

Scotch Plains-Fanwood High School



8th Grade Parent Orientation Program

SPFK12.ORG

PROGRAM SCHEDULE

| START-END TIMES | LOCATION | DEPARTMENT/DISCIPLINE |
|---|-------------|---|
| 7:00-7:45 | AUDITORIUM | GENERAL INFORMATION COUNSELING SERVICES ATHLETICS FINE and PERFORMING ARTS |
| CORE CONTENT PRESENTATIONS (1) | | |
| 7:50-8:00 | MPR | ENGLISH/SOCIAL STUDIES |
| 8:05-8:15 | Auditorium | MATH/SCIENCE |
| 8:20-8:30 | Cafeteria | WORLD LANGUAGE |
| QUESTION & ANSWER SESSION BY DISCIPLINE/DEPARTMENT | | |
| 8:30-8:45 | AUDITORIUM | ENGLISH - DR. McKENNA SOCIAL STUDIES - Ms. Baxter |
| | CAFETERIA | MATH - Mr. Aurand SCIENCE - Ms. FARIA |
| | MPR | WORLD LANGUAGE - Ms. HOWARD |
| | 171 | SPECIAL EDUCATION - Ms. TOMESKO |
| | MUSIC ROOM | HEALTH/PE - Ms. IARUSSI |
| | CHORAL ROOM | FINE ARTS/MUSIC - Dr. MALLETT |

SCOTCH PLAINS-FANWOOD HIGH SCHOOL

Dr. Warren Hynes
Principal

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| Dr. Brooke Kaska-Esposito Assistant Principal | Dr. Timothy Donahue Assistant Principal | Dr. Ryan Miller Assistant Principal |
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Program of Studies 2025-2026

Prepared by:
Dr. Timothy P. Donahue
Assistant Principal for College and Career Readiness
With the assistance of the subject supervisors:

| | |
|----------------------------------|---|
| Art Department | Dr. Wayne Mallette |
| Business Department | Mr. Matthew Aurand |
| Family & Consumer Science | Ms. Guida Faria |
| Health & Physical Education | Ms. Kristine Iarussi and Dr. Wayne Mallette |
| Industrial/Technical Education | Ms. Guida Faria |
| English/Language Arts Department | Dr. Elizabeth McKenna |
| Mathematics Department | Mr. Matthew Aurand |
| Music Department | Dr. Wayne Mallette |
| Science Department | Ms. Guida Faria |
| Social Studies Department | Ms. Noel Baxter |
| Special Education | Mrs. Andrea Tomesko |
| Video Arts Production | Ms. Guida Faria |
| World Languages & ESL Department | Ms. Lisa Howard |

MISSION STATEMENT

*The Scotch Plains-Fanwood School District
educates and empowers our community of individual learners to be successful citizens of the world.*

THE SCOTCH PLAINS-FANWOOD PUBLIC SCHOOLS
EVERGREEN AVENUE AND CEDAR STREET
SCOTCH PLAINS, NEW JERSEY 07076

January 2025

Dear Parent/Guardian:

As a district, we strive to create the best academic environment for each student. One way that we achieve this goal is by providing various levels of instruction. We would like to inform you of the process for determining student placement recommendations for these levels in high school.

What levels are offered?

In the high school, most required courses are offered at the College Prep and Honors levels. Additional courses may be offered at the Standard level depending on the department. The school also offers several Advanced Placement (AP) courses in all departments.

How are recommendations determined?

Placement in all courses begins with a departmental recommendation. Depending upon performance, it is possible that a student may be recommended for a particular level in one subject and a different level in another. In order to make recommendations, all academic departments use a combination of criteria including rubric-based evaluations from teachers, departmental assessments and grades or standardized test scores as available.

It is important to note that there is flexibility built into the placement process. After recommendations are communicated to parents/guardians and students, students and parents should follow the established procedures for having a recommendation reviewed by the content supervisor.

Is my student prepared to be successful in an Honors course? Students in Honors courses...

- Possess exceptional self-direction, initiative, and perseverance.
- Are highly organized and possess excellent time-management skills.
- Analyze, evaluate and synthesize more complex and in depth concepts.
- Are expected to complete more independent work at home.
- Will have shorter timelines for project completion.
- Will be expected to analyze more difficult texts, often independently.
- Are expected to make sophisticated connections between concepts.
- Are motivated to apply what they learn beyond the classroom.
- Have genuine interest in the subject and the work associated with it.

Sincerely, The District Supervisors:

Ms. Noel Baxter, Social Studies: nbaxter@spfk12.org (908) 889-8600 x31409

Ms. Guida Faria, Science: gfaria@spfk12.org (908) 889-8600 x31405

Ms. Lisa Howard, World Languages & ESL: lhoward@spfk12.org (908) 889-8600 x31408

Ms. Kristine Iarussi, Director of Counseling, Health & Wellness: kiarussi@spfk12.org (908) 889-8600 x31606

Mr. Matthew Aurand, Mathematics & Business: maurand@spfk12.org (908) 889-8600 x31410

Dr. Wayne Mallette, Fine Arts & Physical Education: wmallette@spfk12.org (908) 889-8600 x31411

Dr. Elizabeth McKenna, Language Arts: emckenna@spfk12.org (908) 889-8600 x31403

Mrs. Andrea Tomesko, Special Education: atomesko@spfk12.org (908) 889-8600 x31412

MASTER SCHEDULE

The high school's master schedule and staffing patterns are determined by the course selections of students. Every attempt is made to accommodate each student's requests. However, due to the complexities inherent in building a master schedule for a school our size, conflicts arise which result in the school's inability to fulfill all requests. There may be occasions when a course will not be offered due to insufficient enrollment. This will necessitate the selection of an alternate request. Following the start of school, schedule changes must follow the procedures outlined below.

SCHEDULING PROCEDURES

The process of selecting an academic program is one in which many people are involved and which requires several months of preparation and consultation. Class size considerations and staffing are determined by initial student course requests. Student course selections are made after serious deliberation among student, parents, faculty, and counselor. The selection program is designed to meet the student's personal and educational needs and goals. All students will engage in an online registration process in which core (English, Mathematics, Science, Social Studies) content and elective course requests are selected by the individual student.

Scheduling meetings with school counselors will begin in mid-January 2025 and conclude at the end of March 2025. Changes to individual student course requests will not be accepted after May 15, 2025.

Students will receive a copy of their 2025-2026 schedules prior to the start of school. Please note that the schedule received is tentative and subject to change without notice. The basis for such changes are a result of systemic needs, e.g., to balance sections of courses, programmatic changes, and staffing patterns.

SCHEDULE CHANGE POLICY

Course selections may be changed up to May 15, 2025. Once this date has passed, semester and full year course selections cannot be changed. Parents and students should follow the procedures provided by their counselor to change course requests before May 15, 2025. These course selection changes may include level changes (College Prep/Honors), changes to preferred electives, or program changes.

Once courses have been selected and students have received their schedules, the need for program changes is recognized only under special circumstances. Scheduling problems/errors and course conflicts are given the highest priority. The following illustrates the type of schedule changes permitted:

Type 1 – Scheduling Error adjustments should be made as soon as possible. Examples of **Type 1** changes are:

- period or course conflicts.
- data entry error, e.g. student has wrong course on schedule.
- Open block (seniors only).

Type 2 - Program Change:

- student going into or out of a UCCTI share-time program.
- approved early graduation.
- student adding an approved independent study course.

