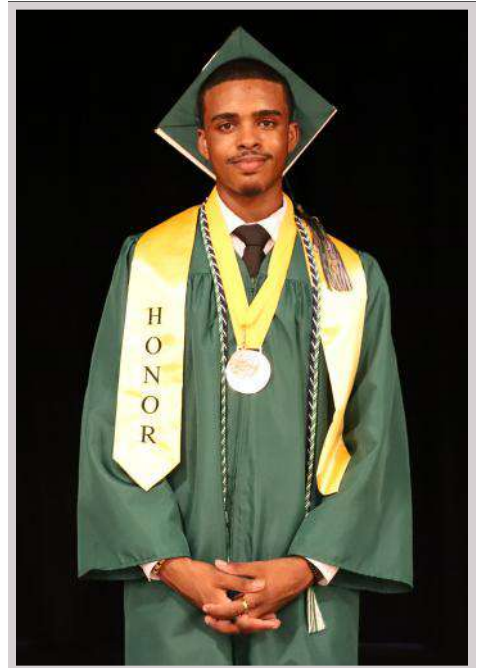


Newark Board of Education High School Guidebook 2024-2025



Newark
Board of Education
Roger León, Superintendent

Where Passion Meets Progress



Newark
Board of Education
Roger León, Superintendent

Mission

Our mission is to deliver an academically rigorous and culturally responsive instructional program that prepares every student for success and builds knowledge, strengthens character, cultivates ingenuity, and fosters leadership.

Vision

Our vision is to build a new educational ecosystem that provides a world-class education for every child in Newark.

Core Values

Children at the Center

Every child is a genius and it is our responsibility to keep their dreams and needs at the center of all decisions.

Commitment to Excellence

We commit to continual, strategic, innovative, and research-based improvement in order to demonstrate excellence at all levels of the organization.

Reciprocal Relationships

We provide opportunities for impactful collaboration within and beyond the organization resulting in student success.

Cultivating Agency

We empower students to become advocates for themselves and for others.

Equity

We disrupt and rebuild every practice, policy, resource distribution, and system that may act as a barrier to opportunities for all.

A Message from Superintendent León

On behalf of the Newark Board of Education, principals, teachers, and staff, I am pleased to welcome all high school students to the 2024-2025 school year.

The District is excited to provide this *High School Guidebook 2024-2025* as a guide to our expectations, guidelines, and procedures. This is a document that will help you find answers to most of your questions and navigate the high school landscape. We have set high standards for you, many of which are included in this handbook and in the District's historic ten-year strategic plan, *The Next Decade: 2020-30*. We know, however, that the relationships we form with students and their families are extremely important to student success. For this reason, we ask that students and parents take the time to familiarize yourselves with this handbook. Keep it handy so that you can reference it throughout the school year.

Many of you have selected schools that will prepare you for future interests after you graduate from high school. The interests are varied and exciting and include some of the following areas of interest: fashion, data science, technology, engineering, allied health, teaching, business and entrepreneurship, global studies, environmental studies, law, engineering, visual and performing arts, and college preparation. Our schools are deeply committed to educational excellence and enriched by a supportive school community of industry partners, higher education institutions, parents, community, faculty and staff. We are honored to be a part of your educational journey.

It is my honor to serve as Superintendent of the Newark Public Schools and to have you enrolled in our high schools. I am excited about this school year and the days ahead as we continue to build strong connections and caring relationships with each of you.

Wishing you all the best and much success this school year!



Roger León
Superintendent

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School/District Policies and Procedures



Zair Mack, Zion Mack, and Jeddar Cole from Eagle Academy for Young Men of Newark.



Saniya Butler, Frida Orduño, and Aw'Tum Brown from West Side High School.

Attendance

School attendance is everyone's concern. The Newark Board of Education (NBOE; "District") is committed to working in collaboration with students, families, and community partners to eliminate the barriers impeding students from achieving good school attendance. Attendance is recognized as a key factor to a student's education and a prerequisite for student success. The Office of Attendance offers District schools support and programs to meet attendance benchmarks by providing helpful resources, professional assistance, and practical support.

If a student is absent, the parent/guardian is asked to call the school the morning of the absence. Students shall be required to complete all work assigned during the absence. Arrangements to make up the work must be initiated by the student and/or the parent/guardian. The effect of excessive absences, excused or unexcused, upon a grade, promotion, or awarding of credit toward graduation, shall be determined by the building principal in consultation with the teacher.

Each school must have a school calendar that includes at least 180 days of school attendance between September 3 and June 24. Student attendance is taken daily during the Homeroom period (begins promptly at 8:20 am) and is translated into Daily Attendance for the student. Students who arrive late to school must report to the main office so that the attendance can be changed from Absent to Tardy.

Computer/Internet Acceptable Use

The use of the Newark Board of Education computer network is limited to exchange of academic information, research, career, and professional development activities consistent with the mission of the District. In support of this goal, users must agree to the policy as a condition of receiving Internet access. Please refer to <https://www.nps.k12.nj.us/documents/nps-acceptableusepolicy/> for specific information relative to the acceptable user policy.

Digital Citizenship

Students receive instruction in the respectful and responsible use of technology, the Internet, and other digital material and devices across the curriculum. It is vital that the District prepare students for the technology-driven society of which they are citizens. Included in this instruction are discussions and guidance around how technology impacts society, user data, security and privacy, digital literacy, digital wellness, and digital decision making. The area of digital citizenship continues to evolve as society and technology evolves, and the Newark Board of Education is committed to providing students with the strategies and tools to actively engage with technology in an appropriate manner.

Dress Code

The way in which an individual dresses and the manner in which they behave influence how others perceive them. The Newark Board of Education requires students to dress appropriately for a learning environment.

- School uniform: Students must dress in the appropriate school uniform for their building. Individual school uniform information can be found on each school's website.

Electronic Devices/Cell Phones

Electronic devices and cell phones may be brought to school and used under the following conditions:

- Students may use devices in the classroom following District cell phone policy for use.
- Students may not use cell phones to make calls or take photos or videos from within the school building unless they receive permission from a school administrator.

Enrollment and Registration in SchoolMint (NewarkEnrolls)

SchoolMint is the enrollment system for all Newark Board of Education schools and participating charter schools. Incoming students must first be matched, registered, and verified in SchoolMint before enrolling. All incoming students will be required to complete registration documents related to their High School enrollment within SchoolMint.

Registration includes:

- Confirming your contact information within SchoolMint;
- Providing academic/transcript reports and testing/assessment data for grade level placement;
- School Nurse health clearance;
- Verification that the Newark Board of Education has a copy of all registration documents. For any additional request, your school will contact you.

If a situation arises where you must seek a transfer, please contact your school to discuss if you [meet the requirements](#) and to determine next steps. All transfers are processed within SchoolMint. Please visit www.newarkenrolls.org to complete your high school registration!

Expectations of Students

Students are expected to:

- Attend school regularly and on time;
- Bring necessary tools to school: notebooks, pencils, pens, laptops/devices;
- Complete assignments, homework, and projects within designated timeframes;
- Take responsibility to complete work assignments when a class is missed;
- Participate actively and constructively in class activities;
- Develop positive attitudes and believe in the ability to succeed;
- Exercise self-discipline and treat others with courtesy and respect;
- Learn to work independently and cooperatively;
- Talk to their parents about school activities and encourage them to attend.

Harassment, Intimidation, and Bullying

The Newark Board of Education (“District”) believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Since students learn by example, school administrators, faculty, staff, and volunteers are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student’s ability to learn and a school’s ability to educate its students in a safe environment. Therefore, the District will not tolerate acts of harassment, intimidation, or bullying.

The Anti-Bullying Bill of Rights Act (ABR) defines harassment, intimidation, and bullying (HIB) as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by an actual or perceived characteristic, such as:

- Race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other distinguishing characteristic; and that
- Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that

- A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; or
- Has the effect of insulting or demeaning any student or group of students; or
- Creates a hostile educational environment for the student or emotional harm to the student. (**N.J.S.A. 18A:37-14**)

“Electronic communication” means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager. Cyberbullying is defined as: “willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices”. Students’ acts of cyber-harassment shall be subject to the code of student conduct for harassment, intimidation, and bullying and penalties provided in **N.J.S.A. 2C:33-4.1** Crime of Cyber-harassment. Cyber-harassment is a crime of the fourth degree and may be reported to the local law enforcement agency. A parent or guardian having legal custody of a minor who demonstrates willful or wanton disregard in the exercise of the supervision and control of the conduct of a minor adjudicated delinquent of cyber-harassment may be liable in a civil action.

Consequences shall be consistent with the District approved Discipline Plan and Policy Code of Student Conduct and **N.J.A.C. 6A:16-7**. Consequences and remedial measures for a student who commits an act of harassment, intimidation, or bullying shall be varied and graded according to:

- The nature of the behavior,
- The nature of the student’s disability, if any,
- The extent of the developmental age of the student,
- The student’s history of problem behaviors and performance.

High School Voter Registration

Pursuant to N.J.S.A. 18A:36-27, The High School Voter Registrations Law requires districts to provide eligible voters registration materials, a summary of voter registration eligibility requirements, materials describing the role of a citizen, and materials articulating the importance of voting to all eligible high school students.

Voter Registration Eligibility Requirements & Registration Information

To register in New Jersey, one must be:

- A United States citizen
- At least 17 years old, though you may not vote until you have reached the age of 18
- A resident of the county for 30 days before the election
- A person not serving a sentence of incarceration as the result of a conviction of any indictable offense under the laws of this or another state or of the United States

The registrant must complete a Voter Registration Application and/or Party Affiliation Form. Mail or deliver the Voter Registration Application and/or Party Affiliation Form to the County Commissioner of Registration or Superintendent of Elections for one’s county.

One is not eligible to register to vote if:

- Serving a sentence of incarceration as a result of a conviction of an indictable offense under the laws of New Jersey, another state, or of the greater United States.

The registration deadline to vote in the next election is 21 days prior to the election day.

Online Voter Registration

To register online, one will need proof of one's date of birth and one of the following forms of identification:

- A current and valid Driver's License or a non-driver Identification Card (ID card) issued by the New Jersey Motor Vehicle Commission (MVC). Information will be provided to the MVC to validate identification, and to retrieve a copy of one's digitized signature.
-or-
- A Social Security number. To use the Social Security number, one must have the ability to sign on-screen or upload one's signature to complete the registration process. If you are unable to provide a digital signature, you cannot register online.

If you cannot register online, please go to <https://www.essexclerk.com/> for a voter registration form.

Lunch Applications

1. What is a lunch application?

A lunch application is a federal application to determine whether a student qualifies for either free or reduced-price benefit when participating in the National School Lunch Program (NSLP).

2. Who is required to complete a lunch application?

All Newark Board of Education students (grades PreK-12) are required to have a completed lunch application processed annually to determine eligibility to receive benefits.

3. Who may fill out the application?

Only the parent, legal guardian, or the student if age 18 or older, may complete the lunch application form. Information may not be obtained by any school personnel over the phone. The parent, legal guardian, or of age student must be present and complete the application.

4. If I have more than one child in the school, should I complete multiple applications?

No, only one application per household is required. List all students on the application.

5. How is my eligibility determined?

A student's eligibility is determined based upon standards established by the federal government for income and household size and is tied to the national poverty rate.

6. What process does Newark use to complete a lunch application?

The Newark Board of Education has an on-line application process.

7. How do I sign up for the lunch program?

The application can be found online at www.nps.k12.nj.us. The links are located at the bottom of the page.

8. What if I do not wish to have my information shared with any other authority?

All Newark Board of Education students (grades pre-K-12) are required to have a completed lunch application processed to receive benefits. The form is listed on the website along with the application; the applicant should scroll down to see the form titled, "Sharing Information with Medicaid".

9. Does the student's eligibility roll over from year to year?

No, lunch applications must be completed annually. The District will use the prior year's June status, if one exists, for the first thirty (30) days of the subsequent year or the new application, if submitted. After the thirty-day (30) period has lapsed, a new application must be submitted. If there is no new application on file, the child's eligibility status is denied and the parents or guardian must pay full price for their child's lunch if they choose to participate in the program.

10. Do students who are Directly Certified need to complete a lunch application?

No, students whose name appears on the District's Direct Certification list do not need to complete an application. Directly Certified students include some foster care children and children receiving temporary aid to needy families (TANF).

