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ALFRED S. FAUST  
INTERMEDIATE SCHOOL  
EAST RUTHERFORD SCHOOL DISTRICT

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PROGRAM OF STUDIES  
2019-2020

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# A. S. FAUST INTERMEDIATE SCHOOL

*A.S. Faust Intermediate School is committed to the achievement of individual academic excellence through high quality teaching and community involvement which results in students being well prepared to meet future educational challenges and contribute to society. Recognizing the needs of students, our community teaches pupils to learn effectively and motivates them to strive for continuous academic growth. Students are encouraged to fulfill their potential and become effective and responsible citizens.*

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## MIDDLE SCHOOL

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Middle schools were created to help diverse and active groups of young people learn and move successfully through an important stage of life. For many students it is considered a major stepping-stone on the road to becoming an adult. In order to thrive in the middle school setting, young adolescents must feel successful in school, have opportunities for self-expression and decision-making, and feel cared for and respected as people. Throughout the middle school years, teachers can provide opportunities for every child to experience social and academic success by utilizing classroom strategies that promote social development, as well as those that address individual learning needs (Supporting Students into their Transition to Middle School, March 2002). Administration, educators and support staff in a middle school cultivate a rich learning environment for students, while simultaneously fostering autonomy and independence to create responsible, scholarly, and cultured individuals.

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## THE MIDDLE SCHOOL CHILD

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The middle school years are a period of time when children evolve into young adolescents at a rapid pace. Children develop at different rates in many aspects, including physically, intellectually, socially, and emotionally. The curriculum and services offered at a middle school must be developmentally and emotionally appropriate to middle school children and their needs. The curriculum should also be academically challenging and exploratory, relevant to students' concerns, hold high expectations for all students to succeed and meet the developmental needs of young adolescents (National Middle School Association, 2009).

Children's physical maturation, language acquisition, social and emotional behavior, cognition, and ways of approaching the world follow reasonably predictable patterns. Children generally go through predictable stages in the same order, but they will not all go through them at the same rate.

In order to truly comprehend middle school students, it is important to understand children's physical, social, and emotional development at their specific age level, all while keeping in mind what makes each individual student unique. At Faust School, our students are encouraged to become actively engaged in their learning process and to use their knowledge and skills in meaningful ways. We want our middle school students to expand their thinking capabilities in order to open their minds to endless possibilities.

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## GENERAL INFORMATION

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This Program of Studies is designed to assist parents and students in understanding the academic, personal, and social support that Faust School offers its students. It is important to become familiar with the various academic courses and extracurricular activities that we offer. The exposure to different classes and activities helps shape students' personal and career related interests, which develop throughout the middle school years.

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## SCHEDULE

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Our schedule provides students with the opportunity to take six courses each day, with the exception of an E Day. Each course runs for 56 minutes and meets three out of every four days. Each day, the time that a specific class meets also shifts. Thus, students will not always have the same class at the same time each day. This allows students an equal opportunity to perform at their best in each of their courses. On E Days, students go to periods 1 through 8 with shortened periods.

Students will take a range of courses designed to meet the New Jersey Student Learning Standards (NJSLS) as well as prepare students for future academic and career experiences. Coursework will focus on critical-thinking concepts and specifically emphasize the role of literacy, math, and technology. This will include elective classes in Humanities and STEM in addition to traditional classes like English, Math, Social Studies, and Science. Students will also participate in a world language program with 7th and 8th graders completing a full year of Spanish. Students also take Health and Physical Education as well as cycle classes.