Type 3 - Departmental Change

- level changes, e.g. French II College Prep to French II Honors, etc.

Type 3 changes take place only after consultation with the student, parent/guardian, counselor, teacher, and supervisor.

Type 3 changes take place before May 15 or after the tenth day of school and must follow the procedures outlined by counseling.

Once the school year begins, voluntary level changes are permitted from the **tenth day of the school year until one week after the posting of the first marking period progress report, typically in mid-October**. A student may request to change the level of a course provided the student has parental approval. The following conditions must also be met:

- The course has space for an additional student.
- The student has met all prerequisite requirements as noted in the course descriptions found in this program of studies.
- The student has completed the procedure outlined by counseling including a conference with the teacher and department supervisor.

The policy of Scotch Plains-Fanwood High School is not to make preference-based or lateral course changes. Examples are, but not limited to: requests for a different teacher; request to enroll in a course earlier (or later in the day); scheduling to accommodate athletes.

The dropping of a course is a serious matter and is generally discouraged. The request to drop a course must be in writing by the parent or guardian. Additionally, the counselor may determine that special circumstances necessitate allowing a student to drop a full year course from their schedule. A drop may occur from the **tenth day of the school year until one week after the posting of the first marking period progress report, typically in mid-October**. Once a drop is approved, the student will be placed in a study hall for the remainder of the semester.

SCOTCH PLAINS-FANWOOD NATIONAL HONOR SOCIETY

Membership in the National Honor Society will be an honor bestowed upon students of the junior or senior class who possess outstanding scholarship, character, leadership, and service. Selection for membership is by a faculty council and is based on these characteristics. Students must have a minimum 3.75 grade point average rounded to the hundredths on a 4.8 weighted scale. To be eligible for membership, a student must have accumulated the necessary hours of Community Service upon application to the NHS, starting with the 9th grade.

- Starting with the class of 2026 - 100 hours.

Please refer to the student handbook for further information.

EXPLANATION OF TERMS

A five credit course meets for a full school year for five class blocks over a two week period. A 2.5 credit course meets only for one semester (half school year).

REQUIREMENTS FOR GRADUATION

I. Curriculum Requirements:

All students must successfully complete a minimum of 120 Credits in order to be eligible for graduation. All high school students are required to successfully complete the following curriculum requirements prior to graduation:

- A. Four credit years of English, consisting of: English I, II, III, and IV
- B. Three credit years of mathematics consisting of Algebra I (or the content equivalent), Geometry (or the content equivalent), and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers.
- C. Three credit years of social studies consisting of: U.S. History I, U.S. History II and Global Perspectives
- D. Three credit years of natural and physical science: Biology I and two additional lab sciences (Biology I, Chemistry I, and Physics I or Environmental Science)
- E. Two credit years of the same world language consisting of: Spanish, Italian, French, or Mandarin
- F. One credit year of physical education and health for each year of enrollment.
- G. One credit year in visual and performing arts and one credit year in 21st Century Life.
- H. Technology literacy consistent with the New Jersey Student Learning Standards must be integrated throughout the curriculum.
- I. One-half credit year of Financial Literacy.
 - a. Consumer Finance (Business Education Department)
 - b. Economics and Financial Literacy (Social Studies Department)
 - c. Advanced Placement Economics (Social Studies Department)
- J. Other elective courses of the student's choice to meet overall credit requirements.

II. State/District Requirements

- A. All courses will have a set of course proficiencies. Students must demonstrate proficiency in all curricula needed for graduation.

- B. Prior to graduation from high school, all students must demonstrate proficiency in reading, writing, and mathematics as evidenced by successful passing of the state-mandated New Jersey Graduation Proficiency Assessment (NJGPA).
- C. Regular attendance is an integral part of the district requirement for graduation. (See Policy 5113.)
- D. Copies of the graduation requirements will be distributed to all high school students on an annual basis, or upon entry to the high school, through the Program of Studies.

III. Assessment and Remediation

- A. On an annual basis, all students shall be assessed to determine their level of proficiency in reading, writing, and mathematics.
- B. The annual assessment will identify those students who are in need of additional support and remediation.
 - For each identified student, the appropriate district staff will develop an Individual Student Improvement Plan (ISIP), which will delineate the student's skills and weaknesses.
 - Individual student assessment procedures shall include teacher observation, parental or guardian interview, formal and informal evaluation techniques, and evaluation of cumulative student records and student performance data.
- C. For 12th grade students, including limited English proficient (LEP) and special education students, who have not been successful in passing the NJGPA, the State of New Jersey Department of Education has developed alternate guidelines to meet the criteria through the portfolio appeal process.

IV. Requirements for Classified Students

- A. Classified students shall meet all Scotch Plains-Fanwood graduation requirements unless specifically exempt from any part of these requirements through the IEP process.
- B. The IEP of students with graduation exemptions shall include a description of exemptions from state and/or Scotch Plains-Fanwood's graduation requirements and a rationale for the exemption(s).
- C. The IEP shall also include a statement pertaining to the student's alternate proficiencies in lieu of those exempted graduation requirements. The achievement of the alternate proficiencies by a classified student would qualify the student for the Scotch Plains-Fanwood diploma.
- D. Classified students shall participate in all district and state testing programs.

V. Early Graduation

Students opting for early graduation must meet all graduation requirements including completion of English IV. (If necessary, an equivalent out-of-district English course can be substituted, subject to prior written approval from the high school principal.)

- A. A student requesting early graduation must submit a written request signed and verified by the parent/guardian. (Signature and verification by the parent/guardian shall be required.)
- B. The Board of Education shall provide only one graduation ceremony annually in June.
- C. Requests for early graduation shall be considered only at the end of a semester.

1. Academic GPA: Academic GPA will be calculated by the same procedure as described for the All Course GPA. Only full year major academic courses in the following disciplines will be included:

English
World Language

Mathematics

Science
Social Studies

EDUCATIONAL AND TRAINING OPPORTUNITIES BEYOND HIGH SCHOOL

In our highly technical work world, most high school graduates find it necessary to continue their education and training beyond high school. Some students find that they can best meet their educational goals by attending a four-year college. Regardless of your future goals, planning is essential. The following information should be considered when you plan your high school program.

College Entrance Requirements

Selection by colleges for admission is based on the following:

1. The scholastic record in high school.
2. Test results administered for the colleges by outside agencies such as the College Entrance Examination Board. (SAT) and the American College Testing Service (ACT).
3. The counselor recommendation.
4. The quality (not quantity) of student participation in extracurricular, community and work related activities.

While each college determines the number and quality of high school credits it will accept, the following are the usual requirements:

| | | | |
|-----------------------|-------------|----------------------|-------------|
| English | 4 years | Science | 3 – 4 years |
| Mathematics | 2 – 4 years | (Two Lab Sciences) | |
| World Languages | 2 – 4 years | Social Studies | 2 – 4 years |

It is recommended that all students research the colleges to which they may be applying for admission in order to make a wide selection.

OTHER POST-HIGH SCHOOL TRAINING OPPORTUNITIES

Many high school graduates enroll in trade, vocational, technical, and business schools for one or two years before taking employment. Others may go directly to work but continue their training as they work by enrolling in apprentice programs, business college courses, university extension courses, and public school adult education courses available in the area. Students interested in the above opportunities are encouraged to consult with their counselors.