11. What is the cutoff date to submit applications?

Applications can be submitted all year, however those submitted after October 15th will not be included in the District state aid count. Any change in a family's financial status should generate a revised application.

12. What are the various Eligibility Statuses?

Free - no payment required

Reduced - no payment required

Denied - full payment required (\$2.50)

D_NA - Denied No Application has been submitted for this child - full payment required (\$2.50)

13. What percentage of Newark Board Education children qualified for free and reduced-price meals in 2023-2024?

As of March 2024, 82% of Newark Board of Education children qualified for free or reduced-price meals.

Meal Payments**14. Can I prepay for school lunches?**

Yes, you must prepay, using an online account. The account website and additional information will be shared by your child(ren)'s school for SY 2024-25.

15. How do I get my child's lunch account?

The account website and additional information will be shared by your child(ren)'s school for SY 2024-25. Once the account is established, parents can access the account at any time.

16. How much are school lunches?

Full price is \$2.50 and reduced price is \$0.

17. Can my child be fed if they have no money in their account?

Under federal guidelines, the District must make an effort to collect the required payment. The Newark Board of Education remains committed to providing healthy and nutritious meals to all children.

School Breakfast**1. What is the school breakfast program?**

The school breakfast program is part of the National School Lunch Program (NSLP) & provided to all students in the Newark Board of Education every day.

2. Where is breakfast provided?

The breakfast program takes place in the classroom for all elementary students and is part of the school day. High school students have a traditional breakfast program in the cafeteria.

3. Why does the Newark Board of Education promote a breakfast in the classroom program?

Research indicates that a child who participates in a breakfast in the classroom program is better prepared for learning, has already socialized, and has fewer incidents of disruptive behavior and sick

calls. Schools that support this program as part of the school day increase access to breakfast for students and test scores reflect increases in student achievement.

4. How does the Newark Board of Education compare with other urban districts around the country?

New Jersey ranks 48th in the nation regarding breakfast programs. The Newark Board of Education ranks 5th when compared to 27 other large urban districts for serving the most students daily. In 2005, when Newark began its program, it served approximately 8,000 students daily. Today the program serves almost 28,000 meals daily, and has increased District revenue more than \$3 million annually.

5. How much does breakfast cost?

The cost is \$0.80, however it is free to all Newark Board of Education students as part of the universal free breakfast program, and the District absorbs the cost.

McKinney-Vento Education for Homeless Children and Youth Program

The Stewart B. McKinney-Vento Education of Homeless Children and Youth (McKinney-Vento EHCY) program provides homeless students with protections and services to ensure they enroll in and attend school, complete their high school education, and be positioned for success after graduation, so they may avoid poverty and homelessness as adults.

Eligibility Definition: Who Are Homeless Children and Youths?

Homeless children and youths are individuals who lack a fixed, regular, and adequate nighttime residence, including (<https://www.nj.gov/education/homeless/who/>):

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because the children are living in circumstances described above.

McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, Section 725(2) Guidance

- The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and was most recently reauthorized in December 2015 by the Every Student Succeeds Act (ESSA).
- **Chapter 17 of the New Jersey Administrative Code** - Education for Homeless Students and Students in State Facilities was adopted to ensure that homeless children and students placed in state facilities are provided with a thorough and efficient education. This chapter establishes uniform statewide policies and procedures to ensure the enrollment of homeless children and to respond to appeals made by parents or other parties related to the enrollment of homeless children. The chapter also identifies general program requirements related to the operation, administration, and approval of educational programs in state facilities.

Additional Definitions

- **Accompanied Homeless Youth:** If your situation falls into one of the categories described previously, and you are in physical custody (living with) of a parent or guardian, your living situation meets the definition of an accompanied homeless youth.
- **Unaccompanied Homeless Youth:** If your situation falls into one of the categories described previously and you are not in the physical custody (living with) of a parent or guardian, your living situation meets the definition of an unaccompanied homeless youth.
- This revised federal non-regulatory guidance for the McKinney-Vento program replaces the July 2004 guidance and includes new questions that reflect both the amendments to the McKinney-Vento Act made by ESSA, which took effect on October 1, 2016, and the new technical assistance on promising practices for implementing homeless education requirements at the state and local levels. The guidance describes the requirements of ESSA and provides recommendations for addressing many of those requirements.

School Building McKinney-Vento Point of Contact (MV-POC)

Each school building is designated a MV-POC to identify and support students and families that are in a homeless or displaced status. The School Social Worker at the High School level has been assigned with this role. Your partnership with the School Social Worker is essential in assuring that students who are displaced receive a collaborative approach to removing barriers to succeed and graduate high school and access to postsecondary opportunities.

College and Career Readiness Resources for McKinney-Vento Students

These resources are provided by the SchoolHouse Connection Organization:

- <https://schoolhouseconnection.org/fafsa/>
- McKinney-Vento College and Career Readiness Resource Google Folder: <https://drive.google.com/drive/folders/1E2shGyHtx0A0COP3tgxzDIT4zEO2Lcrp?usp=sharing>
- Scholarship Information: <https://schoolhouseconnection.org/scholarship/>

Parent Responsibilities

The role of parents may be divided into three main categories: (1) the parent's role in showing support for their child's education, (2) the parent's role in making their home a safe place for learning, and (3) the parent's role in ensuring homework is complete.

Physical Education Uniform Policy

The Newark Board of Education's Physical Education programs are designed to develop and reinforce a myriad of movement concepts, sports skills, physical activities, and health-related tests to raise physically educated and physically fit citizens. Physical Education (PE), as defined by the Society of Health and Physical Educators (SHAPE) America, develops the physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery. Physical Education emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction.

With heightened attention on childhood obesity prevention efforts, there seems to be some confusion between the terms "physical education" and "physical activity". Often the words are used interchangeably but they differ in important ways. Understanding the difference between the two is critical to understanding why both contribute to the development of healthy, active children. The District believes that every child deserves both a quality physical education and physical activity program.

School PE programs offer the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain an active lifestyle. The state of New Jersey requires that schools provide at least 150 minutes of health and physical education per week in all grades. Based on the sequence of learning, PE should not be compared to or confused with other physical activity experiences such as recess, intramurals, or recreational endeavors.

It is the expectation that every student is required to wear a PE uniform to actively participate in the physical education program. Students not wearing the appropriate uniform pose several safety issues related to hygiene, restricted movement, and noticeability. In addition, having students wearing a school PE uniform makes them easily recognizable, especially when classes are outside on the fields.

The required PE uniform consists of the following:

- PE shirt with school logo (will be available to purchase from your child’s school or District-approved vendor)
- PE shorts with school logo (will be available to purchase from your child’s school or District-approved vendor)
- Socks
- Athletic shoes
- Leggings may be worn under shorts
- Students may also wear sweatpants and a sweatshirt over the PE uniform during cold weather
- Absolutely no boots of any type will be allowed onto the gym floor

Notes: _____

Progressive Discipline – Suggested Interventions

Note: Progressive Discipline uses incremental interventions to encourage accountability and behavioral change. Consequences that are meted out for inappropriate conduct will proportionally reflect the severity of the incident, and all schools should further consider the individual context of the incident and student when determining an appropriate disciplinary response.

Levels of Interventions and Disciplinary Responses	
<i>Level 1: Restorative Response</i> Allow the student and adults to take responsibility for his/her actions, understand what could have been done differently, and be given an opportunity to learn pro-social behaviors to repair the harm	
<ul style="list-style-type: none"> • Verbal corrections • Written reflection and apologies • Classroom community conferences • Teacher-student conferences • Family conferences • Community Service 	<ul style="list-style-type: none"> • Peer or community mediation • Conflict Resolution • Restorative circles • Restorative conferences • Newark Youth Court • Restitution
<i>Level 2: Behavior Modification</i> Prevent or correct persistent disciplinary infractions by using a systematic process to identify the root causes of the student's behavior	
<ul style="list-style-type: none"> • Schedule Change • Seat Change • Detention • Intervention and Referral Services (I&RS)/Student Support Team (SST) • Harassment, Intimidation, and Bullying (HIB) referrals • Restitution • Functional Behavioral Assessment & Behavioral Improvement Plan 	<ul style="list-style-type: none"> • Individual behavior contracts • Peer or community mediation • Restorative Conferences • Service Learning Projects • Referrals to social service agencies, including government agencies (non-law enforcement), community-based organizations, and health-based organizations • Referrals to Mentor program
<i>Level 3: Administrative I</i> Prevent or correct persistent disciplinary infractions by using a systematic process to identify the root causes of the student's behavior	
<ul style="list-style-type: none"> • Schedule Change • In-school suspensions • Out-of-school suspensions • Referrals for manifestation determination review (students with disabilities) 	<ul style="list-style-type: none"> • Referrals to social service agencies, including government agencies (non-law enforcement), community-based organizations, and health-based organizations • Mental Health Referral • Behavioral Health Referral

Levels of Interventions and Disciplinary Responses

Level 4: Administrative II

Disciplinary responses that remove students from the classroom for long durations (i.e., no more than 25 days), and referrals to social service agencies, including government, community based organizations, and health-based

- | | |
|---|---|
| <ul style="list-style-type: none">• School transfer• Superintendent suspensions• Expulsions | <ul style="list-style-type: none">• Referrals to social service agencies, including government agencies (non-law enforcement), community-based organizations, and health-based organizations• Referrals to law enforcement |
|---|---|

Progressive Discipline Response Framework

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
Restorative Response (e.g., Restorative Circles, conflict resolution, conferences) Allow the student to take responsibility for his/her actions, understand what could have been done differently, and be given an opportunity to learn pro-social behaviors to repair the harm	Behavior Modification (e.g., behavior contract, counseling, community service, referrals) Prevent or correct persistent disciplinary infractions by using a systematic process to identify the root causes of the student’s behavior	Administrative I (e.g., school-based removal, in-school and out-of school suspensions, referrals) Disciplinary responses that remove students from the classroom for short durations (i.e., 4 days or less), and referrals to social service agencies (e.g., CBOs, health-based)	Administrative II (e.g., Superintendent Suspensions, arrests, referrals) Disciplinary responses that remove students from the classroom for long durations (i.e., no more than 25 days), and referrals to social service agencies (e.g., CBOs, health-based)

Notes:

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	May be referred to police
Absences, tardiness, truancy <ul style="list-style-type: none"> • Unexcused or excessive tardiness (L2C) • Cutting class/truancy (L2D) • Leaving school without permission (L2Q) • Chronic absences (L3L) • Chronic truancy (L3M) 	X	X	X		
Academic Dishonesty <ul style="list-style-type: none"> • Cheating (L1C) • Scholastic dishonesty, e.g., plagiarism (L2G) • Using forged notes or excuses (L2F) 	X	X			
Fighting <ul style="list-style-type: none"> • Fighting with another student (L3D) 	X	X	X		
Attack on Student <ul style="list-style-type: none"> • Causing no injuries, minor injuries (L3AA) • Causing major injuries, serious bodily injuries (L4T) 	X	X	X	X	X
Bomb Threat (L4E)	X	X	X	X	X
Bus Violations (Minor Disruptions)... <ul style="list-style-type: none"> • Minor disruption on the school bus or public transportation (L2S) • Major disruption on the school bus or public transportation (L3CC) 	X	X	X		
Classroom Disruption <ul style="list-style-type: none"> • Disruptive behavior (L1A) 	X				
Contaminate Food (L3T)	X	X	X		
Continued Level 1 Behavior (L2B)	X	X			
Continued Level 2 Behavior (L3BB)	X	X	X		
Continued Level 3 Behavior (L4C)	X	X	X	X	
Defamation (L2N)	X	X			

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	May be referred to police
Defiance of Authority or Insubordination <ul style="list-style-type: none"> • Failure to Follow • Instructions (L1E) • Defying the authority of school personnel (L2Y) • Extreme defiance (L3N) 	X	X	X		
Disrespectful Behavior <ul style="list-style-type: none"> • Profane, obscene, indecent, immoral, or seriously offensive language and/or gestures (L2A) • Continuously disruptive behavior (L3H) 	X	X	X		
Dress Code Violation <ul style="list-style-type: none"> • Wearing hats or other apparel disruptive to the educational process (L1F) • Failure to wear ID (L1H) • Wearing gang related apparel or accessories which indicate gang membership (L2L) 	X	X			
Drugs or Controlled Substance					
Unauthorized possession, use or distribution of medication (L3X)	X	X	X		
<ul style="list-style-type: none"> • Possession or distribution of drugs or other controlled substances, including alcohol, marijuana, prescription drugs, inhalants, paraphernalia, and other intoxicants (L4K) 	X	X	X	X	X
<ul style="list-style-type: none"> • Use of drugs or other controlled substances, including alcohol, marijuana, prescription drugs, inhalants, paraphernalia, and other intoxicants (L4J) 	X	X	X	X	