### MASTER BLOCK SCHEDULE

<b>TIME</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Homeroom 7:54-8:03</b>	<b>Homeroom</b>	<b>Homeroom</b>	<b>Homeroom</b>	<b>Homeroom</b>
<b>8:05-9:01</b>	Period 1	Period 4	Period 3	Period 2
<b>9:03-9:59</b>	Period 2	Period 1	Period 4	Period 3
<b>10:01-10:57</b>	Period 3	Period 2	Period 1	Period 4
<b>Lunch 11:00-11:45</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<b>11:48-12:44</b>	Period 5	Period 8	Period 7	Period 6
<b>12:46-1:42</b>	Period 6	Period 5	Period 8	Period 7
<b>1:44-2:40</b>	Period 7	Period 6	Period 5	Period 8
<b>2:40-2:54</b>	<b>Extra Help</b>	<b>Extra Help</b>	<b>Extra Help</b>	<b>Extra Help</b>

E Day	
HR	7:54 - 8:05
Homeroom Study	8:07 - 8:48
Period 2	8:50 - 9:31
Period 3	9:33 - 10:14
Period 4	10:16 - 10:57
Lunch	11:00 - 11:47
Period 5	11:50 - 12:31
Period 6	12:33 - 1:14
Period 7	1:16 - 1:57
Period 8	1:59 - 2:40

## REQUIRED ACADEMIC COURSES

Faust School students are scheduled for academic courses which include Language Arts, Math, Social Studies, and Science. Teachers for each subject area are highly qualified specialists in their content areas, and work cooperatively to develop and create interdisciplinary experiences.

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### LANGUAGE ARTS

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#### **Grade 5**

The fifth grade students will be presented with a variety of genres as they read and respond to stories in their reading series. They will become familiar with identifying the literary elements of each story. They will also be working in a leveled reading program in small groups to enhance their learning. The 5<sup>th</sup> grade will also practice grammar, spelling and focus on writing as a process to create stories and compositions with multiple paragraphs. In addition, students will be introduced to reading strategies and test-taking tips.

#### **Grades 6 to 8**

Students in grades 6 through 8 will develop successful writing skills using clear, concise, and organized language that varies in content and form for diverse audiences and purposes. Students will focus on writing as a process, grammatical structure, writing mechanics, and using expressive language to communicate effectively.

Students will be exposed to a variety of genres, text structures, narrative elements, literary devices, and vocabulary. They will also learn to compare, infer, synthesize, and make connections to make text personally relevant and useful. Students will acquire the necessary skills to respond to literature and to enhance their comprehension.

#### **Grade 7 and 8 Language Arts Honors**

Both courses are designed for students who have demonstrated a mastery of reading and writing skills. Students will also study English and Literature with a special concentration on writing analytically in response to literature. Students will use the English language, and selected classic and contemporary literary masterpieces, as vehicles for higher order thinking and discussions. This will enable students to engage and sharpen analytical and theoretical skills while interacting with other scholars in a supportive and inquisitive setting.

Some major lesson components for these courses include cooperative learning groups, literature circles, writing workshops, student/teacher conferences, and in-class debates. Finally, students will engage in close text analysis and dramatizations of selected literary masterpieces and award-winning classic and contemporary literature. Students will be encouraged to research authors of interest and develop their own portfolios of short stories, poetry, articles, essays, and speeches.

Finally, students will learn how to construct a research paper using proper MLA citation and bibliography standards, which will prepare them for writing in high school and college.

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## MATHEMATICS

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### **Grade 5**

This course will concentrate on essential math strategies such as multiplication, division, place value with decimals, volume, order of operations and basic operations of decimals and fractions as well as word problems. In addition, students will learn the classification of two-dimensional figures as a hierarchy, measurement conversions, line plots, and the first quadrant of the coordinate plane. Students will also incorporate content utilizing hands-on activities both independently and in cooperative groups. Some of these activities will represent real-life situations for understanding transfer of content in valuable hands-on lessons.

### **Grade 6**

The sixth grade math curriculum is designed for students to master whole number concepts, operations, and problem solving. The course also includes operations with decimals, fractions, percents, and integers. Geometry and measurement are explored throughout the year, as well as an introduction to algebra. The class is designed to involve students in hands on projects, cooperative group work, and other various activities.

### **Grade 7**

Student placement is based on skill level with two course offerings: 7<sup>th</sup> Grade Math and Pre-Algebra.

#### **7th Grade Math**

This course will focus on the following topics: operations on rational numbers, solving and graphing simple linear equations and inequalities, ratios and proportions, two and three dimensional geometry, probability, and statistics. Successful completion of this course will prepare students for pre-algebra in 8<sup>th</sup> grade.