SCHOLARSHIPS, LOANS, AND OTHER FORMS OF STUDENT AID

Financial assistance for college and training is available each year for students who have a strong high school record, are in need of financial aid, and who meet examination requirements. Local scholarships,

Federal Government Loan Programs and The National Merit Scholarship Program are a few examples of available aid. The Free Application for Federal Student Aid (FAFSA) is available online.

ACADEMIC ELIGIBILITY TO PARTICIPATE IN SPFHS CO-CURRICULAR/ATHLETIC PROGRAMS

The eligibility rule for students to participate in co-curricular/athletic programs states that (1) students must successfully complete courses totaling 13.75 credits in the first semester to be eligible for spring sports and (2) students must accumulate a total of 27.5 credits in the year prior to the beginning of the school year to be eligible for fall and winter sports.

ACADEMIC ELIGIBILITY FOR A NCAA DIVISION I OR DIVISION II COLLEGE








College bound athletes also need to be sure that they have the kind and number of courses required to meet NCAA eligibility requirements. Students should register with the NCAA eligibility center [NCAA eligibility center](#) by the end of sophomore year. For NCAA information, go to [NCAA-Academics](#) to see which of our courses are authorized core courses. In addition, the NCAA uses a sliding scale with regard to GPA and SAT/ACT scores. Please visit [NCAA.org](#) or [NCAA-2point3](#) for detailed information regarding GPA, core courses, and college entrance exam scores.

COUNSELING SERVICES

High school years are full of growth, promise, excitement, frustration, disappointment and hope. It is the time when students begin to discover what the future holds for them. High school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff, parents/guardians and the community to create a safe and respectful learning environment. Our high school counselors enhance the learning process and promote academic, career and social/emotional development. Our high school counseling program is essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals and realize their full academic potential to become productive, contributing members of the world community. Appointments can be arranged by emailing the student's counselor. Email addresses can be found at [SPFHS Counseling](#).

Scotch Plains-Fanwood High School: (908) 889-8600
Malcolm E. Nettingham Middle School: (908) 322-5085
Terrill Middle School: (908) 322-5220

COURSE ELECTIVES SATISFYING GRADUATION REQUIREMENTS

| VISUAL/PERFORMING ARTS | 21st CENTURY LIFE/PRACTICAL ARTS | Vocational Technical Programs: (which may apply to Fine and/or Practical Arts) |
|---|---|---|
| Acting with Dramatic Literature (9-12) | Accounting I (10-12) | |
| Art Design Survey (10-12) | Accounting II (11-12) | Allied Health |
| Broadcast Journalism & Studio TV (9-12) | African American Studies AP (11-12) | Automotive Technology |
| Broadcast Journalism (Raider TV News) (10-12) | American Pop Culture (10-12) | Baking |
| Ceramics (10-12) | Anatomy & Physiology (11-12) | Business Administration |
| Ceramics II (10-12)  | Architectural Design (9-12) | Child Development |
| Concert Band (9-12) | Astronomy (10-12) | Commercial Art |
| Concert Choir (10-12) | Automotive Tech I (10-12) | Cosmetology |
| Creative Storytelling & Video Production I (9-12) | Automotive Tech II (10-12) | Culinary Arts |
| Creative Storytelling & Video Production II (10-12) | Broadcast Journalism & Studio TV (9-12) | Criminal Justice |
| Creative Writing A (9-12) | Broadcast Journalism (Raider TV News) (10-12) | Digital Multimedia Design |
| Creative Writing B (10-12) | Business Law (10-12) | Electrical Tech |
| Digital Design (9-12) | Business Technology (9-12) | Graphic Design |
| Digital Design II (10-12) | Computer Programming (9-12) | Green Construction Technology |
| Drawing I (9-12) | Consumer Finance (9-11) | Interactive Media & Game Design |
| Drawing II (10-12) | Computer Science A AP (10-12) | Masonry |
| Figure Drawing (10-12) | Computer Science Principles AP (10-12) | Supply Chain Management |
| Global Art Immersion (9-12) | Creative Storytelling & Video Production I (9-12) | Supermarket Technology |
| Graphic Commercial Design (10-12) | Creative Storytelling & Video Production II (10-12) | Welding |
| History of Art AP (11-12) | Drafting and Design (9-12) | |
| Introduction to Video Production (9-12)  | Economics AP (10-12) | |
| Music Theory (10-12) | Economics & Financial Literacy (9-12) | |
| Music Theory AP (10-12) | Engineering Technology (9-12) | |
| Painting I (10-12) | Entrepreneurship-Dual Credit (10-12)  | |
| Painting II (11-12) | Foods I (10-12) | |
| Public Speaking (9-12) | Foods II (10-12) | |
| Studio Art (11-12) | Forensic Science (11-12) | |
| Sustainable Product Design (11-12)  | Humanities (11-12) | |
| Synthesizer/Piano (9-12) | Introduction to Business Management (9-12) | |
| Three-Dimensional Design (9-12) | Introduction to Contemporary Business (11-12)  | |
| Tomorrow's Teachers (11-12) | Journalism I (9-12) | |
| Wind Ensemble (9-12) | Journalism II (10-12) | |
| World Language-Level IV & V Beyond the 10 Credit graduation requirement | Nutrition Science (10-12) | |
| | Photo-Journalism and Yearbook I (9-11) | |
| | Photo-Journalism and Yearbook II (10-12) | |
| | Principles of Marketing I (10-12) | |
| | Principles of Marketing II (11-12) | |
| | Public Speaking (9-12) | |
| | Psychology (10-12) | |
| | Psychology AP (11-12) | |
| | Racism, Genocide, and the Holocaust (10-12)  | |
| | Robotics (9-12) | |
| | Sociology (10-12) | |
| | Sustainable Product Design (11-12)  | |
| | Tomorrow's Teachers (11-12) | |
| | Woodworking I - IV (9-12) | |
| | World Language-Level IV & V Beyond the 10 Credit graduation requirement | |
| | You & The Law (10-12) | |
| | Zoology (11-12) | |

TEACHING ACADEMY FOR SOCIAL JUSTICE

Incoming ninth grade students can apply to enroll in our Teaching Academy for Social Justice cohort. This opportunity is available for students who are interested in exploring careers in education, equity, or are interested in equality and social justice. This is a 4-year program that provides students the opportunity to take their core courses with an emphasis on equity, culturally-informed teaching practices and student-teaching experiences. Dual enrollment college courses provide students with an opportunity to accumulate college credits while in high school. Students also participate in a supported study hall program and a series of speakers and presentations designed by program facilitators and former academy students.

This program:

- Helps students envision a future in education
- Provides teacher training with a focus on culturally relevant teaching
- Builds student confidence, leadership, creativity and communication skills
- Provides extensive support in college search and application process
- Provides opportunities to return to their community as educators
- Provides teacher preparation, courses specific to their area of interest or future certification

ENGLISH/LANGUAGE ARTS DEPARTMENT

The English/Language Arts program is not only designed to fulfill the New Jersey Student Learning Standards in Language Arts but also to encourage students to develop and master reading, writing, speaking, listening, and language skills. The overall goals of the language arts program include the following:

- ❖ to develop analytical, critical, and creative thinkers.
- ❖ to ensure that all students can express their ideas in a cohesive and succinct manner.
- ❖ to create life-long readers.
- ❖ to appreciate the literary contributions of distinct cultures around the world throughout history.
- ❖ to instill student awareness and sensitivity to the cultural diversity of our nation and the global community.

