CRESSKILL

HIGH SCHOOL

Class of 2028

THE JOURNEY IS FILLED WITH MANY WONDERFUL AND EXCITING POSSIBILITIES!

Agenda

- Educational Perspectives
- The Transition to High School with a 504 or IEP
- Academics
- Registering for Classes
- Enrichment Opportunities
- The Guidance Department
- Extra-Curricular Activities and Sports

Cresskill School District Mission Statement

Our mission is to foster a culture of

EXCELLENCE for ALL

We strive to empower our students to become leaders, critical thinkers, and people of integrity, while promoting individual development, curiosity and life-long learning.

We value the importance of mental health and social and emotional intelligence. We prioritize creating a community, grounded in inclusivity, that supports and inspires one another.

Through our commitment to these values, we aim to prepare our students to become responsible and engaged citizens who contribute to the betterment of the world.

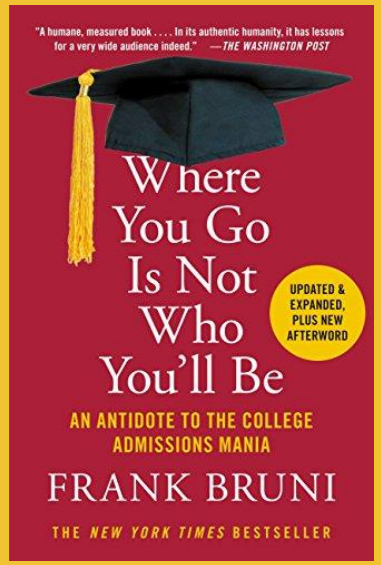
Educational Perspective: How do YOU define success?

<u>Where the Top Fortune 500 CEOs attended College</u>: Texas A&M, Michigan, Penn State, Dartmouth, Duke, Harvard, Illinois State, Michigan State, Princeton, Purdue, Stanford, Kentucky, University of Pennsylvania

<u>Where You Go Is Not Who You'll Be</u> by Frank Bruni

Points of Emphasis to Students/Families

- ***Take your education seriously but you don't have to be perfect***
- ***Explore interests & new opportunities***
- ***Keep an open mind about academic/career possibilities***



Communication & Relationships

- Cresskill Middle School/High School values ongoing, meaningful communication to develop multi-year relationships with students and families.
- Communication includes email, phone correspondence, and face-to-face meetings that address any variety of academic and social/emotional concerns affecting a student's learning experience and personal development.
- Teachers work in conjunction with fellow teachers, guidance counselors, the child study team, and administrators to develop a team approach to supporting students.
- If you have a question or concern, **the best starting point is the source (teacher, advisor, coach, etc.)**

Transitioning into High School for students with IEPs and 504 Plans

Our goal is to prepare students with IEPs and 504 Plans to advocate for their learning, and to transition each student over time to prepare for their future.

- Accommodations and modifications in IEP/504 will continue as students transition to HS.
- Accommodations and modifications in IEP/504 will continue on state-mandated assessments.
- Education beyond HS does not provide the same level of support. Therefore, as time goes on it is important to provide appropriate opportunities for your child to be able to transition to their college and/or careers.

Transitioning into High School for students with IEPs and 504 Plans

What does this mean for high school?

- Students should learn what their disability is and how the accommodations/services help them. We encourage self-advocacy to prepare them for their future beyond CHS.
- Students and their families should work collaboratively with the guidance and child study team departments to apply for accommodations on national entrance exams and accommodations at the college level.
- Students with IEPs or 504 in Honors/AP Classes are required to complete assessments in one testing period, which may require the student to be excused from a portion of another class.

Transitioning into High School for students with IEPs and 504 Plans

Accommodations for the PSAT, SAT, ACT, AP testing must be approved by the testing company.

- Testing companies have specific requirements for documentation and may require updated testing to be submitted. A specific diagnosis must be documented.
- While the district makes the request for accommodations (with parental permission), the College Board (PSAT, SAT, AP) and/or the ACT Board **will grant or deny the accommodations.**
- The district is required to report to the testing company whether or not your child is using the accommodation in school for school-based testing.
- Students in the ESL Program can also apply for the accommodations of extended time and a translator on SAT or ACT Testing.