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	May be referred to police
Extortion (L4D)	X	X	X	X	
False Activation of Fire Alarm <ul style="list-style-type: none"> • Creating false alarm (L3Z) • Pulling fire alarm (L4B) 	X	X	X	X	
Fire Setting or Arson (L4I)	X	X	X	X	X
Gambling (L3B)	X	X	X		
Harassment, Intimidation, and Bullying (HIB)					
<ul style="list-style-type: none"> • HIB (HIBL1) • HIB, continuation (HIBL2) 	X	X			
<ul style="list-style-type: none"> • UHIB, continued threats (HIBL3A) • Gender, racial, or ethnic harassment (HIBL3C) • Sexual harassment (HIBL3D) • HIB, Cyber-Bullying (HIBL3B) 	X	X	X		X
<ul style="list-style-type: none"> • HIB assault/threats (HIBL4A) • HIB, cyber-stalking (HIBL4B) 	X	X	X	X	X
Inciting or Participating in Disturbance <ul style="list-style-type: none"> • Interfering with school authorities or programs through walk-outs or sit-ins (L2T) 	X	X			
Instigation <ul style="list-style-type: none"> • Instigating, encouraging, or forcing another to commit or attempt to commit a violation of the <i>Code of Conduct</i> (L2W) 	X	X			
Physical Contact with School Personnel <ul style="list-style-type: none"> • Intentional attack on school staff or other adults (L4M) 	X	X	X	X	X

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	May be referred to police
Possession or Use of Tobacco <ul style="list-style-type: none"> • Smoking on school property (L2E) 	X	X			
Vandalism (Property Damage), including Graffiti <ul style="list-style-type: none"> • Graffiti (L3C) • Vandalism, under \$500 (L3E) • Vandalism, over \$500 (L4P) 	X	X	X	X	
Sexual Assault (L4S) <ul style="list-style-type: none"> • An act of sexual penetration 	X	X	X	X	X
Inappropriate Sexual Activity <ul style="list-style-type: none"> • Inappropriate sexual contact (L2M) • Indecent exposure (L2O) 	X	X			
Technology Acceptable Use Policy Violation (L2X)	X	X			
Use of cellular phone to facilitate the commission of a crime or to inflict injury or harm to persons or property (L4Q)	X	X	X	X	X
Threat Against School Personnel, Written or Verbal (L3G)	X	X	X		
Theft <ul style="list-style-type: none"> • Stealing (L3F) • Theft, possession, or sale of stolen property (L4F) 	X	X	X	X	X
Trespassing (L3Y)	X	X	X		
Unauthorized Sale or Distribution of Printed Materials (L2U)	X	X			
Unauthorized Use of Portable Electronic or Communication Devices <ul style="list-style-type: none"> • Use of music devices (L2J) • Use of cell phones or other communication devices (L3R) 	X	X	X		
Improper Urination or Defecation (L2V)	X	X			

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	May be referred to police
Verbal or Physical Threats A declaration of one’s purpose or intention to work injury to the person, property, or rights of another <ul style="list-style-type: none">• Threats (L3G)• Reckless endangerment (L3W)• Terroristic threats (L4R)	X	X	X	X	X
Weapons, Firearms, Explosives (Possession or Use) <ul style="list-style-type: none">• Fireworks (L3V)• Weapons (L4A)• Biohazard materials (L4N)• Dangerous weapons- Possession/Use (L4G)• Explosives (L4O)	X	X	X	X	X

+...Refer to the guidance provided for Harassment, Intimidation, and Bullying.

+...For serious disruptions on buses, refer to the appropriate behavior exhibited by the student to determine response(s).

Notes: _____

Public Transportation Resources

The New Jersey Transit bus and light rail system is the primary means of transportation to commute to and from school for most students of the Newark Board of Education schools. Most of our students characterize taking public transportation as a step to self-reliance, growth, and as an advantage to reducing road congestion and air pollution. Public transportation is viewed as a common-sense choice to commute to and from school in a large urban school district.

Frequently Asked Questions

1. Who is eligible for public transportation resources funded by NBOE?

In accordance with state law, N.J.S.A. 18A:39-1, all public elementary school students (grades K-8) who live more than two miles from their school and all public secondary school students (grades 9-12) who live more than two-and-a-half miles from their school are entitled to transportation.

2. How is the distance between a student's home and school measured?

Measurement is made by the shortest distance along public roadways or walkways between the entrance to the student's home and the nearest public entrance of the school building. The Newark Board of Education utilizes professional mapping services to determine the distance between the student's home and the location of the student's enrolled school.

3. What if the student lives less than the mileage requirement from school?

In accordance with state law, N.J.S.A. 18A:39-1, Boards of Education are not required to provide transportation for students who live less than the 2.0 or 2.5 miles from school, even for safety reasons.

4. The student is deemed eligible for transportation resources. How will the student be transported to and from school?

The Newark Board of Education utilizes the New Jersey Transit bus system. The District provides bus tickets or a monthly bus pass to eligible students.

5. Where does the eligible student go for public transportation resources?

The student's school will have a list of eligible students. Public transportation resources (monthly bus pass or bus tickets) are distributed at the school monthly.

6. If the student loses their bus pass or bus ticket, what happens?

Students are responsible for the safekeeping of their public transportation resources.

7. The student does not meet NJDOE mileage requirements. Is there anything else?

Yes. NJ Transit Student Discount Cards are available for all students and can be obtained at the student's school.

8. Are charter school students eligible for public transportation resources?

Students who attend charter schools in Newark are eligible for public transportation resources and must meet the same requirements as students who attend a District school.

9. I have additional questions. Who should I contact?

Please contact a member of the Office of Pupil Transportation at 973-733-7290 or e-mail your question to opt@nps.k12.nj.us.

Requests for Student Information from Military Recruiters, Institutions of Higher Education, and Prospective Employers

Under the federal Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), public high schools must give the names, addresses, and telephone numbers of students to military recruiters, college/university recruiters, and prospective employers if the recruiters request the information (ESSA, Title VIII, §8528). However, students or their parents have the right to instruct the school in writing that this information is not to be released. Copies of the Parental “Opt-Out” Notification Letter to Release Student Information can be obtained from your student’s school counselor.

Student Assistance Program

The Newark Board of Education’s Student Assistance Program is designed to support the prevention, intervention, referral for evaluation, referral for treatment, and continuity of care for students with alcohol, tobacco, and other drug abuse in the District’s public elementary and secondary schools, in accordance with N.J.S.A. 18A:40A-3, 10, and 15.

The program goals are to help students identify negative consequences, develop coping strategies that result in better decision-making, provide a safe environment for all students, and reduce barriers for learning. The Student Assistance Coordinators collaborate with community agencies and stakeholders to promote care and services for all students and their families by providing mental health support and resources. Referrals to treatment services are an integral part of the Student Assistance Program.

The Student Assistance Program follows the District’s policy and N.J. state law 18A:40A.

Tobacco, Alcohol and Substance Use

To promote the health and safety of all pupils and staff and to promote the cleanliness of school grounds, the District prohibits all smoking or use of tobacco products in all school facilities and on all school grounds at all times. **(File Code 3515)**

According to District policy, “tobacco product” is defined to include, but not limited to, cigarettes, cigars, blunts, bidis, pipes, chewing tobacco, and all other forms of smokeless tobacco, rolling papers, and any other items containing or reasonably resembling tobacco or tobacco products (excluding quit products). “Tobacco use” includes smoking, chewing, dipping, or any other use of tobacco products. “Electronic smoking device” means an electronic device that can be used to deliver nicotine or other substances to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, cigarillo, or pipe.

No student, faculty/staff member, or school visitor is permitted to use any tobacco product:

1. In any building, facility, or vehicle owned, leased, rented, or chartered by the Board of Education;
2. On any school grounds and property - including athletic fields and parking lots owned, leased, rented, utilized (e.g., adjacent parking lots) or chartered by the Board of Education;
3. At any school-sponsored or school-related event on-campus or off-campus (e.g., field trips, proms, sporting events off campus, etc).

No student is permitted to possess a tobacco product while in any school building, while on school grounds or property, or at any school-sponsored or school-related event, or at any other time that students are under the authority of school personnel.

The principal of each school building is authorized to report violations, in accordance with the law, to the board

of health. Students and District employees who violate the provisions of this policy shall be subject to appropriate disciplinary measures.

Students who violate the District's tobacco-use policy will be referred to the student assistance counselor (SAC), guidance counselor, a school nurse, or other health or counseling services for all offenses for health information, counseling, and referral. Administration will consult with appropriate health organizations in order to provide student violators with access to an Alternative-to-Suspension (ATS) program. The ATS program will provide up-to-date information on the many consequences of tobacco use, offer techniques that students can use to stop tobacco use at school, and provide referrals to local youth tobacco cessation programs. **(File Code 5131.6)**

Disciplinary Actions

The Newark Board of Education ("Board") prohibits the use, possession, and/or distribution of any drug, alcohol, tobacco, or steroids on school premises, and at any event away from the school provided by the Board. For the full policy, please refer to **File Code 5131.6**.

No student will be penalized *academically* for testing positive for alcohol or other drugs under the District policy.

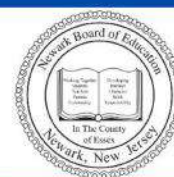
1. Students suspected of being under the influence of drugs, alcohol, tobacco, or steroids will be identified, evaluated, and reported in accordance with the law.
2. Assessment will be provided by individuals who are appropriately certified and trained in alcohol and other drug abuse prevention.
3. A student who uses, possesses, or distributes drugs, alcohol, tobacco or steroids on school premises or while attending a school-sponsored activity will be subject to discipline that may include suspension or expulsion, and may be reported to appropriate law enforcement personnel.
4. Students suspected of involvement with alcohol, drugs, or steroids away from school premises will be offered appropriate treatment and remediation (N.J.S.A. 18A:40A-10).
5. Treatment services for students who are affected by alcohol or other drug use will be provided by individuals who are certified or who are otherwise appropriately trained in drug and alcohol prevention, intervention, and follow-up.

The possession, distribution, or use of drugs or other controlled substances, including alcohol, marijuana, prescription drugs, inhalants, paraphernalia, and other intoxicants is considered a **Level IV** misconduct according to the Student Code of Conduct.

In the event there are substances found on the student, the School Resource Officer (SRO) or Newark Police **MUST** be notified immediately to retrieve any substances found on the student.

Disciplinary actions for Level IV Misconduct include, but are not limited to:

1. School transfer
2. Superintendent Suspensions
3. Expulsions
4. Referrals to social service agencies, including government agencies, community-based organizations, and health-based organizations
5. Referrals to law enforcement



DID YOU KNOW?

NBOE POLICY, SUBSTANCE ABUSE, & STATE LAW

The NBOE recognizes that the misuse of drugs, alcohol, tobacco, and steroids threatens the positive development of students and the welfare of our school community. We are committed to provide appropriate prevention and intervention for our students.
(18A:40A-10, NBOE Policy 5131.6)



Students who are suspected of being under the influence of any controlled dangerous substance will be required to be drug tested and medically examined **immediately** and a report of the examination must be provided within 24 hours. Students must be medically cleared to return to school.
(N.J.S.A. 18A-40A-12)



Refusal or failure to have your student examined is considered medical neglect. DCP&P will be contacted.
(N.J.A.C. 6A:16-4.4(d), N.J.S.A. 9:6-1 et seq, N.J.A.C. 6A:16-11)



Any NBOE staff who, in good faith, reports suspicion of a student being under the influence shall not be liable in civil damages.
(N.J.S.A. 18A:40A-13 and 14)



NBOE is committed to providing students with awareness, intervention & resources regarding substance abuse to guarantee success inside and outside of school.



STUDENT SUPPORT SERVICES

Student ID Cards

All students will be issued a School ID card. Students must provide identification upon request.

