level
- 2.** The Superintendent of Schools has ten working days in which to investigate and respond to the grievant. (Superintendent of Schools is to use the space provided on Grievance Report Response- Form D)



3. If not satisfied, the grievant may appeal within three school days and he/she can resubmit the alleged violation, as well as responses and appeals, to the Board of Education (Grievant is to use the space provided on Grievance Appeal Response- Form E)

Level 3: Board of Education

1. The grievant shall submit in writing the grievance and identify the affirmative action area(s) being violated, as well as the Superintendents' response received at Level 2.
2. The Board of Education has ten working days in which to investigate and respond to the grievant. (Board of Education president is to use the space provided on Grievance Report Response- Form F)
3. If the grievant is not satisfied with the Board's decision, the grievant can have it referred to the County Superintendent of Schools. (Grievant is to use the space provided on Grievance Appeal Response- Form G)

Level 4: County Superintendent of Schools

Bergen County Office of Education
One Bergen County Plaza
3rd Floor, Room 350
Hackensack, NJ 07601

Mr. Joseph Zarra, Interim Executive County Superintendent
phone: (201) 336-6875
fax: (201) 336-6880

The grievant maintains the right to bypass the grievance procedure and submit the complaint directly to any or all the following agencies.

1. The Commissioner of Education
Bureau of Controversies and Disputes
New Jersey Department of Education
PO Box 500
Trenton, New Jersey 08625
Phone: (609) 292- 5705
2. Equal Employment Opportunity
Commission Newark District Office
1 Newark Center, 21st Floor
Newark, New Jersey 07102
Phone: (800) 669-4000 or (973) 645 6383
3. U.S. Office for Civil Rights
U.S. Department of Education
32 Old Slip, 26th Floor
New York, NY 10005-2500
Phone: (646) 428- 3900 or TDD (877) 521-2172



4. New Jersey Division on Civil Rights
140 East Front Street, 6th Floor
PO Box 090
Trenton, NJ 08625-0090
Phone: (609) 292- 4605 or TDD (609) 292-1785

Title I Program

The Garfield Board of Education recognizes that the discharge of its responsibility to provide a thorough and efficient system of education for each child in the district may require special help to some students beyond the regular classroom program. The Garfield Board of Education shall be responsible for such preventative and remedial programs, defined herein as Basic Skills Improvement Programs. The district shall comply with all state and federal requirements in developing, implementing, administering, and evaluating funded compensatory education programs.

Such Basic Skills Improvement services and activities shall be designed to improve the level of proficiency in Reading, Language Arts, and Mathematics skills of pupils who meet the criteria based on:

1. Assessment of pupil attainments as per Board policy
2. Evaluation procedures that measure pupil achievements related to remedial educational program objectives and standards.

Parents/guardians of public and private schools shall be kept informed of their children's progress and shall be invited to consult with staff on ways to give their child the maximum benefits of such programs.

The Garfield Board of Education has a district Parent and Family Engagement policy to guarantee the consultation requirement. At least once annually, a public meeting shall be held for the express purpose of informing parents/guardians of the programs and activities provided with Title I funds. All schools will utilize their respective Back to School Night in order to provide parents with Title I information. Parents will be informed of the Title I regulations at each school's Back to School Night. The district policy will be distributed to parents of participating Title I children, to the extent possible, in a language the parents understand. Additionally, the Federal Programs Supervisor is available to speak to, or meet with, any parent, by appointment, who has questions or concerns regarding their child's education.

1. Informing parents/guardians of their right to consult in the design and implementation of the Title I project within the constraints of the law
2. Providing parents/guardians with information about the Title I law
3. Soliciting parent/guardian input about Basic Skills Improvement programs and related activities
4. Providing parents/guardians an opportunity to establish mechanisms maintaining on-going communication among parents/guardians, and the Board of Education.