Transitioning into High School for students with IEPs and 504 Plans

PSAT/SAT/AP

- As early as 9th grade
- Once you receive approval for the accommodations, accommodations will be provided on all further college board testing
- District applies for accommodations after your child's IEP meeting or duriang the school year

ACT

- You are only able to request for accommodations after your child registers for the exam
- The district will receive an email that you requested the accommodations and will then submit the requested documentation
- Your child must request accommodations for every ACT test they take

Transitioning into High School for students with IEPs and 504 Plans

Resources from the testing companies regarding documentation necessary to apply for accommodations:

- ACT Accommodations
- SAT Accommodations

Clubs and Organizations

- Over 40 clubs available with the possibility of starting new clubs
- Club focus can include academic, service, and special interests
- Allow students to explore their passions beyond the classroom
- Encourage collaboration with peers, teachers, & broader community
- List of clubs can be found on the **High School Website**

Athletics

High School Sports		
Fall	**Winter**	**Spring**
CHEERLEADING	BASKETBALL	BASEBALL
CROSS COUNTRY	WINTER TRACK (club)	GOLF
FOOTBALL (CO-OP)	WRESTLING	SOFTBALL
SOCCER	HOCKEY (CO-OP)	TENNIS (Boys)
TENNIS (Girls)		TRACK & FIELD
VOLLEYBALL		

Athletics

- Students need to register to play a sport. For more information, see the Athletic Registration webpage.
- Athletic physicals needed every year
- Fall Sports begin mid-August
- Option Two Physical Education Program for School-sponsored Sports, Marching Band, and Outside Sports Activities. Ms. Beth Del Vecchio, Athletic Director, will share more details later in the spring.

Academics

Graduation Requirements	Cresskill High School
English	4 years = 20 credits
Social Studies	4 years = 20 credits
Science	3 years = 15 credits
Mathematics	4 years = 20 credits
World Language	1 year = 5 credits (*at least 2 years recommended*)
Physical Education	4 years = 20 credits (*one for each year of HS*)
Visual/Performing Art	1 year = 5 credits
21st Century Career	1 year = 5 credits
Financial Literacy	½ year = 2.5 credits
Additional Electives	3½ years = 17.5 credits
	130 credits

Course Levels

	College Prep (CP)	Honors (H)	Advanced Placement (AP)	Middle College Program (MCP)
9th	✅	✅		
10th	✅	✅	✅	
11th	✅	✅	✅	✅
12th	✅	✅	✅	✅

9th Grade Course Selection

English	CP English or Honors English
Social Studies	World History
Math	Algebra, Geometry, Honors Geometry, Trig/PreCalculus, Honors Math Analysis
Science	CP Biology or Honors Biology
World Language	Spanish, French, or Italian: Levels I (CP) or II (CP or Honors)
Physical Education/Health	PE or PE with Honors Bio Lab/Health
Elective	Student Choice (Subject Area, 21st Century/Career, or Visual/Performing Art)
Elective	Student Choice (Subject Area, 21st Century/Career, or Visual/Performing Art)

Example(s) High School Course Progressions

9th Grade	10th Grade	11th Grade	12th Grade
English I Honors English I Foundations of English I Life Skills English I	English II Honors English II Foundations of English II Life Skills English II	English III Honors English III AP English Language Foundations of English III Life Skills English III	English IV AP English Literature Foundations of English IV Life Skills English IV
9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
World History Foundations of History I Life Skills History I	US History I Honors US History I AP World History Foundations of History II Life Skills History II	US History II Honors US History II Honors Humanities AP US History AP Government AP World History Foundations of History III Life Skills History III	Honors Humanities AP Government AP World History AP US History Global Studies/Human Rights US Presidents Race in America Foundations of History IV Life Skills History IV

Example(s) High School Course Progressions

9th Grade	10th Grade	11th Grade	12th Grade
Biology Honors Biology Foundations of Science I Life Skills Science I	Chemistry Honors Chemistry Foundations of Science II Life Skills Science II	Physics or AP Physics Environmental Science Foundations of Science III Life Skills Science III AP Chemistry AP Biology Bioethics/Forensics Anatomy & Physiology* Organic Chemistry*	Physics or AP Physics AP Chemistry AP Biology Environmental Science Bioethics/Forensic Science Anatomy & Physiology* Organic Chemistry*