Student Health Assessment, Immunizations, and Medication Policy

A student health assessment shall be provided for all students according to their grade level. New students should have all the screenings completed. Students should be assessed individually by the school nurse. The student health assessment shall include: a general observation of the student, height and weight measurements, vision screening, audio screening, dental check, and blood pressure reading. Students shall receive appropriate health counseling as indicated by their health status. Parents/guardians shall be notified of screenings, physicals, or any condition that warrants further follow-up by the family's primary healthcare provider.

Scoliosis Screening

A lateral curvature of the spine is most commonly detected during the adolescent growth period. If someone else in the family has scoliosis, the likelihood of incidence is much higher. The effect of scoliosis depends upon its severity, how early it is detected, and how promptly it is treated. In the District schools, the screenings will be conducted by a school physician, school nurse, or physical education instructor. By law, every New Jersey Board of Education must provide scoliosis screening of every student between the ages of 10 and 18. Students shall be screened for scoliosis according to the scoliosis guidelines, on a biennial basis. Students diagnosed with scoliosis should be under the care of a healthcare provider, orthopedic specialist, or clinic (New Jersey Administrative Code 6A: 16:2.21-2010).

Immunizations

Immunization Requirements and Recommendations:

- Diphtheria, tetanus, and pertussis (DTaP, Td, or Tdap)
- Hepatitis A (Recommended)
- Hepatitis B
- Measles, Mumps, and Rubella (MMR)
- Varicella
- Meningococcal Disease
- Human Papillomavirus (HPV) (Recommended)
- Influenza Vaccine (Recommended age 5 years and up and required for students up to fifty-nine months)

High School students should have had one dose of all required vaccinations prior to attending school. Students who have had immunizations and are pending the next dose may attend as provisional students until the date that the immunizations are due. If the student is from out of the state or from out of the country, they have a 30-day grace period to provide an immunization record. This does not apply to in-state transfer students.

Medication Policy

Parent must provide the nurse with:

- Signed physician orders that are stamped and dated. It could be on one of the District forms.
- Signed consent form in order to follow the doctor's orders.
- The physician orders shall include the following:
 - Name of medication
 - Route of medication (manner in which it is administered)
 - Time medication is to be given

- Recipient of medication
- Dosage of medication to be given
- The first dose must have been given at home
- Student's name, address, and phone number
- Name and phone number of pharmacy and prescribing medical doctor or nurse practitioner
- All medication must be reviewed by the school nurse upon receipt and possible side effects noted
- If there are any concerns, the school nurse will contact the parent/guardian

Title IX – Sex-Based Discrimination

State and federal statutes and regulations prohibit school districts from discriminatory practices in employment or educational opportunity against any person by reason of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership status, familial status, liability for service in the Armed Forces of the United States, nationality, atypical hereditary cellular or blood trait of any individual, genetic information, or refusal to submit to a genetic test or make the results of a genetic test known, or pregnancy in employment or in educational opportunities. Further state and federal protection is extended on account of disabilities, social or economic status, pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or family status.

The Newark Board of Education (NBOE) is committed to ensuring that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, co-curricular, research, occupational training, or other education program or activity operated by the District.

In providing any aid, benefit, or service to a student, the school community, including, but not limited to, District employees, officers, volunteers, students, or contracted service provider shall not, on the basis of sex:

- Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- Deny any person any such aid, benefit, or service;
- Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- Apply any rule concerning the domicile or residence of a student or applicant;
- Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit, or service to students or employees;
- Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

Title IX Supportive Measures

Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after the filing of a formal complaint, or where no formal complaint has been filed:

- Counseling;
- Mental health services referral;
- Extensions of deadlines or other course-related adjustments;
- Modifications of work or class schedules;
- Mutual restrictions on contact between the parties;
- Changes in work locations;

- Leaves of absence;
- Increased security and monitoring.

For additional information related to Title IX and reporting, reference the District's website.

Working Papers

For Students and Caregivers:

Visit the following website and be guided through the appropriate application process.

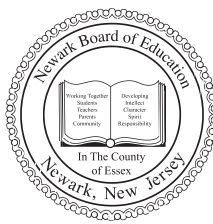
- <https://nj.gov/labor/youngworkers/>

For Students:

- Create an account. Enter your name and email address at myworkingpapers.nj.gov. You will receive a link to confirm your email address.
- Complete the application. You will need your employer's unique 8-digit code and your caregiver's name and email address to submit your part of the application. If your employer is not registered, submit their email address and they will receive a link to create an account.
- Track your progress. You may need to follow up with your caregiver and employer, who need to submit their parts of the application before you can start working. If your application is rejected for any reason, you cannot work until you submit a new application that is approved.
- Get to work! You can start working after your application is approved.
- If you add or change jobs, you need to submit a new working papers application.

For Caregivers:

- Check your email. A minor applying for working papers provides their caregiver's name and email address. The caregiver receives an email with a link to complete their part of the application.
- Review the application. If everything looks good, upload the minor's proof of age and approve the application. Acceptable proof-of-age documents:
 - Birth certificate or certified transcript
 - Minor's driver's license or learner's permit
 - Baptismal certificate
 - Bona fide contemporary record of the date and place of the minor's birth
 - Passport
 - Certificate of arrival in the United States issued by the United States Citizenship and Immigration Services (USCIS) showing age of minor
 - Life insurance policy (provided the policy is at least one year old at the time it is offered as evidence)
- If you are concerned about an aspect of the job (i.e., hours, description of duties, etc.), you can reject the application and the minor will not be able to start the job.
- If you do not take action on the application within two weeks, the application will be presumed approved and the minor can begin working. However, if you later reject the working papers application, the minor must stop working at that time.



School/District Programs



Adult Education

The Office of Adult Education serves as the Newark Board of Education's lead support for adults who seek additional educational opportunities, and they are dedicated to making a positive impact in the lives of Newark residents. Adult Education offers programs and pathways for adults to obtain a General Educational Development (GED) Degree, participate in Adult Basic Education, gain proficiency in English and Spanish, participate in apprenticeships/internships in the skilled trades, and take college preparation courses. Courses and classes are open to all Newark residents on a first come, first serve basis. Most courses and classes are open to a maximum of 15- 20 students. All students must be 18 or older and aged-out of formal education in order to register for the High School Equivalency courses. The District offers courses and classes in every ward of the city.

Course/Class Offerings:

- High School Equivalency (HSE/GED) (English/Spanish)
- English as a Second Language (ESL)
- Introduction to Spanish
- American Sign Language (ASL)
- Introduction to Computer Technology
- Business Entrepreneurship
- Cooking/Culinary
- Exercise Aerobics
- Yoga

For more information, please visit the website at www.nps.k12.nj.us/adult-education.

Driver's Education

Driver's Education is offered to Sophomore students in Health II and culminates with the opportunity to take the New Jersey Motor Vehicle Commission's knowledge examination. Students must be enrolled in and pass Health II (Driver's Education) in order to take the New Jersey Motor Vehicle Commission's knowledge examination. Passage of this examination meets one requirement of eligibility for the driver's permit. Test scores are valid for 2 years, and must be entered prior to the student's 18th birthday. Students with an IEP (Individualized Education Program) can take the exams if they are 18 years of age with District approval.

The course content, based on the New Jersey Drivers Handbook and other resources, has been successfully aligned with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education (NJSLS for Comprehensive Health and Physical Education) and the New Jersey Student Learning Standards for Technological Literacy (NJSLS for Technology Literacy). The following topics are also covered: organ/tissue donation, alcohol safety and drug awareness, defensive driving, highway courtesy, dangers of driving a vehicle in an aggressive manner, other driving dangers such as unexpected altering speed of a vehicle, making improper or erratic traffic lane changes, disregarding traffic control devices, failing to yield to the right of way, following another vehicle too closely, crash avoidance; as well as understanding and respecting the State's motor vehicle laws, insurance fraud, and state requirements and benefits of maintaining vehicle insurance.

Home Instruction

Any student with a temporary illness or injury, which makes attendance in regular day classes or alternative education programs impossible or inadvisable, may receive home instruction. Instruction in the home or other alternate setting will be provided by the Newark Board of Education.

The purpose of home instruction is to support the student in maintaining continuity of instruction during the

student's absence from the regular program.

To qualify for home instruction, the parent/guardian must provide a completed request for medical homebound instruction, which includes a statement from the student's physician indicating that the student will be confined to their residence or other treatment setting for 10 consecutive school days or 20 or more cumulative school days during the school year. The student's physician shall have determined, in writing, that the student is unable to attend school for a period of 10 consecutive school days or 20 or more cumulative school days during the school year.

Home instruction is limited to 60 day increments. If it is anticipated that the student will require additional medical home instruction beyond the approved duration, a new Application for Medical Home Instruction form must be received by the School nurse prior to the ending date.

- Home instruction will not be assigned when there are less than ten (10) or fewer days in the school year.
- For home instruction to be assigned to a special education student, a completed Individualized Education Plan (IEP) is required. If a parent/guardian or a physician requests that a special educational student be placed on home instruction for a period longer than 30 school days, the IEP must be amended to reflect this change of placement.

All assigned home instructors are properly credentialed teachers previously approved by the Newark Board of Education. These home instructors will be assigned by the Home Instruction Coordinator. Selection of the home instructor for students will be based upon established and approved practices.

Interscholastic Athletic Programs and Game Point Task Force

The District sponsors a wide range of interscholastic sports programs and activities for all students on the varsity, junior varsity, and freshman levels. Among the offerings are:

Baseball	Indoor Track (Boys and Girls)
Basketball (Boys and Girls)	Lacrosse (Boys and Girls)
Bowling (Co-Ed)	Soccer (Boys and Girls)
Cheerleading (Co-Ed)	Softball
Cross Country (Boys and Girls)	Swimming (Co-Ed)
Fencing	Tennis (Boys and Girls)
Flag Football (Girls)	Track and Field (Boys and Girls)
Football	Volleyball (Boys and Girls)
Golf (Co-Ed)	Wrestling (Boys and Girls)
Ice Hockey (Boys and Girls)	

While not all high schools offer all the programs listed, most students are able to participate at another District high school provided they attend a magnet or specialized high school or there is some type of NJSIAA-approved co-op agreement. Please see your school's Athletic Director to find out if any of these exceptions apply to your school.

Eligibility for Interscholastic Athletics

All student-athletes, grades 9-12, should be familiar with the eligibility rules required by the New Jersey State Interscholastic Athletic Association (NJSIAA). Copies of all regulations are available in the Athletic Director's office as well as the NJSIAA's website (www.njsiaa.org).

Academic eligibility is an integral part of the entire eligibility process and a student-athlete must meet the standards set forth by the NJSIAA before participation is granted. The regulations are contained within the NJSIAA handbook in the athletic office and must be verified for each student-athlete by the Guidance Department each season.

Below are some of the main points in regards to academic eligibility. For a complete list of guidelines pertaining to athletic eligibility, please visit the NJSIAA's website (www.njsiaa.org).

To be eligible for the 1st semester (Quarter 1 and Quarter 2): A student in 10th grade or above must accumulate a minimum of 30 credits from the previous school year, including make-up work during the summer (Note that all incoming 9th graders are declared academically eligible to participate in fall and winter sports).

To be eligible for the 2nd semester (Quarter 3 and Quarter 4): A student from 9th grade or above must accumulate a minimum of 15 credits from the first semester. A student declared academically ineligible for the start of spring sports (failed to earn the minimum 15 credits necessary during the first semester) may regain their eligibility as of May 1st if they have earned a minimum of 22.5 credits (the equivalent of the minimum of 30 credits required for the year) by that time (approved by NJSIAA in December 2011).

- A student may not have reached the age of 19 prior to September 1.
- Students may only participate in athletics for 8 consecutive semesters following the student's enrollment in ninth grade.
- Students who become ineligible because of semester grades may finish the current athletic season.
- Students must also meet other academic requirements established by the Game Point Task Force.

Game Point Task Force

The Game Point Task Force was created in order to establish standards and an accountability system for participation in co-curricular activities. Committee members include all affected stakeholders: coaches, students, parents, professionals, and higher education representatives.