All students are required to take four years of a literacy-based program that emphasizes the following:

- ❖ extensive reading through a variety of literary genres for interpretation, analysis, and self-awareness.
- ❖ writing that adheres to application of grammar, usage, and mechanics and that is appropriate for different audiences and real and varied purposes.
- ❖ research to extend student understanding of literary insights, authors, and cultural and historical settings.
- ❖ development of effective oral communication through class discussions, group activities, and oral presentations.
- ❖ expansion of vocabulary in the context of reading and writing.

MATHEMATICS DEPARTMENT

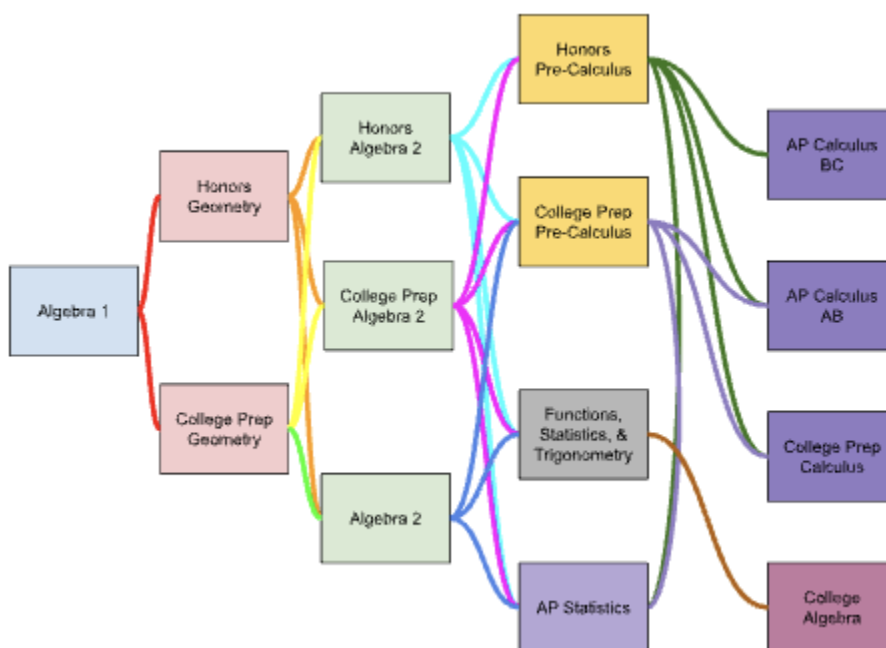
The high school mathematics program is designed to develop students' knowledge and skills within contexts of realistic and relevant problems. There are several options in courses that students may select in order to prepare for their future. All students are required to take three years of a mathematics program that emphasizes the following:

- Development of abstract and quantitative reasoning.
- Application of concepts to solve real-world problems.
- Effective communication and analysis skills.
- Perseverance and use of creativity in solving problems.
- Ability to use appropriate tools strategically and attend to precision.
- Identifying and making use of structure and expressing regularity in repeated reasoning.

Course Sequence

Students are required to take three years of mathematics to satisfy both district and state graduation requirements. All students must take Algebra I (or the content equivalent), Geometry (or the content equivalent), and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers.

Math Course Flowchart



**Algebra I College Prep is recommended for 9th grade students who did not yet meet expectations for Algebra I in middle school.*

***Students who did not yet meet or are approaching expectations in Geometry College Prep are encouraged to take Algebra II.*

Students who exceed expectations at the College Prep level in Geometry or Algebra II are encouraged to take the next course in the sequence at the honors level.

Math Pathways

Below are the typical mathematics course selections in each grade. **Students may move between levels based on student performance.**

| 9th | 10th | 11th | 12th |
|-----------------------|------------------------|--|--|
| Honors Geometry | Honors Algebra 2 | Honors Pre-Calculus | AP Calculus BC |
| College Prep Geometry | College Prep Algebra 2 | College Prep Pre-Calculus | AP Calculus AB |
| | Algebra 2 | Functions, Statistics, Trigonometry | College Prep Calculus |
| | | AP Statistics | AP Statistics |
| | | | College Algebra |
| Algebra 1 | Honors Geometry | Honors Algebra 2 | Honors Pre-Calculus |
| | College Prep Geometry | College Prep Algebra 2 | College Prep Pre-Calculus |
| | | Algebra 2 | Functions, Statistics, & Trigonometry |
| | | | AP Statistics |

SCIENCE DEPARTMENT

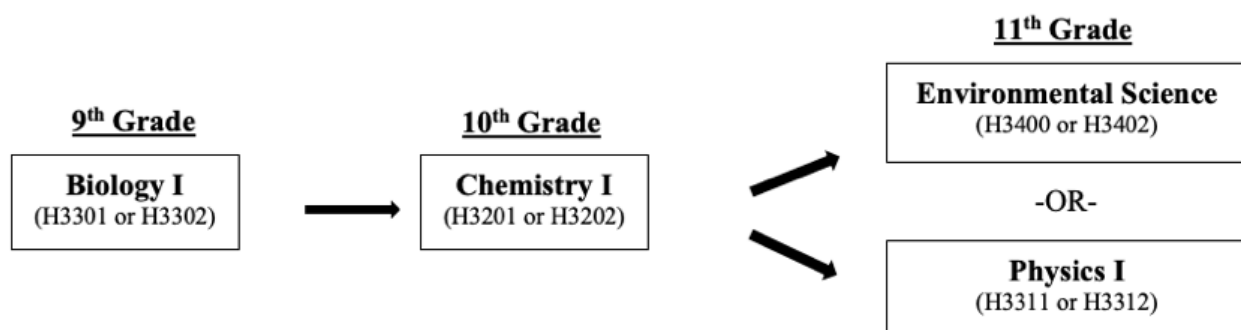
Building on concepts and content from preceding years, the high school science program provides students with the skills, knowledge, and experiences that lead to the development of young adults who are capable of assuming their role as productive thinking citizens. The high school science program strives to provide students with experience in making informed decisions through the analysis of both qualitative and quantitative data on scientific topics and issues that affect our society and environment.

With a focus on critical thinking and problem solving, the high school science curriculum is founded on the in-depth study of Biology, Chemistry, Environmental Science, and Physics. The contemporary issues and approaches of these courses are supplemented with a variety of electives allowing students to pursue their interests in an array of science topics through rigorous and relevant courses ranging from Astronomy to Forensics to Zoology.

Science courses must be limited in size and number for reasons including safety concerns in the laboratory setting. As a result, in addition to the fulfillment of prerequisites, scheduling priority is based on senior status and previous performance in mathematics and science courses.

Students are required to take three years of science to satisfy both district and state graduation requirements. All students must take Biology I, Chemistry I, and Environmental Science or Physics I to ensure that every student is prepared for the New Jersey Student Learning Assessment – Science (NJSLA-Science), administered to all 11th graders to measure students’ proficiency of the New Jersey Student Learning Standards in Science.

Sequence of Required Courses



The following elective courses are offered in addition to the required courses. Designed to meet diverse student needs, these courses provide credit toward graduation, yet they DO NOT replace Science required courses.

| Starting in 10th Grade | Starting in 11th Grade | Starting in 12th Grade |
|---|--|------------------------|
| Nutrition Science Biology II AP Astronomy | Chemistry II AP Anatomy & Physiology Forensic Science Zoology and Animal Behavior | Physics II AP |

SOCIAL STUDIES DEPARTMENT

The Social Studies Program in our high school is designed to provide students with:

- an understanding of historical, political, social, geographic, economic, and cultural knowledge and skills.
- an appreciation of the cultural diversity of our nation and world.
- an opportunity to explore basic core values in the area of respect and concern for the individual, others, and the environment.
- guidance to help students become informed, active, and concerned citizens.