Example(s) High School Course Progressions

9th Grade	10th Grade	11th Grade	12th Grade
Algebra I Foundations of Math I Life Skills Math I	Geometry Honors Geometry Foundations of Math I Life Skills Math I	Algebra II Honors Algebra II Foundations of Math I Life Skills Math I	Trig/Pre-Calculus Honors Math Analysis Advanced Mathematics Applications Probability/Statistics Foundations of Math I Life Skills Math I
Algebra I in Grade 8 *w/approved grade* Geometry Honors Geometry	Algebra II Honors Algebra II	Honors Math Analysis Trig/Pre-Calculus Hon. Engineering Math	Honors Calculus AP Calculus AP Statistics Probability/Statistics Honors Engineering Math

Example(s) High School Course Progressions

9th Grade	10th Grade	11th Grade	12th Grade
Algebra II in Grade 8 *w/approved grade* Geometry Honors Geometry	Honors Math Analysis Trig/ Pre-Calculus	AP Calculus Honors Calculus AP Statistics Probability/Statistics	Multivariable Calculus AP Calculus Honors Calculus AP Statistics Probability/Statistics Honors Engineering Math *Computer Class
Geometry in Grade 8 *w/approved grade* Honors Math Analysis Trig/Pre-calculus	AP Calculus Honors Calculus	Multivariable Calculus AP Calculus AP Statistics	AP Statistics Multivariable Calculus Probability/Statistics Honors Engineering Math *Computer Class

Computer Class Progression

CHS Computer Science Track

Grade 9	Grade 10	Grade 11	Grade 12
AP Computer Science Principles *Completed Algebra 1 *Recommended for students with no prior CS experience. **grade requirement from Algebra			
Python			
C++ Computer Programming *It is recommended that C++ follows Python			
	AP Computer Science A from Python and/or C++ with teacher rec, or after taking both *grade requirement from prior course		
		Applied Computer Science *Completion of AP CSA	

AP Computer Science Principles anticipated in 20-21, 22-23, and 24-25

AP Computer Science A anticipated in 20-21, 21-22, and 23-24

Example(s) High School Course Progressions

9th Grade	10th Grade	11th Grade	12th Grade
French II (Honors only) Italian II (CP or Honors) Spanish II (CP or Honors) French I* Italian I* Spanish I **dependent on enrollment*	French III (Honors only) Italian III (CP or Honors) Spanish III (CP or Honors) French II (Honors) Italian II (CP or Honors) Spanish II (CP or Honors) Spanish Language & Culture I	French IV (Honors only) Italian IV (CP or Honors) Spanish IV (CP or Honors) French III (Honors) Italian III (CP or Honors) Spanish III (CP or Honors) Spanish Language & Culture II	AP French AP Italian AP Spanish French IV (Honors) Italian IV (CP or Honors) Spanish IV (CP or Honors)

Financial Literacy

- New Jersey requires all students to complete 2.5 credits in Financial Literacy in order to meet graduation requirements
- Students fulfill this requirement through an online class
- Class of 2028 students will have the option to enroll in the online class in 9th OR 10th grade during either the first or second semester

9th Grade Elective Options

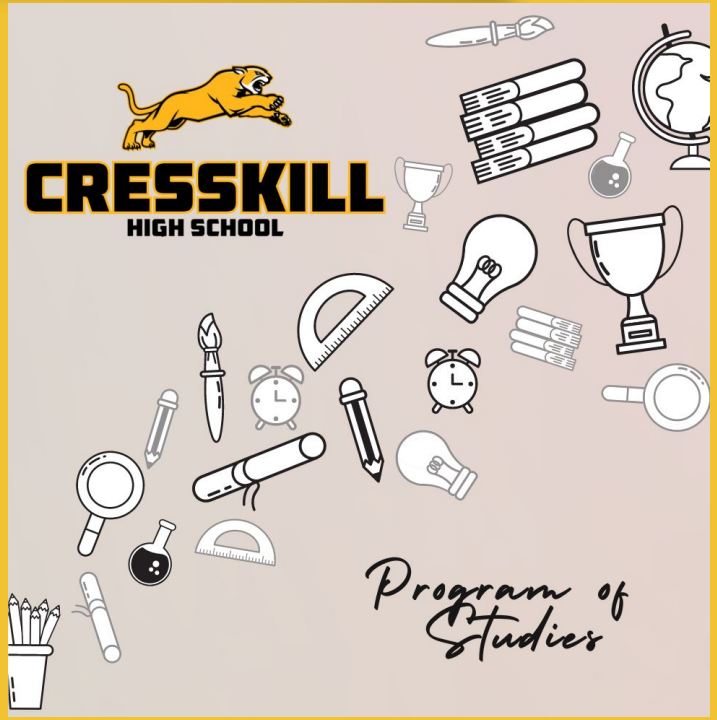
Subject Area Electives	21st Century & Career
Additional World Language	Python
Global Issues/Human Rights	C++ Programming
Race in America	AP Computer Science Principles
Journalism I	Engineering Design
	Web/App Design & Animation
	Introduction to Business