Garfield School District Parental Involvement Policy:

[Garfield School District Parental Involvement Policy](#)

Garfield School District Parent School Compact:



English: [Garfield School District Parent School Compact - English](#)

Spanish: [Garfield School District Parent School Compact - Spanish](#)

Garfield School District Parent's Right to Know Letter:

English: [Garfield School District Parent's Right to Know - English](#)

Spanish: [Garfield School District Parent's Right to Know Letter - Spanish](#)

Miscellaneous Policies

Elevator Procedures

- Student Use - The use of the elevator by students for medical reasons will be determined by the Principal and School Nurse upon receipt of a doctor's directive, trainer's recommendation, or valid parent request. The Nurse will approve and direct the student to the Principal or Vice Principal. The Principal or Vice Principal or designee will meet with the student and provide personal instruction on the use of the elevator.
- In all cases, a student using the elevator must be accompanied by one other student only who is authorized to assist with books, bags, etc. and in case of an emergency. No other students may ride with the students unless authorized by the Principal, Vice Principal or Nurse. Disciplinary action may be taken towards any abuse by student(s).
- Visitor Use - The use of the elevator by visitors will be provided with assistance by the administration, custodial staff, or nurse as needed. Additional assistance will be provided for any other circumstances needed.
- Non-Authorized Student Use - Any student who uses the elevator without proper authorization will be subject to disciplinary action as determined by the Principal or their designee.

Fire Drills and Emergency Drills

One fire drill and one emergency drill will be conducted every month school is in session. These procedures are reviewed annually in collaboration with the Garfield Police Department. In addition, faculty members are trained to appropriately respond and direct their students during an emergency. Students must follow their teacher's directives. During an emergency, students are not permitted to use their cell phones, computers, or other means of communication as interference with emergency procedures may result. Additionally, students are not permitted to leave the school campus during an emergency because of the need to secure the safety of all students and staff. Under no circumstances is the elevator to be used during a fire drill or fire emergency. Students who are uncooperative or disruptive during these drills are subject to suspension.

Safety

The superintendent shall develop rules governing school safety which shall include but not be limited to: pupil safety in school; care of injured pupils; vehicle safety programs; plant safety; labeling and storage of hazardous substances; emergency procedures; pupil traffic safety in transit to and from school; and eye protection. In addition, pupils shall be provided with safety instruction in accordance with the law.



The rules and procedures shall be reviewed and adopted by the board as required by law and shall be disseminated to staff and pupils annually, and whenever any changes are made.

Asbestos Management Plan

Notice is hereby given that the asbestos management plans for the Garfield School District are available at your respective buildings or the Central Office for your review as required by 40 CFR 763.93 (g) (4). All asbestos has been removed in areas required by state and federal regulation. Asbestos that is encapsulated will be monitored periodically as required by 40 CFR 763.84 (c) and 763.93 (e) (10).

Network and Computing Acceptable Use Policy (File Code: 6142.10)

NETWORK AND COMPUTING

The Garfield Public Schools are responsible for securing its network and computing systems to a reasonable and economically feasible degree against unauthorized access and/or abuse, while making these accessible for educational purpose to authorized and legitimate users. This responsibility includes informing users, both registered and unregistered, of expected standards of conduct and the disciplinary or legal consequences for not adhering to them. Any attempt to violate the provisions of this policy will result in disciplinary action, including but not limited to temporary revocation of user accounts and computer use regardless of the success or failure of the attempt. Permanent revocations and/or other disciplinary actions may be taken by an administrator. The users of the network and computer equipment are responsible for respecting and adhering to local, state, federal and international laws. Any attempt to break those laws may result in litigation against the offender by the proper authorities. If such an event should occur, the administration will fully comply with the authorities to provide any information necessary for the litigation process.

Section 1: General Computing

Once a user receives a User-ID to be used to access the network and computer systems, the user is solely responsible for all actions taken while that User-ID owner.

- 1.1. Applying for a User-ID under false pretenses.
- 1.2. Sharing your User-ID with another person. (If you share your User-ID with another person(s), you and that person(s) will be responsible for any abuse that may occur.)
- 1.3. Deleting, examining, copying, or modifying files and/or data belonging to other users without prior consent of the owner.
- 1.4. Attempting to evade or change resource quotas.



- 1.5. Impeding other users through mass consumption of system resources.
- 1.6. Using facilities and/or services for unauthorized purposes.
- 1.7. Any unauthorized, deliberate action which damages or disrupts a computing system or network, alters its normal performance, or causes a malfunction regardless of system location or time duration.

Section 2: Electronic Mail

Electronic mail ("E-Mail") is an electronic message sent by or to a user in correspondence with another person having E-Mail access. Messages received by the system are retained on the system until deleted by the recipient. A canceled account will not receive its mail. Users are expected to remove old messages in a timely fashion and the system administrators may remove such messages if not attended to regularly by the user. When a user sends electronic mail

(E-Mail) his/her name and User-ID are included in each mail message. The user is responsible for all electronic mail from his/her User-ID. Therefore, the following are prohibited:

- 2.1. Forging or attempting to forge electronic mail messages.
- 2.2. Reading, deleting, copying, modifying or viewing without permission, other user's E-Mail or the attempt to do so.
- 2.3. Sending inappropriate, harassing, obscene or threatening E-Mail to another user or the attempt to do so.
- 2.4. Sending unsolicited junk mail, "for-profit" messages, chain letters, or other inappropriate material or the attempt to do so.