#### **7th Grade Pre-Algebra**

This course is designated to challenge students who have excelled in 6<sup>th</sup> grade Math. The students will complete the entire grade 7 Math curriculum as well as Pre-Algebra. Students in this fast-paced environment will master topics such as solving, writing, and graphing simple equations and inequalities, number theory, problem solving, 2 - and 3 - dimensional geometry, probability, and statistics. Students who successfully complete this course may enroll in Algebra in 8<sup>th</sup> grade.

## **Grade 8**

Student placement is based on skill level with two course offerings: Pre-Algebra, and Algebra.

### **8th Pre-Algebra**

This course will focus on the following topics: operations with all rational numbers, solving, writing, and graphing linear equations, analyzing and representing linear functions, geometry of three-dimensional figures, and statistics. A variety of mathematical activities are used to develop critical thinking and problem solving to prepare students for Algebra in 9<sup>th</sup> grade.

### **8th Algebra**

This course completes a comprehensive Algebra 1 program emphasizing algebraic language, concepts, structure, and skills. Major topics covered include: algebraic properties and proof, linear equations and inequalities, word problems, polynomials, functions, factoring, algebraic fractions, and quadratic equations. Appropriate geometry, the real number system, and number theory applications are also incorporated. Successful completion of this course will prepare students for Geometry in 9<sup>th</sup> grade.

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## **SOCIAL STUDIES**

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### **Grade 5**

Within all levels of Social Studies, technology is used to perform research for projects and activities. Students also participate in problem solving activities using critical and creative thinking skills. Literacy is also infused throughout the curriculum.

### **Grade 6**

The students in 6<sup>th</sup> grade Social Studies courses examine U.S History beginning with the demise of many Native American cultures in the Americas and then the rise of European empires in the New World (in South to Central America). Students follow the trials and triumphs of the English presence in North America, charting the causes of American dissent, to the American Revolution and beyond. Topics of geography and civics are also examined.

### **Grade 7**

The students in 7<sup>th</sup> grade Social Studies further examine and discuss the history of the United States. Topics include:

Expansion of the Nation, The West, An Industrial Nation, The Civil War, and Reconstruction. Civics and geography are also explored as the course develops. The 7<sup>th</sup> grade curriculum requires students to engage in writing document based essays.

### **Grade 8**

The students in 8<sup>th</sup> grade Social Studies focus on World History. Students investigate early history, beginning with the very first cultures of the Fertile Crescent and the Nile, Indus, and Huang He River Valleys. Students also discover and analyze the Ancient World, including the formation of government and culture in Greece, Rome, America and Europe. As the course unfolds, students learn about world geography.



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## SCIENCE

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### **Grades 5 to 8**

Science in grades 5 through 8 is integrated. Students in these grades will explore aspects of life science, physical science, and earth and space science. As students explore these topics, they will engage in hands-on experiments that utilize their critical thinking skills. Students will also utilize technology and explore engineering concepts. Students will demonstrate grade-appropriate proficiency in analyzing and interpreting data, using models, conducting investigations, and communicating information. Students are also expected to use these science and engineering practices to demonstrate an understanding of the core ideas.

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## HEALTH & PHYSICAL EDUCATION

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### **Health (Grades 5, 6, 7, & 8)**

The major areas of emphasis for grade 5 & 6 are: Family Life Education, Growth and Development, Family and Social Health, Nutrition, Personal Health Care and Hygiene, School and Community Safety, Basic First Aid, Media and Advertising Influences, and Environmental Health. Healthy Relationships are also covered in grade 5 as well as an Introduction to Human Reproduction.

The major areas of emphasis for grade 7 & 8 are: Decision Making and Peer Pressure, Healthy Relationships, Growth and Nutrition, Positive Body Image, Saying “No” to Alcohol, Tobacco and Other Drugs, Abstinence and Awareness of Sexually Transmitted Diseases, Communicable and Chronic Diseases, The Life Cycle and Adolescence. In grade 7, Human Reproduction continues and in grade 8 abstinence and awareness of sexually transmitted diseases is covered.