Included in Policy File Code 6145 are the following requirements:

- A minimum grade point average (GPA) of 2.0 from the previous semester is required to participate in co-curricular activities.
- A one-time probation can be granted to those 10th graders and above not meeting the minimum due to extenuating circumstances.
- A request for a second waiver probation may be granted to upperclassmen due to extenuating circumstances. The request will go before the District's Eligibility Appeals Committee who will issue a decision.
- Students with a GPA below 2.5 must receive academic support. Examples: tutoring, mentoring, credit/grade recovery opportunities.
- Teams must complete community service projects and establish academic goals.
- The Athletic Directors and coaches will review the entire policy at their preseason meeting.

Language Support Programs for English Language Learners

The Newark Board of Education (NBOE) works to ensure all emergent bilingual students graduate prepared for college and career success. This encompasses having obtained a cultural awareness of their individual roles as contributors to the global community. This goal is accomplished by providing students with access to a rigorous curriculum and an education that embraces students' languages, cultures, and diversity.

District schools are committed to providing quality instructional programs for our emergent bilingual students

in order to increase their academic achievement. Students who require language support services are provided assistance through bilingual and/or English as a Second Language (ESL) classes. Bilingual classes are taught by teachers who have been certified in the content area they teach and have demonstrated proficiency in another language. NBOE offers bilingual classes for students who are native speakers of Spanish, Portuguese, and French. ESL classes are taught by teachers who are certified to teach students English. ESL teachers work with all emergent bilingual students and provide daily instruction in listening, speaking, reading, and writing.

Each school has an assigned Bilingual Needs Assessment Teacher (BNAT) to support students and parents with questions on language support programs offered by the school. Please contact your child's school if you have any questions about high school language support programs.

High School Language Support Programs	
School	Language Support Program(s)
Barringer High School Malcolm X Shabazz High School	Bilingual Spanish English as a Second Language (ESL)
Central High School	Bilingual Spanish & Bilingual French English as a Second Language (ESL)
East Side High School	Bilingual Spanish & Bilingual Portuguese English as a Second Language (ESL)
Arts High School Newark School of Data Science & Information Technology Newark Vocational High School	English as a Second Language (ESL)
American History High School Bard High School Early College Eagle Academy Newark School of Fashion & Design Newark School of Global Studies Science Park High School Technology High School University High School West Side High School Weequahic High School John F. Kennedy School New Jersey Regional Day	Sheltered English Instruction

Multi-Tiered System of Support (MTSS) Student Wellness Program

The Newark Board of Education provides a comprehensive multi-tiered system of support (MTSS) Student Wellness Program for all schools.

Therefore, the District's Student Wellness Program is developed to assist students in achieving optimal success by addressing those issues that affect their social and emotional well-being. The MTSS includes a proactive and preventative framework that integrates data and instruction to maximize student achievement, which also supports students' social, emotional, and behavioral needs from a strengths-based perspective. The District's

MTSS Student Wellness Program also offers a framework for educators to engage and collaborate with our school-based community agencies to assist in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for the school community. Therapeutic counseling is also offered in schools to assist students in identifying those risk factors that affect their ability to make healthy decisions, build healthy relationships, and maintain a positive mindset.

Students interested in receiving therapeutic counseling services within the Student Wellness Program must complete and return a consent form that is signed by a parent /legal guardian who is able to authorize in school support services. Feel free to reach out to your school counselor or social worker for more information.

Newark Evening Educational Center

Mission

The goal of Newark Evening Educational Center is to establish a safe and supportive community that cultivates the social, emotional, economic, and civic engagement of self-directed learners in a responsible, relevant, and rigorous learning environment.

Vision

Newark Evening Educational Center is a diverse learning environment where real-world learners are engaged in an open exchange of ideas to spark their true potential.

Program Summary

Newark Evening Educational Center (NEEC) provides an opportunity for adult learners to earn credits toward a high school diploma in order to achieve their educational, career, and personal goals. This adult educational program also prepares students for the General Educational Development (GED) assessment. Adult learners enrolled in the program have the opportunity to improve English communication skills through English as a Second Language (ESL) courses. Students who require additional credits above and beyond their current course of study to earn a high school diploma from their home school by the close of June of the current school year may enroll in the program. Upon program completion, graduates would have engaged in resume and professional portfolio development, prepared a business plan, created a budget, and completed capstone assignments as an integral part of 21st-century learning.

NEEC holds fall and spring registration each school year with an online enrollment allotment of 270 students. Registrants must be a resident of Newark, officially withdrawn from school, and 18 years or older.

For more information please visit the website at <https://www.nps.k12.nj.us/neec/>.

RethinkEd





RethinkEd is a web-based service for students, parents, teachers, and support staff. It was written by experts in the field of Social Emotional Learning (SEL). The RethinkEd SEL Program covers 5 competencies: Awareness of Self and Others; Self-Management; Social Skills; Social Awareness; and Self-Care. Each content area comes with corresponding topics such as respect, focus, and conflict resolution.

RethinkEd has free resources for students, staff, and families to help support social and emotional wellness. The program provides strategies and tools to help develop skills that aid in managing emotions like stress and anxiety, build better relationships with teachers, peers, and loved ones, and be more successful academically and professionally later in life. For more information, visit the District's website:

<https://www.nps.k12.nj.us/departments/studentlife/social-emotional-learning/>.

Students are able to:

- Take a Social Emotional Self-Assessment to better inform teachers, staff, and administrators of their strengths and needs;
- Watch Social Emotional Videos that pertain to the five Collaborative for Academic, Social, and Emotional Learning (CASEL) SEL Competencies;
- Complete Extension activities for lessons through the platform;
- Learn different strategies and techniques to strengthen social and emotional well-being;
- Access RethinkEd through the student portal and log in with Clever.

	How to Login
	
	

Special Education Programs and Extended School Year

The Newark Board of Education (NBOE) endeavors to provide the highest quality of education in the least restrictive environment for students who require special education and related services. The Office of Special Education (OSE) offers a full continuum of services to students who have been evaluated by the Child Study Team. Upon determination of eligibility, an Individualized Education Plan (IEP) is developed detailing specific needs and strategies for academic achievement and/or social/emotional growth. The IEP is implemented upon written consent from the parent/guardian. OSE staff is dedicated to supporting the social, emotional, and educational needs of students. Case managers are assigned to serve as the point of contact between the student, family, and school and coordinate the development, monitoring, and evaluation of the effectiveness of the IEP. They will also coordinate the annual review and reevaluation process.

High School Special Education Programming includes General Education with accommodations and modification, Auditory Impairment, Autism, Emotional Regulation Impairment, Intellectual Disability Mild, Language/Learning Disabilities Mild/Moderate, Language/Learning Disabilities-Severe, Multiple Disabilities, and Resource. In-class resource is a program that allows a student requiring special education to learn in a general education classroom with the support of a special education teacher who works collaboratively with the content area teacher to develop strategies for effective delivery of curriculum. The self-contained special education classes have special education teachers who provide techniques, strategies, and modifications to students requiring special education services. Related services are provided as determined by each student’s IEP team to students per their IEP requirements.

Transition planning and services are an integral part of the special education programming for students ages 14 to 21. NBOE is committed to developing and sustaining collaborations with District staff and external agencies to ensure students have opportunities to be involved in the following:

- Completion and guidance with understanding interest inventories and skill assessments.
- Instruction in self-advocacy (including instruction in person-centered planning), which may include peer mentoring (including peer mentoring from individuals with disabilities working in competitive integrated employment).
- Workplace readiness training to develop social skills and independent living.
- Job exploration counseling.

- Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that are provided in an integrated environment in the community to the maximum extent possible.
- Opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education.

The IEP team creates each student’s transition plan, based upon individual needs and personal preference. Each school has an assigned Child Study Team (CST) to support students who receive special education and related services. NBOE website provides contact information for CST members: <https://www.nps.k12.nj.us/departments/special-education/child-study-team/>.

Please contact your CST if you have any questions about high school programs or services. You can also locate contact information for the Office of Special Education administrators on the NBOE website: <https://www.nps.k12.nj.us/departments/special-education/>.

Extended School Year

The High School Extended School Year (ESY) program is for students with a range of special needs, including autism, multiple disabilities, and intellectually disabled. Students in the ESY program require services beyond the traditional school year, pursuant to the Individualized Education Plan (IEP).

- Grades:** Current 9-12 grades
- Dates:** June 27 -August 2, 2024 (JFK and NJRD)
- Dates:** July 1 - August 2, 2024 (Weequahic)
- Hours:** 8:30 AM-12:30 PM (*Note: Some specialized programs may have a shorter schedule. Hours will be confirmed when students register*)
- Breakfast and Lunch Served?** Yes

High School Extended School Year Locations		
Special Education Program	Grade	Summer School Site
Autism	9-12	John F. Kennedy New Jersey Regional Day
Multiple Disabilities	9-12	John F. Kennedy New Jersey Regional Day
Intellectual Disability-Mild	9-12	Weequahic High School

Registration: Extended School Year registration is available through both the online application and the Office of Special Education. After registering online, you must complete registration with the Child Study Team at your child’s school. Please contact the Child Study Team at your child’s school to find out how to register. High School Summer Programs consist of students from Grades 9-12.

Notes: _____

High School Special Education Programs					
School	Program	Program	Program	Program	Transition Program
American History	In-Class Resource	Autism Yr. 12			Ages 18-21
Arts	In-Class Resource				
Bard Early College	In-Class Resource				
Barringer	In-Class Resource	Emotional Regulation Impairment	Learning/Language Disability Mild/Moderate	Learning/Language Disability Severe	
Central	In-Class Resource	Autism Yr. 9, 10, 11, 12	Learning/Language Disability Mild/Moderate	Learning/Language Disability Severe	Ages 18-21
Data Science & Information Technology	In-Class Resource				
Eagle Academy	In-Class Resource	Learning/Language Disability Mild/Moderate			
East Side	In-Class Resource	Learning/Language Disability Mild/Moderate	Multiple Disability		Ages 18-21
Fashion & Design	In-Class Resource				
Global Studies	In-Class Resource				
John F. Kennedy	Autism	Multiple Disability			Ages 18-21
Malcolm X Shabazz	In-Class Resource	Emotional Regulation Impairment			
Newark Vocational	In-Class Resource				
New Jersey Regional Day	Multiple Disabilities				Ages 18-21
Science Park	In-Class Resource				
Technology	In-Class Resource	Auditory Impairment			
University	In-Class Resource, Pull-out Resource, 12				
Weequahic	In-Class Resource	Intellectual Disability-Mild	Learning/Language Disability Mild/Moderate		Ages 18-21
West Side	In-Class Resource	Learning/Language Disability Mild/Moderate	Learning/Language Disability Severe		

Graduation Requirements



Superintendent León with the largest number of students at the Academic Awards Night from the Class of 2024.

Class of 2024

Earned over
\$165 Million Dollars
in College Scholarships



Class of 2024

Saved Parents over
\$14.2 Million Dollars
by taking College Courses
in High School



Class of 2024

178 High School Seniors
earned Associate's Degrees



BARD Early College High School
78 students



East Side High School
84 students



University High School
3 students



West Side High School
13 students

Congratulations to the seniors from Bard Early College, East Side, University, and West Side High Schools!



Class of 2024

262 High School Seniors
received the State Seal of Bilingualism



Spanish - 14
Portuguese - 6



Spanish - 25



French - 1



Spanish - 128
Portuguese - 44
French - 1
Arabic - 1



Chinese - 2



Spanish - 20
Portuguese - 10
French - 8



Spanish - 2

Several students received the Seal in multiple languages.



Advanced Placement (AP)

Advanced Placement (AP) and Honors courses differ from College Prep (CP) courses in terms of the level of expectations placed on the students, the amount of independent work expected, the pace of coverage of content, and the breadth and depth of content covered. Therefore, students and parents should consider these expectations, along with departmental recommendations, and seek a balance of coursework demands in relation to ability, interest, and the time commitment of other activities. As they select courses, students should consult with their parents, teacher, and school counselor to find the best fit.

Class Rank

The Mid-Year Class Rank is determined upon completion of the first semester (Quarter 1 and Quarter 2) each school year. The rank is based upon the cumulative grade point average (GPA) for the student. The cumulative GPA includes all final grades of courses that count toward GPA and the calculated GPA of the courses in which the student is currently enrolled. To calculate the GPA of currently enrolled but not completed courses, each quarter is worth 40 percent, and the midterm grade is weighted 20 percent. The resulting average is treated as the student’s final grade for the course. The Mid-Year Class Rank is permanently stored and is used to determine the Valedictorian and Salutatorian for the graduating grade 12 class. A student who is enrolled in the school for the first time in grade 12 is not eligible for either Valedictorian or Salutatorian.