Visual & Performing Arts Electives

Visual & Performing Arts			
Introduction to Art	Digital Art	Band Honors Band	Music Technology I
Drawing & Painting	Sculpture	Choir Honors Choir	Intro To Theatre Arts
Photography/Video Production	Printmaking	Band/Choir Honors Band/Choir	Music Studies
		Orchestra Honors Orchestra	
		Orchestra/Choir Honors Orchestra/Choir	

Program of Studies

For more detailed information on course offerings, please refer to the [Program of Studies]



Middle School to High School Course Requirements

For all classes, placement is based on multiple factors such as a placement exam and final course grade

- Students who do not meet the grade requirements by March can be re-evaluated at the end of the year
- Students who meet the grade requirement to qualify for the honors section can be switched into the CP course if the end-of-year grade does not meet A- or higher

MATH HONORS - For specific questions - contact **Mrs. Alexis Peck**, Supervisor of Curriculum & Instruction

- Course Final Grade must be B- average or higher in Algebra I, Algebra II, or Geometry
- 8th graders receiving a C- or below in Algebra I, Geometry, or Algebra II must repeat the course

BIOLOGY HONORS - For specific questions - contact **Mrs. Alexis Peck**, Supervisor of Curriculum & Instruction

- Course Final Grade must be an A- average or higher
- Meet the cut score for the placement test

Middle School to High School Course Requirements

ENGLISH I HONORS - For specific questions - contact **Mrs. Grace Chun**, Supervisor of Curriculum & Instruction