### **Physical Education (Grades 5, 6, 7, & 8)**

The Faust School Physical Education curriculum is designed to provide each student with the opportunity to develop positive attitudes about exercise, physical fitness, self-esteem, and healthy relationships with others. Good sportsmanship and safety is emphasized throughout each class in order to create a comfortable learning environment. Students are required to participate on a daily basis in order to develop skills that encourage a lifetime commitment to physical activity. Every week students are expected to complete a series of fitness related exercises so that they can self-monitor their individual fitness levels. The student’s Fitness Log is to be used as a personal assessment tool to track individual progress and improvement. Cooperative learning games, lifetime fitness activities and team sports are incorporated into the curriculum.

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## WORLD LANGUAGE: SPANISH 1A & 1B

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### **Grade 7 – Spanish 1A**

This class provides students the opportunity to study Spanish grammar, pronunciation, simple conversation, practical expressions and gain an awareness of the cultures of Spain and Latin America, as well as Spanish cultures in the United States. Spanish 1A is paced to allow for building a strong foundation for future foreign language learning. This course is the first year in a two year sequence. Students in Spanish 1A will continue in Spanish 1B in 8<sup>th</sup> grade.

### **Grade 8 – Spanish 1B**

This class continues the skills developed from Spanish 1A. The main emphasis of Spanish 1B is placed on attaining proficiency in listening, speaking, reading, and writing. Students will participate in more challenging conversations, acquire additional vocabulary, and continue to further their knowledge in the cultures of Spain and Latin America as well as Spanish cultures in the United States.

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## WORLD LANGUAGE SPANISH HONORS LEVEL 1 & 2

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### **Grade 7 – Spanish 1A**

This class provides students the opportunity to study Spanish grammar, pronunciation, simple conversation, practical expressions and gain an awareness of the cultures of Spain and Latin America, as well as Spanish cultures in the United States. Spanish 1A is paced to allow for building a strong foundation for future foreign language learning. This course is the first year in a two year sequence. Students in Spanish 1A will continue in Spanish 1B in 8<sup>th</sup> grade.

### **Grade 8 – Spanish 1B**

This class continues the skills developed from Spanish 1A. The main emphasis of Spanish 1B is placed on attaining proficiency in listening, speaking, reading, and writing. Students will participate in more challenging conversations, acquire additional vocabulary, and continue to further their knowledge in the cultures of Spain and Latin American, as well as Spanish cultures in the United States.

# ELECTIVE COURSES

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## CONCERT CHOIR

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Concert choir is a vocal ensemble that performs at concerts and other school sponsored events. Students will be guided in proper singing techniques, music literacy, and singing in two and three part harmony. All students have the opportunity to participate in Concert Choir. Students in grades 6,7, and 8 may select Concert Choir as an elective.

## INSTRUMENTAL MUSIC

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Instrumental music lessons are offered to Faust School Students in grades 5, 6, 7, and 8 from beginner to advanced players. Lessons are available on all woodwind, brass, and percussion instruments. Students will learn an appreciation of music as an art, how to read music, and how to perform on their chosen instrument. As the student progresses he/she will learn the finer points of musicality and will fine tune the craft of performance. A variety of performance opportunities will be available throughout the school year, as well as diverse musical ensembles.

## STEAM ELECTIVE COURSES

(SCIENCE, TECHNOLOGY, ENGINEERING, ART AND MATHEMATICS)

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### FINANCE

Students will learn the basics of finance, including check writing, budgeting, interest and loans, stocks and bonds, debt, and saving money. Students will have the opportunity to prepare for their lives outside of school and determine best practices for allocating their money. By the end of the course, students will become educated consumers, and will be able to make better decisions regarding money and their options for the future.

### INNOVATION

Innovation period provides time for our students to engage in project-based-learning. Students will collaborate in small groups to select a problem they want to investigate. Students will then plan, execute, revise, and report on their investigation. Students will incorporate information and skills from across content areas to complete their projects. Technology will play a key role in assisting students with this process.