Class rank based solely upon the student’s completed course work is on the official District transcript. As course work is completed and grades are stored, the overall class rank may change.

Community Service

Students are required to complete eighty (80) hours of community service as part of their graduation requirements. These eighty hours can be accumulated over the course of four years and must be documented using the community service log sheet. Service hours may include community service completed independently or as part of service-learning and/or a school-led service program. It is suggested that students complete twenty (20) hours each year.

Here is a sampling of school-related activities listed below where students can earn 20 hours:

- | | | |
|----------------|----------------|---------------------------------|
| +Class Officer | +Team Sports | +Student Council Officer/Member |
| +Honor Society | +Marching Band | +Peer Mediation |

The other 60 remaining hours can be met through involvement in a religious community, hospital, senior citizen home, Boys Scouts, Girls Scouts, and other community programs.

Course Sequence and Overview of Current Course Offerings (130 Credits)

Each high school offers varying course sequence pathways to complete the core requirements for graduation and provide unique opportunities for students to explore and advance their academic interests. The course sequences are guides for academic pathways to meet specific academic goals and are not intended to be all encompassing.

For example, a student may have interest in pursuing Mathematics Honors and Career and Technical Education (CTE) tracks, but not pursue an English Honors track. Students should consider the possibilities within the course sequences and create a meaningful personal pathway that meets the graduation requirements and offers opportunities to pursue their interest.

Periods	Grade 9 [40 Credits]	Grade 10 [80 Credits]	Grade 11 [120 Credits]	Grade 12 [160 Credits]
1	English I	English II	English III	English IV
2	Algebra I	Geometry (+ Algebra II)	Algebra II (Pre-Calculus)	Pre-Calculus (Calculus)
	Geometry (+ Algebra II)	Algebra II	Pre-Calculus	Calculus
3	World Language I	World Language II	Elective 5/CTE	Elective 8/CTE
4	Biology w/Lab	Physics w/Lab	Chemistry w/Lab	Science Course 4
5	PE/HE I	PE/HE II	PE/HE III	PE/HE IV
6	World History	US History I	US History II	Financial Literacy/ SS Elective
7	Elective 1/CTE	Elective 3/CTE	Elective 6/CTE	Elective 9/CTE
8	Elective 2/CTE	Elective 4/CTE	Elective 7/CTE	Vis/Perf Arts Course

Free Application for Federal Student Aid/NJ Alternative Financial Aid Application

Beginning with the Class of 2022 (and beyond), each graduating high school senior in Newark is required, as part of the District's new graduation requirement, to complete the Free Application for Federal Student Aid or the NJ Alternative Financial Aid Application.

The Free Application for Federal Student Aid (FAFSA) is an opportunity to have access to the resources that are needed to consider and enter postsecondary education – whether it be 2-year, 4-year, or technical school. In addition, students who are NJ residents but do not meet the requirements for FAFSA may consider the New Jersey Alternative Financial Aid Application (NJAFSA) as an option. The NJAFSA enables students to receive state financial assistance to support their post-secondary college and career goals.

If a student does not qualify for the FAFSA or the NJ Alternative Financial Aid Application, parents/guardians should complete the FAFSA/NJAFSA Exemption Form and submit it to the student's school counselor by June 1st of the student's senior year.

Notes: _____

Grading Policy

The District uses three grade scales: Default, Honors, and AP. The Honors grade scale offers greater grade point values than the Default scale, and the AP scale is greater than the Honors scale. The sum of grade points for all of the courses a student has taken is used to compute a student's GPA. Because of the greater value of the grade points, students taking Honors or AP courses will have a higher GPA than students earning the same grades in a general Default grade scale course. The grade points for a D or F are the same across all grade scales. The grade points associated with each grade are shown in the tables below.

Grade Point Scale				
Grade Name	Grade Description	Grade Points	Cutoff Percentage	Numeric Value
A+	A+	4.25	98	100
A	A	4.0	94	97
A-	A-	3.75	90	93
B+	B+	3.25	87	89
B	B	3.0	84	86
B-	B-	2.75	80	83
C+	C+	2.25	77	79
C	C	2.0	74	76
C-	C-	1.75	70	73
D	D	1.0	64	69
F	F	0	0	63
I	Incomplete	0	0	0
NC	No Credit	0	0	0
P	Passing	0	0	0
W	Withdrawn	0	0	0
X	Excused	0	0	0

Notes: _____

Honors Grade Scale				
Grade Name	Grade Description	Grade Points	Cutoff Percentage	Numeric Value
A+	A+	4.75	98	100
A	A	4.5	94	97
A-	A-	4.25	90	93
B+	B+	3.75	87	89
B	B	3.5	84	86
B-	B-	3.25	80	83
C+	C+	2.75	77	79
C	C	2.5	74	76
C-	C-	2.25	70	73
D	D	1	64	69
F	F	0	0	63
I	Incomplete	0	0	0
NC	No Credit	0	0	0
P	Passing	0	0	0
W	Withdrawn	0	0	0
X	Excused	0	0	0

Notes: _____

AP Grade Scale				
Grade Name	Grade Description	Grade Points	Cutoff Percentage	Numeric Value
A+	A+	5.25	98	100
A	A	5	94	97
A-	A-	4.75	90	93
B+	B+	4.25	87	89
B	B	4	84	86
B-	B-	3.75	80	83
C+	C+	3.25	77	79
C	C	3	74	76
C-	C-	2.75	70	73
D	D	1	64	69
F	F	0	0	63
I	Incomplete	0	0	0
NC	No Credit	0	0	0
P	Passing	0	0	0
W	Withdrawn	0	0	0
X	Excused	0	0	0

All students enrolled in an AP Course must take the AP Exam.

Notes: _____

Marking Periods, Report Cards, and Progress Reports

The school year is divided into two semesters, each of which is two quarters. A Progress Report, summarizing the student’s performance to date, is provided to each student approximately midway through each quarter. At the end of each quarter, the grades from each teacher’s gradebook are gathered and permanently stored as the student’s quarterly grades in PowerSchool. Each course also requires a midterm and final exam. The numeric value of the quarterly and exam grades is averaged together to determine the student’s final grade for the course. The final grade is used to determine the GPA points and credit earned for the course.

Year Courses	
Cycle Grade	Percent of Final Grade
Quarter 1	20
Quarter 2	20
Midterm Exam	10
Quarter 3	20
Quarter 4	20
Final Exam	10

Semester Courses	
Cycle Grade	Percent of Final Grade
Cycle 1	40
Midterm Exam	10
Cycle 2	40
Final Exam	10

Principal’s List Criteria: Grades 3 to 12

The students on the Principal’s List meet the highest academic standards in the District across three distinct categories: Super Honor Roll, Honor Roll, and Honorable Mention.

Super Honor Roll

Students who earn a grade of “A” in all subjects will attain Super Honor Roll.

Honor Roll

Students who earn a grade of “A” or “B” in all subjects will attain Honor Roll.

Honorable Mention

Students who earn a grade of “A” or “B” and only one “C” in all subjects will attain Honorable Mention.

Notes: _____

Scheduling Guidelines

All high school students are expected to be enrolled in a predetermined sequence of courses from grade 9 through grade 12. All students will be enrolled in the core classes specified in the following chart. Students will enroll in electives to explore their interests and fulfill the graduation requirements of the District. Students are encouraged to plan a sequence of electives that will allow them to fully develop in their areas of interest as they progress through their high school career.

Core Courses Required by Grade			
Grade 9	Grade 10	Grade 11	Grade 12
English I <ul style="list-style-type: none"> • Honors • Academic 	English II <ul style="list-style-type: none"> • Honors • Academic 	English III <ul style="list-style-type: none"> • Honors • AP Language and Composition • Academic 	English IV <ul style="list-style-type: none"> • Honors • AP Literature and Composition • Academic
Algebra I (Geometry) <ul style="list-style-type: none"> • Honors • Academic 	Geometry (Algebra II) <ul style="list-style-type: none"> • Honors • Academic 	Algebra II (Pre-Calculus) <ul style="list-style-type: none"> • Honors • AP Pre-Calculus • Academic 	Pre-Calculus (Calculus) <ul style="list-style-type: none"> • Honors • AP Pre-Calculus • AP Calculus AB • Academic
Biology w/Lab <ul style="list-style-type: none"> • Honors • Academic 	Physics w/Lab <ul style="list-style-type: none"> • Honors • AP Physics I • Academic 	Chemistry w/Lab <ul style="list-style-type: none"> • Honors • Academic 	Science Course 4 <ul style="list-style-type: none"> • Environmental Science • Earth Science • Forensics Science
World History <ul style="list-style-type: none"> • Honors • Pre-AP World History Pathway 2 (NSGS ONLY) • Academic 	US History I <ul style="list-style-type: none"> • Honors • Academic 	US History II <ul style="list-style-type: none"> • Honors • AP US History • AP African American History • Academic 	<ul style="list-style-type: none"> • Financial Literacy/ • SS Elective • AP African American History
Phys Ed I & Health I <ul style="list-style-type: none"> • Emotional Health, Personal Growth & Development 	Phys Ed II & Health II <ul style="list-style-type: none"> • Community Health Services and Support & Driver's Education 	Phys Ed III & Health III <ul style="list-style-type: none"> • Nutrition, Physical Fitness, Emotional Health, Health & First Aid 	Phys Ed IV & Health IV <ul style="list-style-type: none"> • Examine the impact that decisions and behaviors can have on lifetime wellness
World Language (Grade 9, Grade 10); Visual and Performing Arts (one year minimum); Career-Technical Education (one year minimum); Electives (two years minimum)			

State/District Graduation Requirements (Effective with the Class of 2022)

To accumulate the 130 credits required to earn a high school diploma, students must successfully complete the following courses as required by the New Jersey State Department of Education and the Newark Board of Education.

Content Area	Course	Years	Credits
Language Arts Literacy	English I, II, III, IV	4 years	20 credits
Mathematics	Mathematics	4 years	20 credits
Science	Science	4 years	20 credits
Social Studies	World History	1 year	5 credits
	US History I, II	2 years	10 credits
	Financial Literacy	1/2 year	2.5 credits
	Semester Elective Course	1/2 year	2.5 credits
World Languages	World Language I, II	2 years	10 credits
Visual and Performing Arts	Visual and Performing Arts	1 years	5 credits
Health, Safety and Physical Education	Physical Education/ Health I, II, III, IV	4 years	20 credits
Career-Technical Education	Career-Technical Education Course	1 years	5 credits
Electives	Electives	2 years	10 credits
Total Credits			130 minimum credits
Additional Requirements: A. Senior Thesis B. Demonstrated mastery on State Assessment C. 80 hours of Community Services D. FAFSA/NJAFAA			

To be eligible for sophomore status (10th grade), students must have earned 32.5 credits.

To be eligible for junior status (11th grade), students must have earned 65 credits.

To be eligible for senior status (12th grade), students must have earned 97.5 credits.

Testing Information and Requirements

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test administered by the College Board and co-sponsored by the National Merit Scholarship Corporation. The PSAT assesses students' Reading, Writing, and Mathematics skills, providing valuable feedback on areas for improvement. High scores on the PSAT can qualify students for the National Merit Scholarship Program, which offers recognition and scholarships. The test helps students prepare for the Scholastic Aptitude Test (SAT) and gain insight into their academic strengths and weaknesses. Students in the District who are in grades 8-10 take the PSAT8/9 and PSAT 10 respectively, while Juniors take the PSAT/NMSQT.

The Scholastic Aptitude Test (SAT) is a standardized test widely used for college admissions in the United States. Administered by the College Board, the SAT assesses students' readiness for college by evaluating their skills in Reading, Writing, and Mathematics. High school Juniors and Seniors typically take the test with multiple-choice questions and an optional essay section. Colleges and universities use scores from the SAT as one of several factors in the admissions process. The exam aims to provide a common data point for comparing applicants from various educational backgrounds.

The New Jersey Graduation Proficiency Assessment (NJGPA) is a standardized test administered to high school students in New Jersey. It is designed to assess students' proficiency in key academic areas such as English Language Arts and Mathematics, ensuring they meet the state's graduation requirements. Typically taken in the Junior year, the NJGPA aims to identify students needing additional support to achieve proficiency before graduation. Successfully passing the NJGPA is required to earn a high school diploma in New Jersey.