In an effort to build life-long skills, the Social Studies Program fosters:

- extensive research opportunities with emphasis on the analysis of ideas.
- development of good written and oral communication.
- reading of supplemental literary and primary source readings.
- the participatory nature of our civic system through active involvement in our political process and with community concerns.

Three years of social studies are required for graduation:

TWO years of United States History

ONE year of Global Perspectives

**The program also includes a range of electives and Advanced Placement courses
that can be elected beginning in Grade 10.**

WORLD LANGUAGES

WORLD LANGUAGES & ESL DEPARTMENT

The World Languages & ESL programs in the Scotch Plains-Fanwood Public Schools are committed to helping all students acquire an understanding and respect for other people, cultures, contributions, and points of view. We believe that through a long sequence of language study students' lives are enriched by exposing them to the study of cultures as reflected in language, art, music, geography, and history.

Our nation's expansion into the international arena has made the study of world languages a national priority. A world languages sequence that integrates an understanding of the interrelationship between language and culture prepares students for the multicultural and multiethnic community that exists in our global society.

All of the courses in the World Languages Department focus on the meaningful use of the target language for purposeful communication. During World Languages classes, instruction is primarily in the target language and student-centered activities actively engage the learners in demonstrating communicative proficiency.

World Language Course Sequences

| | Mandarin | French, Italian, & Spanish | French, Italian, & Spanish | French, Italian, & Spanish | Native or Heritage Spanish Speakers |
|------------------------|--|---|--|--|--|
| | Students who want to start studying Mandarin Chinese | Students who want to start studying Spanish OR are recommended to start over with Spanish, Italian, or French | Students who are recommended to <i>continue</i> with Spanish, French, Italian at the <u>COLLEGE PREP</u> level | Students who are recommended to <i>continue</i> with Spanish, French, Italian at the <u>HONORS</u> level | Heritage and/or Native speakers of Spanish who are <u>recommended by their teacher AND complete a placement test</u> |
| | ↓ | ↓ | ↓ | ↓ | ↓ |
| 9th | Mandarin 1 | Spanish 1 French 1 Italian 1 | Spanish 2 (College Prep: H5112 College Prep: H5912*) French 2 Italian 2 | Spanish 2 French 2 Italian 2 | Spanish for Heritage Speakers (1 st year)** |
| 10th | Mandarin 2 | Spanish 2 (College Prep: H5112, College Prep: H5912*, or Honors: H5111) French 2 Italian 2 | Spanish 3 French 3 Italian 3 | Spanish 3 French 3 Italian 3 | Spanish for Heritage Speakers (2 nd Year)** |
| 11th | Mandarin 3 | Spanish 3 French 3 Italian 3 | Spanish 4 French 4 Italian 4 | Spanish 4 French 4 Italian 4 | Spanish IV Accelerated |
| 12th | Mandarin 4 | Spanish 4 French 4 Italian 4 | Spanish 5 French 5 Italian 5 | AP Spanish Language & Culture AP French Language & Culture AP Italian Language & Culture | AP Spanish Language & Culture |

SPECIAL EDUCATION - RESOURCE PROGRAM

All special education resource students have been identified and classified by the child study team as having a specific disability that impacts how they learn. An Individualized Educational Program (IEP) has been developed for such learners. The IEP document determines if a resource setting, and which resource setting, is appropriate for the student and what accommodations and/or modifications are necessary to assist learning.

The Resource Program offers services in the general education classroom or in a small group, separate special education classroom for ELA, Math, Science, and History.

Services in the general education classroom are called In-Class Resource (ICR). Both a general education and a special education teacher collaboratively deliver the general education curriculum in a general education classroom. A team teaching approach is used, with accommodations and/or modifications implemented to accompany learning.

Services in a small group, special education classroom are called Pull-Out Replacement (POR). POR services replace the general education instruction. A special education teacher provides instruction using a modified general education and/or supplemental curriculum and materials to meet the students' needs. Specialized instruction is incorporated, as needed.

SPECIAL EDUCATION - SELF-CONTAINED PROGRAM

Classified students who require a more specialized education program than the resource program receive services in the self-contained setting. Instruction in the self-contained classes address the academic, emotional, and social needs of students whose disabilities require the integration of significantly modified content area proficiencies, along with specialized instructional strategies. As needed, the self-contained program incorporates instruction in the areas of daily living and functional life skills. Academic and functional life skills may also be taught through community based instruction throughout the school year. Students are included in typical academic and non-academic classes, as documented in individual IEPs.

SPECIAL EDUCATION - Electives

Supplemental Reading Comprehension I and II are elective offerings specific to special education, as indicated by an IEP. Supplemental Reading Comprehension I is designed for students requiring a program that directly and systematically focuses on reading comprehension strategies. Supplemental Reading Comprehension II is an extension of the work started in the first portion of the course. Both courses are designed for students who require individualized reading instruction specific to comprehension.

Supplemental Reading Decoding I and II are elective offerings specific to special education, as indicated by an IEP. Supplemental Reading Decoding I is designed for students requiring a program that directly and systematically focuses on reading decoding and encoding strategies through a structured literacy approach. Supplemental Reading Decoding II is an extension of the work started in the first portion of the course. Both courses are designed for students who require individualized reading programs through a multisensory approach.

Special Education Courses:

Year Credits: 5
Semester Credits: 2.5

**In-class Resource and
General Ed Setting**

**Pull-out Replacement and
Resource Center Setting**

**Self-Contained
Classroom Setting**

Code Language Arts

H1108 English I
H1208 English II
H1308 English III
H1408 English IV

Mathematics

H2008 Algebra I
H2108 Geometry
H2206 Algebra II – Standard
H2208 Algebra II – College Prep
H2308 Functions/Statistics/Trig

Science

H3308 Biology
H3208 Chemistry
H3408 Environmental Science
H3108 Physics

Social Studies

H4108 US History I
H4208 US History II
H4308 Global Perspectives

Code Language Arts

H1107 English I
H1207 English II
H1307 English III
H1407 English IV

Mathematics

H2007 Algebra I
H2117 Geometry I
H2127 AAG II
H2207 Algebra II

Science

H3307 Biology
H3207 Chemistry
H3407 Environmental Science

Social Studies

H4107 US History I
H4207 US History II
H4307 Global Perspectives

Code Language Arts

H1109 English I
H1209 English II
H1309 English III
H1409 English IV

Mathematics

H2109 Math 1A
H2209 Math 1B
H2309 Math 2A
H2409 Math 2B

Science

H3109 Life Science A
H3209 Life Science B
H3309 Nutritional Science A
H3409 Nutritional Science B

Social Studies

H4109 US History I
H4209 US History II
H4309 Global Perspectives
H9309 Vocational Skills A
H9409 Vocational Skills B

Elective Offerings Specific to Special Education

Semester

Credits 2.5

H9219 Supplemental Reading Comprehension I
H9229 Supplemental Reading Comprehension II
H9319 Supplemental Reading Decoding I
H9329 Supplemental Reading Decoding II

HEALTH & PHYSICAL EDUCATION DEPARTMENT

Health Program

In addition to the course content, as listed below, students will receive a minimum of ten class hours of drug and alcohol education in accordance with the New Jersey Department of Education Guidelines. This content area is comprised of units in: Information, Social Skills (including Decision-Making), and Refusal Skills and Bonding to Family and School. Additional topics required by the New Jersey Department of Education in each year of Health include but are not limited to: Accident and Fire Prevention, Breast Self-Examination, Bullying Prevention, Cancer Awareness, Dating Violence, Domestic Violence, Gang Violence Prevention, History of Disabled and LGBT Persons, and Financial Literacy.