## **EXPLORATION**

Exploration is a semester-long course focused on either Mathematics or Language Arts. With a teacher facilitator, students will utilize interactive software to practice skills at their own ability level. Teachers will work with students individually and in small groups to assist students with areas of struggle as well as to challenge students with additional critical thinking tasks. Other activities will also be incorporated by the teacher that are tailored to the specific needs of the students in the course.

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## **HUMANITIES ELECTIVE COURSES**

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### **POETRY**

Students will be exposed to great poets, their work and their lives. They will focus on the analysis of poems through a diverse canon of poetry. Students will gain meaning and insight through sensory details, figurative language and imagery. The class will inspire students to write poetry of their own.

### **MYTHOLOGY**

This course will introduce students to the structure of mythology from ancient societies and influence of mythology in today's world. These tales from antiquity are the foundation of art, science, and literature.

### **JOURNALISM**

Through our Journalism course, students will explore the role of various types of media. They will learn to analyze information and assess the reliability of sources. Additionally, students will engage in writing tasks that focus on both objective and subjective exploration of real-world topics. This course will reinforce critical thinking, reading comprehension, syntax and grammar, and other skills addressed in our English Language Arts program.

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## **CYCLE CLASSES**

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Cycle classes are classes that meet for one marking period throughout the year.

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## **ENRICHMENT– GRADE 5**

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In this cycle course, students will participate in a variety of cross-curricular activities that emphasize technology, communication, critical thinking, and problem solving. These activities will integrate life and career skills with academic exploration. Students will explore financial literacy, written communication, the history of inventions, and other innovative topics.

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## **MIDDLE SCHOOL ADVISORY – GRADES 6, 7 & 8**

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Rooted by the standards set forth by ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student, the Middle School Advisory Course uses direct instruction, group work, real-life scenarios, role-play and journaling to learn and apply the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The primary areas of foci are self-awareness, self-management, social awareness, relationship skills and responsible decision making. Tending to our students' psycho-social attitudes and beliefs they have about themselves and others, this course challenges those belief systems and raises their levels of awareness regarding the behaviors that can propel them forward in reaching goals of personal, social and academic success. Bringing social-emotional learning to Faust, via the middle school advisory program, is an essential component of building a stigma-free and connected school culture.

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## **STEAM – GRADES 7 & 8**

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Through our STEAM program, students will be exposed to key concepts in science, technology, engineering, art, and mathematics. These disciplines will be integrated into hands-on learning experiences designed to support content from students' other courses. Students will collaborate with peers on various projects and activities, which may include: computer programming, building simple machines, conducting experiments, 3-D design, and more.

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## MUSIC - GRADES 5-8

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### **Grade 5 & 6**

Students in grade 5 and 6 will be able to identify elements of music which include: note values, rest values, rhythm patterns, time signatures and meter. They will learn where all the instruments of the orchestra are placed and how they are grouped. Students will also be introduced to types of American Music such as: folk songs, jazz, rock and roll, and folk music.

### **Grade 7 & 8**

Students will review elements of music. They will be introduced to the different time periods of Music History, and learn about composers and musical styles from each period. Students will become acquainted with opera and the development of Musical Theatre from the 1920's to the present.

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## ART-GRADES 5 -8

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### **Grade 5 & 6**

The objective of this course is to improve craftsmanship and strive to appreciate different styles of art. Math will be integrated into the program as the students learn origami, use compasses, protractors, and rulers to create geometric constructions. Students will also demonstrate and apply an understanding of arts, philosophies, judgment and analyze visual art.

### **Grades 7 & 8**

This course is also designed to differentiate fine art from commercial art and provide a variety of career opportunities for young artists to explore. The students will understand the role, development, and influence of the arts throughout history and across culture. They will compare and contrast different artists and genres of art. In addition, the students will also learn the power of modern technology to assist in creating art.