[The requirements in this section were adopted by the New Jersey State Board of Education on September 8, 2021 for the Classes of 2023–2025.]

The District's Saturday School is an academic support program held on Saturdays for students in Grade 11, and provides intervention supports to help improve student performance in the NJGPA. The program is designed to provide consistent guidance, knowledge, and skills toward proficiency through rigorous instruction in grade-level English Language Arts and Mathematics content knowledge, as well as tutelage in gaining familiarity with NJ Student Learning Standards (NJSLS) benchmark texts, questions, and formats.

In order to receive a high school diploma, all students must pass the required state assessments in English Language Arts and Mathematics.

English Language Arts and Literacy (ELA)

If, after completing the New Jersey Graduation Proficiency Assessment (NJGPA) in Grade 11, students did not demonstrate proficiency by passing the ELA component, such students may access the following pathways:

- Second Pathway: By meeting the designated cut score on a substitute competency test such as other high school-level NJSLA assessments, the SAT, ACT, or ACCUPLACER; or
- Third Pathway: By submitting, through the District, a student portfolio appeal to the New Jersey Department of Education.

Mathematics

If, after completing the required New Jersey Graduation Proficiency Assessment (NJGPA) in Grade 11, students did not demonstrate proficiency by passing the mathematics component, such students may access the following pathways:

- **Second Pathway:** By meeting the designated cut score on a substitute competency test such as other high school-level NJSLA assessments, the SAT, ACT, or ACCUPLACER; or
- **Third Pathway:** By submitting, through the District, a student portfolio appeal to the New Jersey Department of Education.

Testing Information for Students with Disabilities

Under the Individuals with Disability Education Act (IDEA), all students with disabilities must participate in all general state and district-wide assessments.

- Individualized Education Programs (IEPs) of students with disabilities will address the state and local graduation requirements that the student shall be expected to meet.
- If the IEP team determines that a student with a disability is exempted from local graduation requirements, or there is a modification to local or state high school graduation requirements, the statement shall include a rationale for the exemption of local graduation requirements or modification of local or statutorily mandated requirements based on the student's educational needs.
- It is the responsibility of the student's IEP team to ensure that the IEP is implemented as written, including components addressing state graduation assessment requirements.

Notes

[illegible]

School to Career Readiness Initiatives



Dual Enrollment Program

College and career readiness remain critical focal points of secondary and post-secondary education. Participation in a dual enrollment program extends the opportunity for high school students to take college courses while enrolled in high school. Upon successful completion, students earn both high school and college credits. Additionally, dual enrollment participation eases the transition from high school to college, given the early exposure to college courses. College professors teach dual enrollment courses, which vary in design as classes are taught at the high school, college campus, hybrid, or virtually over a semester or stretched over two semesters.

The chart below captures the dual enrollment programs offered in the high school network for the 2024-25 school year. Dual enrollment programs are accessible to all high school students and create a transitional space to begin their college coursework with the support of both the high school and college. Dual enrollment is an accelerated mechanism that can be leveraged to help students realize their potential while pursuing post-secondary education. Students interested in applying to a program are encouraged to connect with an administrator and/or school counselor. During the previous academic year, students who participated in dual enrollment programs saved their families \$14,217,894.00 as of June 2024.

Dual Enrollment Programs SY 2024-2025			
Institutional Partner	High School(s)		
Essex County College	Arts Barringer Central Eagle Academy	East Side Newark Evening Science Park Technology	University Weequahic West Side
Bard College	Bard Early College		
Fairleigh Dickinson University	Newark Vocational		
Howard University	Central University		
Hudson County Community College	Newark Vocational		
Kean University	American History Newark School of Global Studies Newark Vocational		
Montclair State University	East Side University		
National Equity Lab	Arts Newark School of Data Science & Information Technology University		
New Jersey Institute of Technology	American History Arts Barringer Central	Eagle Academy East Side Malcolm X Shabazz Science Park	Technology Weequahic West Side
Rutgers University	American History Barringer Central Eagle Academy	East Side Malcolm X Shabazz Science Park Technology	Weequahic West Side
Seton Hall University	Newark School of Global Studies		

General Academy Activity Sequence

A supervisor will manage enrollment in the Academy at the school level, which begins in the ninth grade with participation in career-related activities: guest speakers, exploring job responsibilities, and completing interest inventories for career pathways. The Academies' courses and connecting activities are designed to meet industry standards and to assist students with post-secondary education or work transition. All students are required to follow their recommended courses of study in order to meet all State and District graduation requirements.

Typical Academy Activities and Experiences

Grade 9

- Enrollment into Academy
- Work Based Learning: field trips, career fairs, and job shadowing
- Career interest inventory
- Professional skills, soft skills, and leadership skills development
- Academic and career advisement
- Career Academy orientation meeting for parents

Grade 10

- Enrollment into Academy
- Participate/compete in Career and Technical Student Organization (CTSO)
- Work Based Learning: job shadowing, simulated workplace experience, school-based enterprise, field trips, and job fairs
- Professional skills, soft skills, and leadership skills development
- Continued advisement and portfolio development
- Participation in after-school, Saturday, and summer academic enrichment programs

Grade 11

- Continuation of Academy coursework
- Participate/compete in Career and Technical Student Organization (CTSO)
- Work Based Learning: internships, volunteering, community service, service learning, simulated workplace experience, school-based enterprise, field trips, and job fairs
- Professional skill, soft skills & leadership skills development
- Continued advisement and portfolio development
- Participation/enrollment in college transition activities

Grade 12

- Enrollment in Course 3 of the Academy and/or enrollment in college courses (optional)
- Participate/compete in Career and Technical Student Organization (CTSO)
- Work Based Learning: internships, volunteering, community service, service learning, simulated workplace experience, school-based enterprise, field trips, and job fairs
- Professional skills, soft skills and leadership skills development
- Continued career and college/university advisement
- College/university application completions and financial aid seminars
- Portfolio assessment and district endorsement
- Career placement assistance
- Exit interview

Guidance Department Hyperlinks & Office Phone Numbers	
School	Phone
<u>American History</u>	973-733-6903
<u>Arts</u>	973-733-7391
<u>Bard Early College</u>	973-733-8363/7572
<u>Barringer</u>	973-268-5125
<u>Central</u>	973-733-6897
<u>Eagle Academy</u>	973-705-3847/3849
<u>East Side</u>	973-465-4900
<u>Malcolm X Shabazz</u>	973-733-6760
<u>Newark Evening</u>	973-733-6162
<u>Newark School of Data Science & Information Technology</u>	973-350-5088
<u>Newark School of Fashion & Design</u>	973-268-5111
<u>Newark School of Global Studies</u>	973-268-5160
<u>Newark Vocational</u>	973-733-6992
<u>Science Park</u>	973-733-8689
<u>Technology</u>	973-481-5962
<u>University</u>	973-351-2010
<u>Weequahic</u>	973-705-3900
<u>West Side</u>	973-733-6977

Notes: _____

High School Planning Timeline for Students

This timeline serves as a guide for students and families to support students with staying on track for graduation.

Freshman Year

- Review your transcript at the start of each school year.
- Make an appointment with your school counselor if you are missing credits or have an improper course placement.
- Maintain good attendance and grades.
- Join a co-curricular program.
- Make sure you complete all projects and/or assignments.
- Complete 20 hours of community service. You have to complete 80 hours in order to graduate.
- Register to take PSAT 9.
- Meet with your school counselor to seek advice about career, college, or scholarships.

Sophomore Year

- Review your transcript, particularly in August.
- Make an appointment with your school counselor if you are missing credits or have an improper course placement.
- Maintain good attendance and grades.
- Make sure you complete all projects and/or assignments.
- Join or continue co-curricular programs.
- Complete 20 more hours of community service. You have to complete 80 hours in order to graduate.
- Register to take the PSAT 10.
- Meet with your school counselor to seek advice about career, college, or scholarships.


Junior Year

- Review your transcript, particularly in August.
- Make an appointment with your school counselor if you are missing credits or have an improper course placement.
- Maintain good attendance and grades.
- Make sure you complete all projects and/or assignments.
- Register to take the PSAT/NMSQT.
- Register to take the SAT/ACT.
- Meet with your school counselor to seek advice about career, college, or scholarships.
- Make an appointment to obtain letters of recommendation from a teacher(s) and your school counselor for college and/or work. Give each teacher and/or your school counselor an outline of your academic record and your co-curricular activities. For each recommendation, provide a stamped, addressed envelope, and any college forms required. Make sure you thank them.
- Prepare your resume and practice interviewing techniques. Ask a teacher, school counselor, or family member for assistance. Make sure you ask a responsible adult to review your resume for grammar, spelling, typos, and/or format errors before submitting it to anyone.
- Discuss your plans with your family. Share your expectations with them and ask them to “listen” out for you. Word of mouth is an effective way to get a job.
- Complete 20 more hours of community service. You have to complete 80 hours in order to graduate.
- Attend the District’s Saturday School consistently.

Senior Year

- Review your transcript, particularly in August.
- Make an appointment with your school counselor if you are missing credits or have an improper course placement.
- Maintain good attendance and grades.
- Make sure you complete all projects and/or assignments.
- Register to take the SAT/ACT.
- Meet with your school counselor to seek advice about career, college, or scholarships.
- Make an appointment to obtain letters of recommendation from a teacher(s) and your school counselor for college and/or work. Give each teacher and/or your school counselor an outline of your academic record and your co-curricular activities. For each recommendation, provide a stamped, addressed envelope, and any college forms required. Make sure you thank them.
- Prepare your personal statement and college essays specific to the college's request by November. If you plan to apply for early action or early decision college admissions, you should complete your essays no later than early October.
- If you plan to attend any post-secondary institution (college/university/technical or trade school), complete the Free Application for Federal Student Aid (FAFSA) in October, or as soon thereafter, as possible.
- Prepare your resume and practice interviewing techniques. Ask a teacher, school counselor, or family member for assistance. Make sure you ask a responsible adult to review your resume for grammar, spelling, typos, and/or format errors before submitting it to anyone.
- If you plan to enter the world of work directly upon graduation, start applying early, leaving ample time to do a proper job search. Do your homework by researching companies on LinkedIn, Glassdoor, Snagajob, Chegg, Indeed, ZipRecruiter, Simply Hired, AngelList, LinkUp, BlackJobs.com, and Monster. Be careful to guard your personal information and do not pay for any job placement.
- Discuss your plans with your family. Share your expectations with them and ask them to “listen” out for you. Word of mouth is an effective way to get a job.
- Pay careful attention to all deadlines: college admissions, scholarships, and work applications. Once you have completed your college applications and sent them, contact your prospective colleges to confirm they have received all application materials. Maintain a calendar and/or a diary to follow up.
- Complete your last 20 hours of community service. You have to complete 80 hours in order to graduate.
- Complete your Senior Thesis, a project that allows you to demonstrate your research, writing, critical thinking, and oral presentation skills as you prepare to transition to post-secondary education or the workforce.