Health I – Health & Wellness Education

#H8142

Quarter

Credits: 1.25

The Grade 9 Health Education course is designed to develop the skills necessary to evaluate and improve a student's personal wellness. Throughout the course of study, students will gain an understanding of the impact that personal responsibility has on wellness. The students will explore how technological advances impact both personal and community health. Students will analyze the impact that behaviors can have on someone's overall wellness and will seek ways to improve their health by eliminating unhealthy behaviors from their lives. In Grade 9, students will work on their communication in order to enhance the interpersonal relationships that they will develop. Through skills-based activities, students will learn how to develop healthy relationships and will understand that there are prevention and intervention strategies for abusive and violent relationships. Students will learn how to deal with conflict and crisis and will further their understanding of the importance of acceptance and respect. In order to achieve these goals, the course will be guided by both the New Jersey Student Learning Standards and the National Standards for Health Education.

Health II – Driver's Education Theory

#H8242

Quarter

Credits: 1.25

The Grade 10 Driver Education course is designed to develop the skills necessary to obtain a New Jersey driver's license and to give students an appreciation for the rights and responsibilities of being a licensed driver. Throughout the course of study, students will gain an understanding of the importance of safe driving practices as well as the rules and regulations for driving on the road. The students will explore the importance of vehicle maintenance as well as how to navigate vehicle problems that may occur while driving. Students will analyze the impact that their driving behaviors can have on those around them on the roadway. In Grade 10, students will learn how to prevent driving-related injuries and will follow the laws and regulations to keep themselves and others safe. In order to achieve these goals, the course will be guided by both the New Jersey Student Learning Standards and New Jersey Motor Vehicle Commission. The course ends with the State of New Jersey Motor Vehicle Commission Basic Driver Examination.

Health III – CPR, AED, First Aid & Mental Health Education

#H8342

Quarter

Credits: 1.25

The Grade 11 Health Education course is designed to provide the citizen responder with the knowledge and skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical help arrives. The program content and activities will help participants identify and eliminate potentially hazardous conditions, recognize emergencies and make appropriate decisions for first aid. Courses within the program reach the first aid skills the student will need to perform. A major emphasis will be placed on a healthy lifestyle and prevention of life-threatening situations. Students will engage in a national certification program, Teen Mental Health First Aid. It teaches young people how to identify, understand, and respond to signs of mental health and substance use challenges in their peers. The program emphasizes the value of physical and mental health. In order to achieve these goals, the course will be guided by both the New Jersey Student Learning Standards and the National Standards for Health Education.

Health IV Life Cycles & Drug/Alcohol Education

#H8442

Quarter

Credits: 1.25

The Grade 12 Health Education course is designed to give students the opportunity to examine the impact that decisions and behaviors can have on lifelong wellness. Students will analyze factors that both support and hinder the achievement of personal health goals throughout the stages of life. Students will examine their personal efforts on preventing and controlling disease and health conditions and will examine the available prevention and treatment options for disease control. The curriculum is also designed to give students the ability to analyze the consequences of commonly abused drugs and the effect that drug abuse has on both the individual and the community. Through skills-based activities, students will not only understand the short-term and long-term effects of various drugs, but they will also gain an understanding of dependency, addiction, and the treatment process. Students will be able to discuss the consequences of sexual activity as well as the responsibility of being sexually active. Grade 12 students will examine the stages of pregnancy and the decisions, options, and considerations that should be taken into account when family planning. In this course, students will also explain the impacts that decisions and lifestyle choices can have on both the individual and others. Students will gain an understanding of their rights and responsibilities relating to health. In order to achieve these goals, the course will be guided by both the New Jersey Student Learning Standards and the National Standards for Health Education.

Physical Education Program

#H8102, #H8112, #H8122 and #H8132

Grade: 9

Quarter

Credits: 3.75

The purpose of the ninth-grade Physical Education Program is to introduce all students to the four major activity categories at the high school prior to their entering the free elective program in Grades 10 through 12. During three of the four marking periods, ninth grade students will be required to take classes in Team Sports, Individual and Dual Sports, Project Adventure, and Fitness and Conditioning.

#H8202, #H8212, #H8222 and #H8232

Grades: 10-12

Quarter

Credits: 3.75

The 10th through 12th grade Physical Education students are given a wide choice of elective activities that change every 3, 4 1/2, or 9 weeks. Elective activities are taught in a co-educational setting emphasizing social growth and include:

- ◆ Basketball ◆ Field Hockey ◆ Football ◆ Soccer ◆ Softball ◆
- ◆ Volleyball ◆ Team Handball ◆ Pillow Polo ◆ Lacrosse ◆ Personal Wellness ◆
- ◆ Super Circuit ◆ Fitness ◆ Aerobic Exercise ◆ Dance ◆ Badminton ◆ Golf ◆ Paddleball
- ◆
- ◆ Pickleball ◆ Tennis ◆ Track/Field ◆ Advanced Weight Training ◆
- ◆ Project Adventure ◆ Step Aerobics ◆ Yoga ◆

BUSINESS EDUCATION DEPARTMENT

Accounting I

#H7502

Grades: 10 – 12

Year

Credits: 5

Note: Business Technology can also be taken as a corequisite provided it is taken in the fall semester of the year a student is enrolled in Accounting I.

Accounting I is a course for those students who intend to enter the business field. Instruction will focus on debit and credit rules, interpretation of accounting records and financial reports, banking, and the preparation of worksheets and special journals. Students will apply basic accounting principles using computer software in a Windows environment to perform automated accounting procedures. Instruction includes a long-term simulation of managing accounts for a partnership.

Accounting II

#H7512

Grades: 11 – 12

Year

Credits: 5

Prerequisite: Accounting I

Accounting II begins with a review of the concepts and procedures covered in either Accounting I or College Prep Accounting. Advanced accounting principles involving accounts receivable, payables, payroll notes, inventories, worksheets, adjustments, and financial statements will be covered. Partnership and corporate procedures also will be studied. A long-term simulation of managing corporate accounts is included. Students will use computers to complete a variety of spreadsheet application problems using Excel software in a Windows environment.

Entrepreneurship - Dual Enrollment

#H7522

Grades: 10 – 12



Credits: 2.5

Entrepreneurship is a dual-enrollment business course offered in partnership with the University of Delaware. Entrepreneurship provides a hands-on approach to learn the entrepreneurial skills of idea generation, creative problem-solving, leadership, evidence-based decision-making, resilience, teamwork, and persuasive communication. Through immersive learning opportunities, students will work through the evidence-based entrepreneurship process by pursuing a novel idea for a new business or social venture. By the end of the course, students will showcase their ability to handle university-level coursework and gain tools for internships and future employment by acquiring direct experience in innovation and value creation. Entrepreneurship is available at the discounted tuition rate of \$500 with additional scholarships available based on income eligibility (see counselor for more details on scholarships). After successful

completion of the course, students will earn 3 credits and can request an official transcript through the registrar's office.