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## SPANISH LANGUAGE & CULTURE – GRADES 5 & 6

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### **Grade 5**

The 5th grade World Language cycle program and Faust facilitates the student's discovery of the Hispanic world. Students will be introduced to the culture of Spanish speaking countries. They will be introduced to the following concepts: the Spanish alphabet, formal and informal greetings, numbers, calendar, weather and seasons, classroom objects, clothing, food, and colors and shapes.

## **Grade 6**

In 6th grade, students take an introductory six to seven weeks of Spanish. At this level, students should further their knowledge of Spanish and continue to familiarize themselves with the Spanish speaking cultures. This highly interactive course involves conversational, hands-on activities, and individual and group projects. The objectives of the Spanish program include the following: countries/nationalities, greetings and responses, numbers, calendar items, weather, interrogative words, classroom objects, clothing items, family vocabulary, descriptive adjectives, food, the Aztecs, and asking how someone is feeling and tell how you are feeling. Students will be introduced to Spanish grammar, pronunciation, simple conversation and practical expressions. They will also review the language and culture of Spanish speaking countries.

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## **MANDARIN – GRADES 5-8**

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Through our Mandarin program, students will be exposed to Chinese language and culture. They will be introduced to both written and spoken Mandarin language. Content will include basic conversational language, grammar rules, and an introduction to China's society.

# **SPECIALIZED EDUCATIONAL PROGRAMS**

Many students with disabilities experience serious challenges. Through a special education program, staff and parents develop an appropriate education for each student. The Child Study Team focuses on the evaluation of each student's needs and also on the identification of educational interventions (Individualized Education Program) that promotes the development of academic, social, and functional skills. A case manager will assist the student, staff, and parents in monitoring student progress while the Individualized Education Program is in place.

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## **MULTIPLE DISABILITIES**

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The Multiple Disabilities self-contained class is targeted to accommodate the needs of diverse learners through individualized instruction. Lessons are presented to meet the needs of each student in the areas of math, science, language arts and reading, social studies, and life skills. Assisted technology, manipulatives, supplemental materials, and hands on activities are implemented into instruction in all lessons.

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## **SPEECH / LANGUAGE THERAPY**

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Within a school setting, the speech/language therapy program includes: diagnosis and remediation of communication disorders of:

- Speech (articulation, fluency, resonance and voice)
- Language (phonology, morphology, syntax, semantics, and pragmatic/social aspects of communication) including comprehension and expression in oral, written, graphic, and manual modalities: language processing and language based literacy skills, including phonological awareness
- Cognitive aspects of communication (attention, memory, problem solving, executive functions)
- It can also include augmentative and alternative communication techniques/strategies (can be used with various children who are nonverbal, autistic, deaf, etc.)

The speech/language specialist is also involved with collaborating with classroom teachers to provide services in the classroom, educating and counseling individuals, families, and coworkers regarding the acceptance, strategies/remediation techniques, etc. about communication disorders. In addition, the speech/language therapist is a member of the Child Study Team. Students in the program receive services either on an individual basis or in a small group setting.

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## **UPPER LANGUAGE LEARNING DISABILITIES**

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The Upper Language Learning Disabilities (ULLD) self-contained class is designed to meet the needs of diverse learners through the adaptation, modification, and implementation of instructional strategies to promote literacy, mathematics, science, and social studies skills. Lessons are tailored to accommodate students with different learning styles and interests with the inclusion of hands-on activities, and a variety of supplementary materials including texts, books on CD, manipulatives, computer programs, and web technology.

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## **RESOURCE CENTER**

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Resource Center Classes are offered in core academic areas depending on the needs of the students. Such classes generally provide differentiated instruction in a small group setting based on the student's IEP.



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## **ELL: ENGLISH LANGUAGE LEARNERS**

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The needs of students with limited English proficiency are supported by the English Language Learners Program. Students participating in the ELL Program will receive instruction in comprehension, speaking, reading, and writing in English. The ELL program is based on World-Class Instructional Design Assessment (WIDA) Standards. Their performance is assessed annually using the ACCESS assessment designed for English Language Learners.