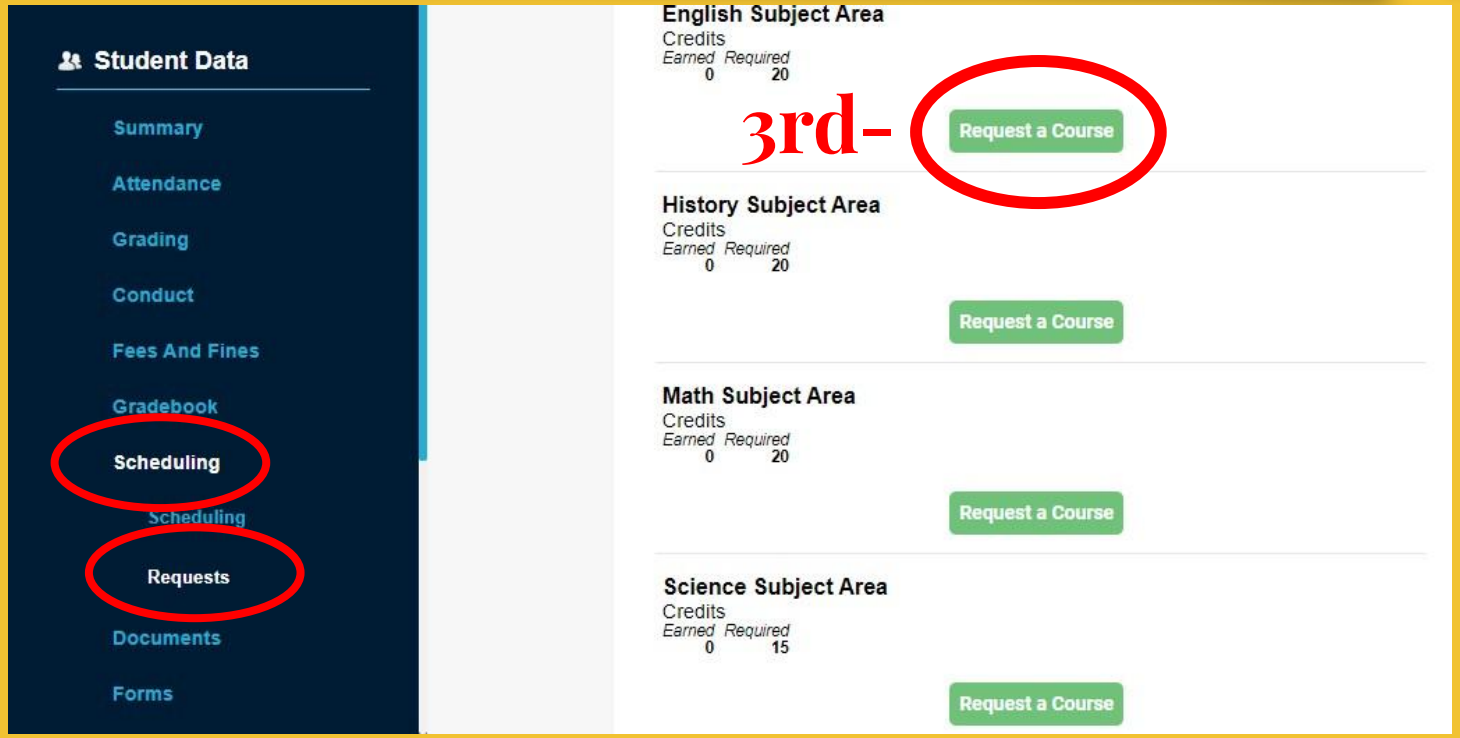
- Course Final Grade must be an average of A- or higher
- Benchmark Assessments throughout the marking periods must be an average of A- or higher
- Teacher recommendation

WORLD LANGUAGE HONORS - For specific questions - contact **Mrs. Judy Beekman**, Supervisor of ESL/World Language

- Course Final Grade must be an average of A- or higher
- Teacher recommendation

MUSIC - i.e. Band Honors, Choir Honors, Orchestra Honors, Band/Choir Honors and Orchestra/Choir Honors
For specific questions - contact **Mr. Joe Verderese**, **Mr. John Von Glahn** or **Mrs. Stephanie Ofshinsky**

Course Registration on the Parent Portal



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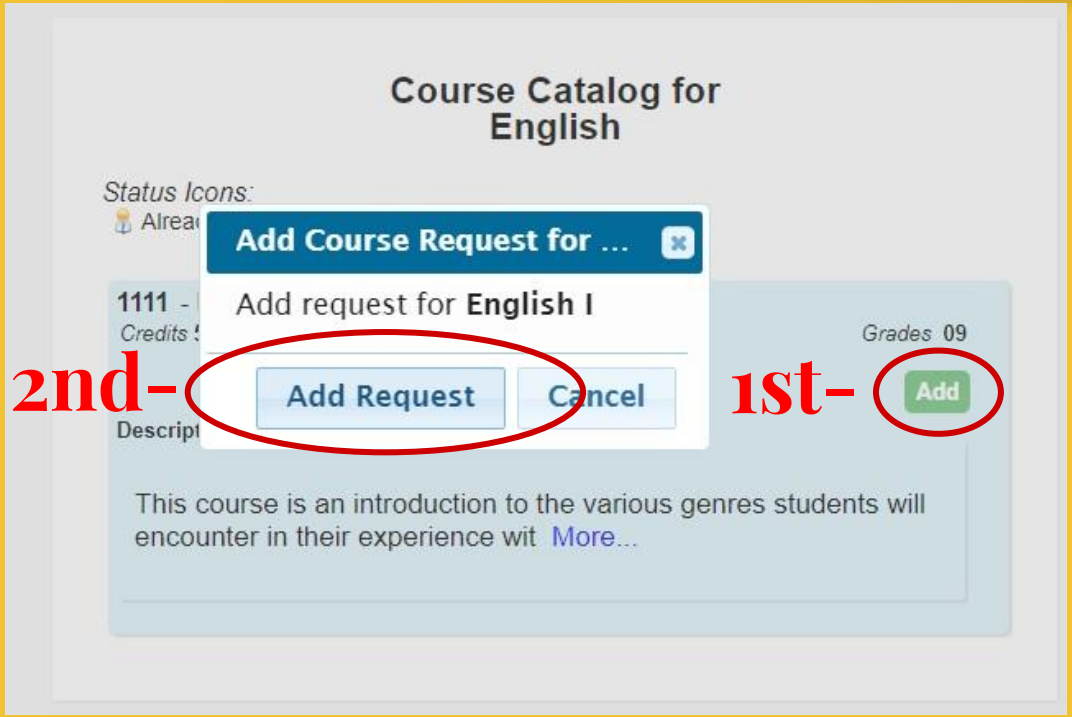