Business Technology

#H7532

Grades: 9 – 12

Semester

Credits: 2.5

Business Technology is a course that allows students to develop the skills needed to communicate quickly and easily through business documents. The students will prepare presentations to share data statistics and other information as well as communicate in a productive manner using Microsoft Office. Business Technology covers the software applications, Microsoft Word and PowerPoint. The students will use relevant exercises and simulations in order to increase productivity. Students will analyze their work using the full capabilities of the software that is appropriate for a business setting. Students will work together using workflow collaboration and project-oriented lessons in group activities. This course will also allow students to develop the skills needed to communicate and analyze data quickly and efficiently. This course also incorporates the software applications, Microsoft Excel and Access.

Principles of Marketing I

#H7542

Grades: 10 – 12

Year

Credits: 5

Prerequisite: None

Note: Students are strongly encouraged to have completed Economics before enrolling in this course.

Principles of Marketing I provides classroom instruction in areas such as selling, business organization, entrepreneurship, economics, salesmanship, advertising, human relations, communications, and leadership training. Students who elect this course will be expected to make their best effort to participate in DECA.

Principles of Marketing II

#H7552

Grade: 11-12

Year

Credits: 5

Prerequisite: Principles of Marketing I

Principles of Marketing II is designed to reinforce the study of concepts covered in Principles of Marketing I, but with specific emphasis on marketing research. Students who elect this course will be expected to make their best effort to participate in DECA.

Introduction to Business Management

#H7562

Grades: 9 – 12

Semester

Credits: 2.5

This course is designed to provide students with a broad overview of the essential elements of management. Using the fundamental management functions including planning, organizing, leading, controlling, and evaluating, students will gain an understanding of the role of management in the successful operation of a business. Students will apply their knowledge to virtual business simulations in both the sports and hospitality industries.

Business Law

#H7572

Grades: 10 – 12

Semester

Credits: 2.5

Business Law is designed to cover the principles of law relating to business transactions. Primary emphasis is on business ethics, contracts, the sale of goods, employment law, the forms of business organizations, corporate finance, and related law. The objective is to develop a well-informed person who will understand more clearly the personal duties and obligations involved in business.

Consumer Finance

#H7582

Grades: 9 – 11

Semester

Credits: 2.5

Prerequisite: Algebra 1 (or equivalent)

Consumer Finance is a financial literacy course that introduces students to the economic realities of the world. Students study money management as it pertains to paying for college, creating a working budget, managing the costs of owning a car, maintaining and managing credit and debt, savings and investing. The financial and personal skills related to employment are considered, including the creation and preparation of resumes, cover letters, job applications and interview techniques. Students use spreadsheet software and computer simulations to manage a wide variety of investments at different points during a life cycle. Students have the opportunity to develop the skills needed to be a critical and informed consumer. The concept of risk as it pertains to personal property and investment is examined and addressed through the topics of insurance, return on investment and identity theft.

BUSINESS EDUCATION

EARN COLLEGE CREDIT WHILE ATTENDING HIGH SCHOOL

Scotch Plains-Fanwood High School, in partnership with Union College of Union County, is offering high school students the opportunity to earn college credit.

Union College of Union County New Jersey is offering the course listed below at Scotch Plains-Fanwood High School. Students enrolled in this course will receive 2.5 credits toward graduation. Students will also earn three (3) college credits through Union College at Union County New Jersey. These three credits can be transferred to any public university in New Jersey and many private colleges and universities will also accept these three credits. Students attending Union College upon graduation from high school will have these 3 credits to start their coursework.

The course below will be offered to students at a reduced tuition rate.

Cost: \$214.00 + \$25.00 (cost of books) = \$239.00

The course listed below is offered to students in grades 11 and 12:

BUS 101 Introduction to Contemporary Business

#H7500

Grades 11 - 12

Semester

Credits 2.5- HS / 3.0- College

This course provides an overview of all phases of business, including ownership, marketing, personal finance, managerial controls, and the relationship of government and business. Topics include the relationship of business to the social and economic environment in which it operates and a practical orientation and emphasis on relationships between business concepts and potential business careers.

FAMILY AND CONSUMER SCIENCES

Foods I

#H7822

Grades: 10 – 12

Semester

Credits: 2.5

A course designed to instruct the student in basic cooking skills. Foods I will be prepared according to the new food guide pyramid ChooseMyPlate.gov.

Foods II

#H7832

Grades: 10 – 12

Semester

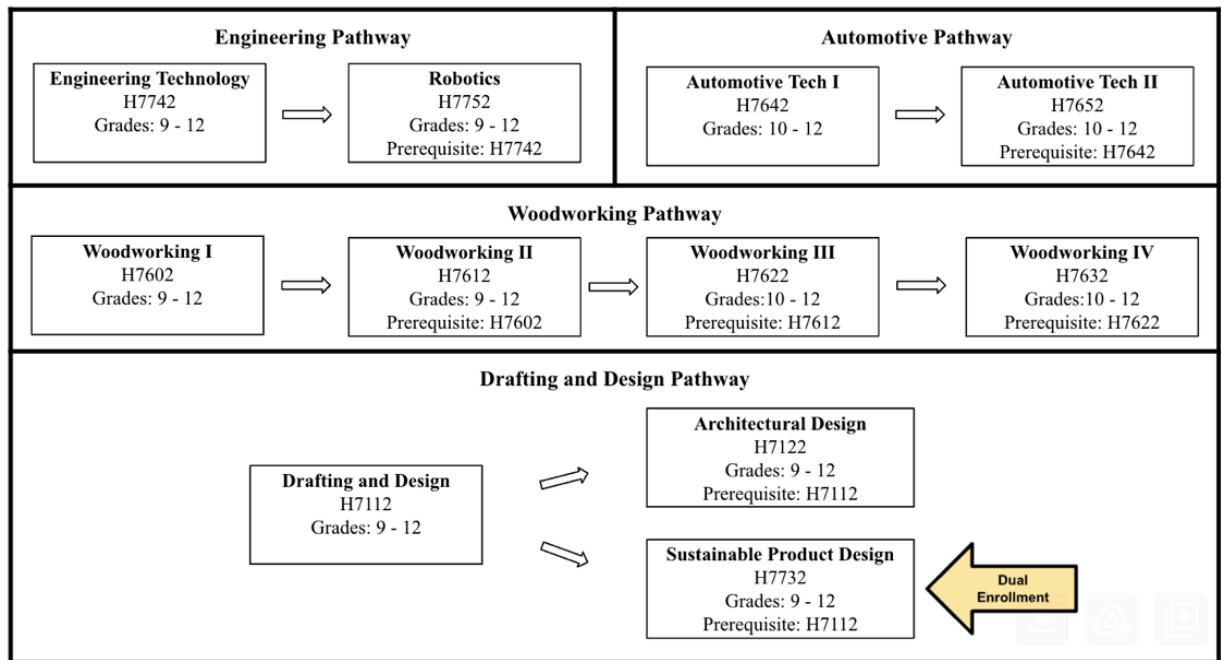
Credits: 2.5

Prerequisite: Foods I

Foods II is designed as a continuation to the Foods I class. Students will continue to develop food preparation techniques and cooking skills as well as research various career opportunities within the food industry. Foods will be prepared according to the Food Guide Pyramid and ChooseMyPlate.gov.