## **STUDENT SUPPORT SERVICES**

In order to achieve maximum success during adolescent years, middle school students must have a safety network of support systems they can turn to for assistance regarding the many aspects of their lives. The Faust students' support system includes parents, administrators, teachers, and all support staff, including the school counselor.

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## **INTENSIVE MATHEMATICS & ENGLISH LANGUAGE ARTS**

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Intensive courses provide extra support to students in either Mathematics or Language Arts. Teachers will work with small groups of learners to provide extra help, review activities, and reteach difficult content. This course will be tailored to the individual needs of the students in the class, and students will be selected for this course using specific criteria.

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## **SCHOOL COUNSELING**

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The counseling program supports each student in academic, social-emotional, career, and life skills development. The school counselor works cooperatively with the teachers, the Child Study Team, the administration, and with parents to better serve the needs of all students. Students will meet with the counselor throughout the course of the year for student and academic support, counseling and scheduling. Individual counseling and group counseling occurs throughout the course of the school year. Individual and group counseling occurs throughout the course of the school year.

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## **CHILD STUDY TEAM**

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The Child Study Team (CST) consists of a Director of Student Services, School Psychologist, Learning Consultant and School Social Worker. The Speech/Language Specialist, School Nurse, and the School Counselor also work in conjunction with the Child Study Team. The CST team consults, identifies diagnoses, classifies, and formulates recommendations for remediation of learning and behavior problems. Team members also serve as Case Managers for students receiving special education and related services and work closely with both special education and regular education teachers to develop students' Individual Education Programs (I.E.P.).

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## **INTERVENTION & REFERRAL SERVICES**

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The services provided by the Intervention and Referral Services Team (I&RS) provide supplemental support to students, staff and parents when educational challenges arise. In these cases, the I&RS Team provides active and cooperative involvement of diverse school and/or community resources necessary to comprehensively study and creatively solve the educational issues which frequently place students at risk for failure in school.

The Intervention and Referral Services Team reviews the academic, behavior, and health concerns of a student and develops an Action Plan designed to address concerns. The interventions included in a student's Action Plan may include both in-school and out-of-school programs.

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## **504 PLAN**

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A "504 Plan" is a legal document falling under the provisions of the Rehabilitation Act of 1973. The 504 Plan is designed to plan a program of instructional services to assist students who are in a regular education setting that have special needs. A 504 Plan provides accommodations for students who have an impairment that restricts major life activities.

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## **CRISIS INTERVENTION**

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The Director of Student Services, School Counselor, School Nurse, Social Worker, School Psychologist, and Principal work as a Crisis Management Team. They provide students and families with multilevel assessments of trauma and components of psychological assistance. Crises faced in schools vary greatly. They range from those that are more personal, such as the death of a loved one, to those that affect the broader community, such as school-based violence. Students, staff, and parents should seek assistance from the Crisis Management Team whenever an instance of potential threat of harm to a student becomes evident.

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## STATEMENT OF NON-DISCRIMINATION AFFIRMATIVE ACTION

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The East Rutherford School District complies with Title VI of the Civil Rights Act of 1964 Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the age Discrimination Act of 1975, and their respective implementing regulations which prohibit discrimination on the basis of race, color, national origin, sex, disability, and age, respectively. The District provides equal access and opportunity in employment, as well as enrollment in all of its programs and activities, regardless of race, color national origin, sex, disability, or age. Through the designated responsible personnel, the District will guarantee that no persons shall on the basis of sex, race, religion, creed, ancestry, national origin, affectational or sexual orientation, social or economic status, and/or handicap be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity.

Anyone who feels that his or her rights have been violated may file a grievance or complaint with the East Rutherford School District through the Affirmative Action / Title IX Officer pursuant to Board policies and Administrative Regulations (copies of which are available in the school offices and library / media centers)

*Affirmative Action / Title IX Officer: East Rutherford School District Affirmative Action / Title IX officer: **Regina Barrale**  
Faust Intermediate School -100 Umland Street, East Rutherford, New Jersey 07073  
Phone: 201-804-3100  
Email Address: rbarrale@erboe.net*