Section 3: Network and Computing System Security

A user of the network is allowed to access only authorized networks of the computer systems attached to those networks; therefore, the following are prohibited:

- 3.1. Using systems and/or networks in an attempt to gain unauthorized access to remote systems.
- 3.2. Using systems or networks to connect to other systems evading the physical limitations of the local or remote system.
- 3.3. Decrypting system or user passwords.
- 3.4. Copying system files.



- 3.5. Duplicating copyrighted materials, such as third-party software, without the expressed written permission of the owner, or the proper license.
- 3.6. Attempting to "crash" network systems or programs.
- 3.7. Attempting to secure a higher level of privilege on network systems.
- 3.8. Willfully introducing computer "viruses", disruptive, or destructive programs into the network or into external networks.
- 3.9. Installing or removing any and all software.
- 3.10. Installing or removing any hardware.

The Garfield network and computing systems are expected to be used exclusively for education-related functions and applications. As the system administrators have access to all files, including E-Mail files, users should have no expectation of privacy with respect to said files or E-Mail. The system administrators will not normally inspect the contents of files or E-Mail sent by one user to an identified addressee unless required to do so by law or policies of the Garfield School District, or to investigate complaints regarding files or E-Mail which is alleged to contain defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material. Moreover, Administrators are obligated to cooperate fully with local, state, or federal officials in any investigation concerning or related to E-Mail transmitted on, or misuses of the network and computing systems.

Adopted: September 21, 1999

Student Video / Publicity Release

During the course of the regular school year, students participate in various curriculum programs, contests, plays and field trips. Therefore, pictures/videos of our students are often taken to capture these moments in time that showcase a host of activities available in school. Signing of this publicity form includes, but is not limited to, print material in newspapers, school district newsletters, and internet and school district website and/or cable public access channels. This form gives you the choice to OPT-IN to this opportunity. If you grant permission for your child's name, photo and/or video to be released for publicity or communication purposes, this form must be completed.

If you do nothing, then we do not have your permission to share sanctioned multi-media photos of your child with the public for communication and/or publicity purposes.

In accordance with Board of Education Policy 9400 News Media Relations, which states: photographing of students, taking still or video pictures of district pupils and buildings for commercial purposes is prohibited without written approval of the superintendent, board of education and parents/guardians, where applicable. "Commercial purposes" in this context is defined to mean for sale or for use in connection with the advertisement of promotion of goods or services. Taking still or video pictures of district pupils for district purposes is prohibited without written approval of the parents/guardians.



“District Pupils” shall be defined as boys and girls enrolled in the school during that part of the day they are in school, on the school grounds, or engaged in any activity under the direction and supervision of the school. Photographs for such purposes and newspaper coverage of school activities must be authorized in advance by the superintendent. Parents/guardians shall be notified at the beginning of the school year that photographs may be taken and of the possibility that their children may be included. A parent/guardian may request that their children not be included in any photograph taken for publication.

Release of Student Information to Military Recruiters, College/University Recruiters or Prospective Employers

Under the federal Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), public high schools must give the names, addresses and telephone numbers of students to military recruiters, college/university recruiters and prospective employers if the recruiters request the information (ESSA, Title VIII, §8528). However, students or their parents have the right to instruct the school in writing that this information is not to be released. Parents/Guardians and/or students shall be notified at the beginning of the school year and indicate their choice to the school. The decision can be updated during the course of the school year by contacting the student’s guidance counselor.



Garfield High School

Alma Mater

*Our voices swell with true emotion
Our hearts o'er leap with joyous zeal
We sing our song of strong devotion,
In Praises of our dear Garfield.*

Chorus:

*Oh Garfield High School Alma Mater
E'er faithful true and tried are thou,
To Garfield High School Alma Mater
We consecrate our hearts right now.*

II

*Even thou we all shall have to leave thee
And wander far from sight of you,
Our hearts will ever, ever praise thee,
Our love for Garfield still rings true.*

Chorus:

*Oh Garfield High School Alma Mater
E'er faithful true and tried are thou,
To Garfield High School Alma Mater
We consecrate our hearts right now.*



Boilermaker Pride!