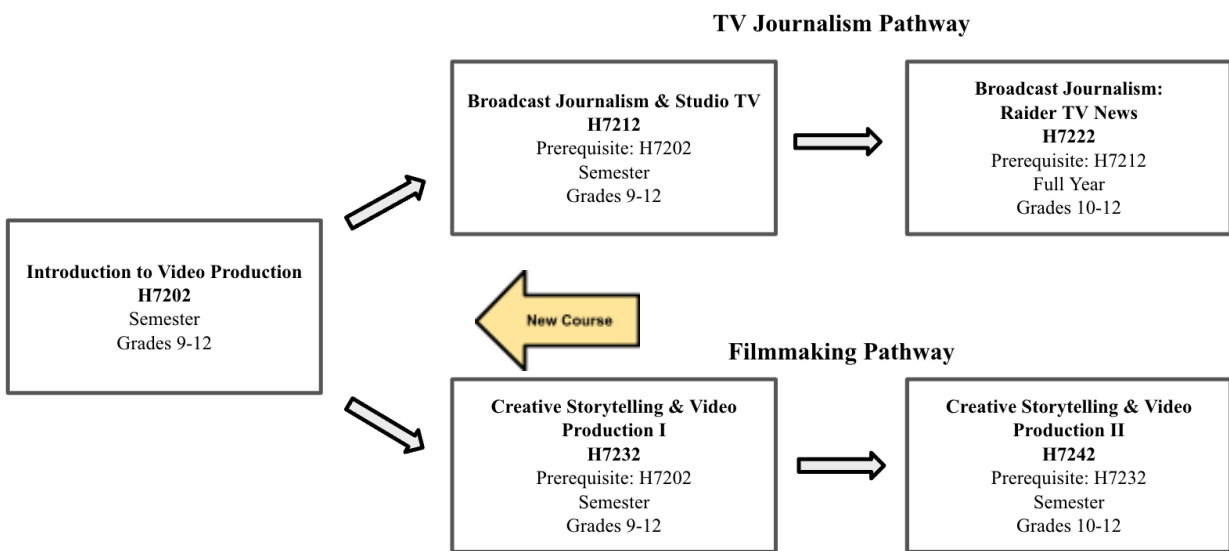
INDUSTRIAL & TECHNICAL EDUCATION (ITE)

The Industrial & Technical Education (ITE) department offers semester courses in engineering, woodworking, automotive technology, and drafting & design pathways. All credits earned in ITE may be applied towards the Practical Arts graduation requirement. However, Sustainable Product Design may be applied towards Practical Arts or Fine/Performing Arts. The sequence of courses for each pathway is outlined below. Students are encouraged to try more than one pathway based on their interests and career goals.



VIDEO ARTS PRODUCTION

The Video Arts Production Department aims to inspire and prepare students to become innovative storytellers and skilled professionals in the dynamic fields of video production, television journalism, and filmmaking. Through a comprehensive sequence of courses, students gain foundational and advanced expertise in storytelling, technical production, and collaborative creation. By engaging in authentic, hands-on learning experiences—such as producing newscasts, creating podcasts, and developing short films—students cultivate their creativity, technical skills, and teamwork capabilities. The program fosters a passion for visual media and equips students with the knowledge and confidence to excel in higher education and future careers in media arts, making a meaningful impact in the ever-evolving world of communication.



Introduction to Video Production

#H7202

Grades: 9-12

Semester

Credits: 2.5

Prerequisite: None

This is an introduction to all of the video production courses that provides a base knowledge of many different aspects of video production. Students will learn how to write scripts, perform basic camera functions, and follow video editing techniques.

TV JOURNALISM PATHWAY

Broadcast Journalism & Studio TV

#H7212

Grades: 9-12

Semester

Credits: 2.5

Prerequisite: H7202 - Introduction to Video Production

Students taking this class have to take Introduction to Video Production. Students will create news magazine style video packages and learn how to put together video packages into a full newscast. Students will develop a deeper knowledge of video editing, graphics, hosting, and interviewing techniques. Students will also create their own video podcasts as well as design their own live studio shows within the television classroom.

Broadcast Journalism: Raider TV News**#H7222**

Grades: 10-12

Full Year

Credits: 2.5

H7212 - Broadcast Journalism & Studio TV or instructor approval

Students taking TV News & Journalism are expected to be proficient in on camera presentation, video editing, and proper camera framing. Students will work as a team to create a newscast “Raider News” that gets published and shared with the community on YouTube.

FILMMAKING PATHWAY**Creative Storytelling & Video Production I****#H7232**

Grades: 9-12

Semester

Credits: 2.5

Prerequisite - H7202 - Introduction to Video Production

Students taking this class have to take Introduction to Video Production. Students will create short films while learning about and using three phases of video production. Students will develop a deeper knowledge of screenwriting, storyboarding, directing, cinematography, video editing, and special effects.

Creative Storytelling & Video Production II**#H7242**

Grades: 10-12

Semester

Credits: 2.5

Prerequisites - H7232 - Introduction to Video Production, Creative Storytelling & Video Production I or instructor approval

Students taking this Filmmaking capstone course are assumed to have a proficiency in screenwriting, cinematography, and video editing. Students will develop video production projects in technical areas they are passionate about and work with the guidance of the teacher and the support of their peers to accomplish their larger scale filmmaking goals.

MUSIC DEPARTMENT

Music was my refuge. I could crawl into the space between the notes and curl my back to loneliness.

~Maya Angelou

Students who wish to participate in an extra-curricular ensemble such as Marching Band, Moonglowers, SPF Jazz, Select Choir, Chamber Choir, Fortis Chorum, and Virtuoso Voices MUST be enrolled in an ensemble class that meets during the school day, such as Concert Choir, Concert Band, or Wind Ensemble.

Students who select any performing ensemble are required to be present at all concerts in order to receive credit in the course.

POLICY OF NON-DISCRIMINATION

SCOTCH PLAINS-FANWOOD PUBLIC SCHOOLS SCOTCH PLAINS, NEW JERSEY

The Scotch Plains-Fanwood Public Schools are committed to providing an equal opportunity for all students and employees, regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence, social or economic condition, or handicap/disability in all school programs and vocational education opportunities. Consistent with the intent of Title VI of the Civil Rights Act of 1964 (racial/ethnic equity), and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of handicap/disability), the Scotch Plains- Fanwood Public Schools afford all students and employees equal opportunity.

Affirmative Action Officers.....Dr. Robert McGarry, for Employment Practices
& Educational Programs
Location.....Administration Building
Telephone.....908-232-6161

Title IX Coordinator

(Gender Equity Officer).....Dr. Ryan Miller
Location.....Athletic Office @SPFHS
Telephone.....908 889-8600 x31004

Section 504 Compliance Officer.....Dr. Lisa Rebimbas, Director
Location.....Department of Special Services@ SPFHS
Telephone.....908 889-8600 x31501

Location of Affirmative Action Plans

And Grievance Policies.....Administration Building

Concerns relating to equality in employment practices (race, gender, ethnic group) or sex discrimination in employment practices should be directed to Dr. McGarry.

Concerns relating to equality in educational programs (race, gender, ethnic group) or sex discrimination in employment practices should be directed to Dr. McGarry.

Concerns relating to gender equity should be directed to Dr. Miller.

Concerns relating to Section 504 compliance (handicap/disability) should be directed to Dr. Rebimbas.

Please scan the code below for access to our complete program of studies