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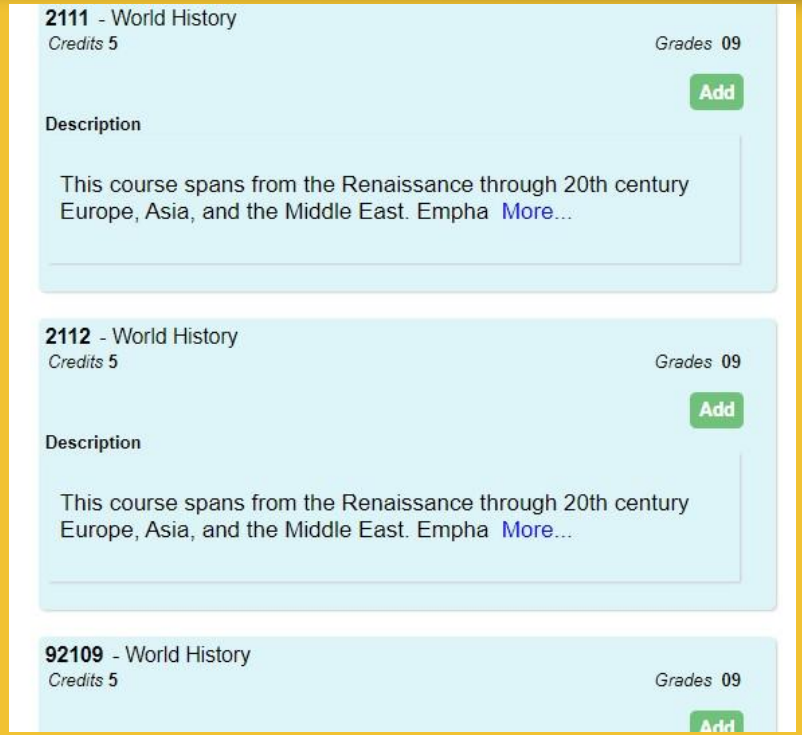

1. Some courses have the same TITLE but different numbers. Class beginning with a 9 is a Special Education Class
2. Click on More for a course description
3. Genesis is programmed to only allow your child to select classes they are eligible for
4. If you have questions, please speak directly with your child's case manager

Submit your Requests When You Finalize Your Plans

- Please understand that these are **requests only**! Your final course selection may have to be adjusted if you do not meet the requirements of a class you requested, if a class is eliminated due to low enrollment, or if two of your classes are scheduled for the same period.

- For final placement into Honors/MCP/AP classes, additional measures of growth in the second semester will be evaluated. Examples may include specific focus on current course assignments such as essays, projects, research papers, or demonstration of proficiency.

Guidance Staff

Mr. Michael Stone, Director of Guidance

Ms. Laura Alvarez, High School Counselor

Ms. Rachel Cohen, High School Counselor

Mr. Michael Zelizo, High School Counselor

Mrs. Cathy White, Student Assistance Counselor

Ms. Lana Shtofmakher, Middle School Counselor

Role of the High School Guidance Counselor

- **Academic Planning:** to help your child create a rigorous yet balanced learning plan while meeting graduation requirements.

- **Social/Emotional Support:** building rapport with your child(ren) to help him/her/them through any stresses that may be impacting their performance at school.

- **Career and College Counseling:** using surveys and personality assessments to help guide students with college and career planning.

Conclusion

Helping your children achieve academic excellence, fostering their self-esteem, and preparing them to become lifelong learners and contributors.