Pre-College Partnerships/Resources

Organization	Description
	<p>Center for Pre-College Programs, Abbott Leadership Institute The pre-college programs at the Abbott Leadership Institute offer activities that center around youth leadership development and college and career readiness.</p> <p>For more information contact Jennifer Made: jennifer.aii@rutgers.edu Grades Served: 6th-12th</p>
	<p>Audible Future Leaders The Audible Future Leaders partnership allows Newark high school students to immerse themselves in internship opportunities beginning in the 11th grade. Students are given the opportunity to seek internships in the fields of business and technology. Through this partnership, Audible is committed to supporting students enrolled to seek employment throughout their college careers preparing them for career opportunities.</p> <p>Grades Served: 9th-12th</p>
	<p>Bard High School Early College Bard Early College/Summer Institute - Dual Enrollment opportunities for all comprehensive schools. Students have exposure to college courses.</p> <p>Grades Served: 9th-12th</p>
	<p>Center for Pre-College Programs, Rutgers University The Center for Pre-college Programs assists students grades 9-12 at West Side High School in defining and cultivating a college going culture. Activities include field trips, college tours, and career fair opportunities. The center also offers assistance with college applications, FAFSA/HESAA assistance, scholarships, and mock interviews and resume building.</p> <p>For more information, contact Rohesia Hicks: rhicks@newark.rutgers.edu Grades Served: 9th-12th</p>
	<p>Cooperman College Scholars Cooperman College Scholars is a program that supports academically talented, highly motivated students with financial need from Essex County, New Jersey, in their efforts to attain a four-year college degree. The program provides a three-week Summer Academy, a scholarship to attend college, as well as mentoring and other resources to ease the transition to college and support each Scholar's success.</p> <p>For more information, contact Bendjhi Villiers: bendjhi.villiers@coopermanscholars.org Grades Served: 11th</p>

Organization	Description
	<p>High School Academic Support Program H.S.A.S.P. provides a comprehensive SAT preparation program offering math/literacy support, scholarship and financial aid assistance, essay and personal statement writing tutorials, trips to college fairs and college tours, post-secondary career information, and support on navigating academic success in high school and beyond. Other activities include college readiness, SAT prep, crafting college essay/personal statements, community service opportunities, scholarships, and FAFSA, resume, and cover letter workshops, and interviewing techniques.</p> <p>For more information, contact Lyndon Brown: lbrown8699@yahoo.com Grades Served: 10th-12th</p>
	<p>Leaders of the 21st Century Leaders of the 21st Century develop civic minded youth leaders in urban communities and prepare them for the world of work through leadership and professional development.</p> <p>For more information, contact Dan de Nose: lot21century@gmail.com Grades Served: 10th (entering 11th)</p>
	<p>Newark Museum of Art Explorers Program The Explorers Program is a college, career, and life readiness program that enables Newark-area high school students to build essential skills and self-confidence through a curriculum that draws upon the Museum's unique collections, resources, and staff. Explorers rotate through internships in different areas of the Museum and lead student-designed projects to gain real-life experience in a variety of jobs and fields of study.</p> <p>For more information, contact Jessica Nunez: jnunez@newarkmuseumart.org Grades Served: 9th-11th</p>
	<p>Center for Pre-College Programs, NJIT The Center for Pre-College Programs (CPCP) at NJIT inspires young minds for college access and success in STEM by providing students pre-college experiences and college preparation, including a chance to explore careers in STEM and apply knowledge of these subjects to everyday life. The programs are offered after school and weekends during the academic year and weekdays during the summer.</p> <p>For more information, contact Dr. Levelie Burr-Alexander: burr-alexander@njit.edu Grades Served: 4th-12th</p>

Organization	Description
	<p>Pathways to College Pathways to College prepares students both to be successful college applicants and to be successful in college. The program seeks to expand the pipeline to college in selected under-served communities by creating a network of high-achieving primarily minority children.</p> <p>For more information, contact Marvin Towler: mtowler@pathwaystocollege.org questions@pathwaystocollege.org Grades Served: 9th-12th</p>
	<p>PHocus Summer Experience, Rutgers School of Public Health PHocus is an interdisciplinary educational program offered by the Rutgers School of Public Health. Students explore population health and learn the fundamentals of epidemiology, the basic science of public health. Students participate in a variety of experiences including mock outbreaks, lab sessions, and conversations with public health practitioners.</p> <p>For more information, contact Marian Passannante: marian.passannante@rutgers.edu Grades Served: 9th-12th</p>
	<p>Rutgers Future Scholars R.F.S. is a five-year pre-college program that offers 7th-12th grade students academic enrichment and exposure to various careers through workshops, trips, presentations, and panel discussions during Saturday and summer sessions.</p> <p>For more information, contact Kimberly Brown: kimbrown@futurescholars.rutgers.edu Grades Served: 7th-12th</p>
	<p>SMART, Rutgers New Jersey Medical School SMART is a pipeline program set up for students interested in pursuing a career in medicine. The program focuses on youth development and academic excellence, and provides opportunities for students to gain the knowledge and experiences necessary to maximize their potential for success.</p> <p>For more information, contact Mercedes Padilla-Register: mercedes.p.register@rutgers.edu Grades Served: 6th-12th</p>

Organization	Description
	<p>Educational Talent Search Program: (NJIT) The Educational Talent Search Program is a college access program, operating out of the Center for Pre-college Programs on the New Jersey Institute of Technology Campus. It is an early intervention, information dissemination program that is federally funded through the U.S. Department of Education. The goal of the Talent Search Program is to increase the number of disadvantaged youth that complete high school and enroll in complete college within 5 years.</p> <p>For more information, contact Monique Paden Hutchin: paden@njit.edu Grades Served: 7th-9th</p> <p>Center for Pre-College Programs/TRiO Talent Search (Rutgers Newark) The pre-college programs and TRiO Talent Search offer activities that include a virtual Tutoring Program for grades 6-12 that helps to provide assistance with homework help and specific subject areas, serving students in Newark and the greater Newark area.</p> <p>For more information, contact Rohesia Hicks: rhicks@newark.rutgers.edu Grades Served: 6th-12th</p>
 <p>W.E.B. Du Bois Scholars Institute</p>	<p>W.E.B. Du Bois Scholars Institute: Role Models for Manhood The W.E.B. Du Bois Scholars Institute Role Models for Manhood is a free online leadership and mentorship program for 7th and 8th grade males. Learn from successful men from all walks of life in the My Boulé Fraternity, Inc. while enhancing your life changes for success in school, college, and the workplace through participation in the program.</p> <p>For more information, contact Crystal Watson: admissions@duboissscholars.org Grades Served: 7th-8th</p>
	<p>The Wight Foundation For over 30 years, The Wight Foundation has been making “a world of difference” in the lives of young people across the Greater Newark area. Our Admissions Staff looks to identify 7th grade students who are intellectually curious and academically competitive. After completing STEP, the 11-month long enrichment program, Wight Foundation Scholars are prepared to begin 9th grade at a boarding school.</p> <p>For more information, contact Daniel Rowe: drowe@wightfoundation.org Grades Served: 6th-7th</p>

School to Career and Post-Secondary Education

The District's high school Academies are key components of the Superintendent's High School Redesign Plan in *The Next Decade: 2020-30 Strategic Plan*. The high school Academies embrace a philosophy that establishes the infrastructure for an educational system that supports an active learning environment connected to the world of work. In the Newark Board of Education, the connections between education, post-secondary education, and career begins in kindergarten and extends through grade 12.

The redesign work at the comprehensive high schools is a three-tiered strategy. Each Academy at the comprehensive high school has three partners in the development of the curricular program and facility design: a magnet high school, a higher education institution, and a professional organization. While the primary focus of this redesign work is at the comprehensive high schools, the reciprocal relationship with the magnet high schools will ensure that all students graduate with marketable skills, certifications, dual enrollment in college courses, and internship experiences, regardless of the high school they attend. These experiences and certifications will help increase their knowledge and marketability in today's competitive workplace. In addition, the collaboration between high schools and magnet schools will expand professional development opportunities across the City of Newark.

In the elementary and middle schools, students are exposed to different careers through a curriculum that incorporates lessons and programs that integrate various careers, visits to workplaces and community organizations, job shadowing, and classroom visits by guest speakers to describe their careers. The focus of selecting a possible career Academy becomes more defined in the eighth grade when students choose to apply to a specific high school based on their interests and the Academies offered.

Each high school recruits students throughout Newark via the District's application process. Through this process, it is suggested that relationships are established with the elementary feeder schools. Although each magnet high school has different admissions criteria, schools must select students from a cross-section of ability levels, and include Special Education students and English Language Learners. Students who do not prefer a magnet high school attend their neighborhood high school and can select an Academy of interest within the school. The ninth grade career focus is general and exploratory and provides information about varying aspects of the industry, the different kinds of careers within each Academy, and the life skills needed to be successful, either in the world of work or at a post-secondary education institution. In most high schools, students explore the tenth grade Academy opportunities and select an Academy of interest.

Each Academy has a structured academic program related to a career focus. A school to career coordinator is located at every high school. Every high school has multiple Academies with career pathways. Although students are encouraged to remain within a specific Academy, some may decide to transfer to another Academy, based on availability. Students may also choose not to participate in a career-focused Academy.

The Academy program in every secondary school offers a selection of courses, including Honors and Advanced Placement. All students, regardless of career path, can enroll in these courses and are afforded the opportunity to follow a rigorous academic program.

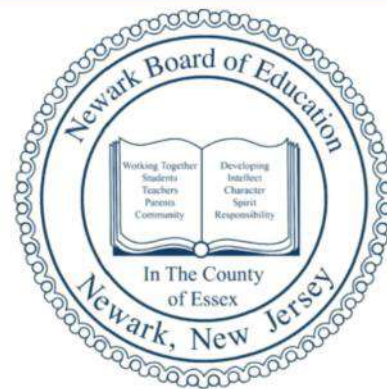
All of the Academies include students from different academic levels. Interest is the primary reason for acceptance, affording all students equitable access to the same opportunities. Special Education students and English Language Learners may require some program modifications and additional support.

SchooLinks Student Log In



What is SchooLinks?

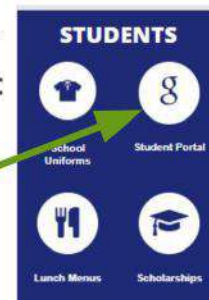
SchooLinks is a modern, college and career readiness platform to prepare students for what comes after graduation. SchooLinks helps students discover their interests and strengths, explore colleges and careers, and create an individualized career and academic plan that best reflects their post-secondary goals. SchooLinks at Newark Public Schools is accessible in 7th – 12th grades by students and their parents.



Student Login Access Info.:

Step 1: Access the NPS student portal at www.nps.k12.nj.us

Step 2: On the NPS web page, select "Students" and click on the Student Portal link



Step 3: Log in to your Clever account!

Newark Public School District
[Not your district?](#)

Hints for logging in with Google

Username hint:
Please use your NPS email address to log in

Password hint:
Please use your NPS password to log in

 Log in with Google

Having trouble?

Your school's tech support

Or [get help logging in](#)



Clever Badge log in

[District admin log in](#)

What Can Students Do?

Using SchooLinks, students and families can:

- Access career interest, strength and mindset surveys
- Explore 2-year and 4-year colleges
- Create course plans based on career pathways
- Take virtual reality college campus tours
- Search for scholarships
- Learn about financial aid
- Find internship and volunteer opportunities
- Explore traditional, emerging and military career fields
- Create digital portfolios / resumes
- Communicate with counselors

Secondary Career Academies

School	School Focus	Academies
American History	American History, Government, and Public Administration	
Arts	Visual Arts and Performing Arts	
Bard Early College	Liberal Arts Education	
Barringer		Carpentry, Computer Networking, Law, Music Technology, and Public Safety
Central		Dental Studies and Environmental Studies
Eagle Academy	An all-male school committed to the pursuit of academic excellence, strong character, and responsible leadership.	Entrepreneurial Studies
East Side		Cinematography, Graphic Design, and Teacher Education
Malcolm X Shabazz		Cosmetology and Engineering
Newark School of Data Science & Information Technology	Research Science and Information Technology	
Newark School of Fashion & Design	Fashion and Design	
Newark School of Global Studies	Diplomacy, International Business, and the Humanities	
Newark Vocational		Culinary Arts, Graphic Design, Hospitality and Tourism
Science Park	STEM Fields	
Technology	Technology and Applied Sciences	Biomedical Science, IT Networking and Security, Engineering, Film Cinematography, Graphic Design
University	Humanities	Law and Teacher Education
Weequahic		Allied Health Services
West Side		Advanced Manufacturing, Cosmetology, Entrepreneurial Studies and Supply Chain Management

School and District Information



High School Directory

High School Leadership Team - Dr. Maria Ortiz, Assistant Superintendent		
High School	Phone Number	Address
American History	973-733-6903	74 Montgomery Street, 07103
Arts	973-733-7391	550 Dr. Martin L. King Jr. Blvd., 07102
Bard Early College	973-733-8363	321 Bergen Street, 07103
Barringer	973-268-5125	90 Parker Street, 07104
Central	973-733-6897	246 18th Avenue, 07108
Eagle Academy	973-705-3847	279 Chancellor Avenue, 07112
East Side	973-465-4900	238 Van Buren Street, 07105
Malcolm X Shabazz	973-733-6761	80 Johnson Avenue, 07108
Newark School of Data Science & Information Technology	973-350-5088	746 Sanford Avenue, 07106
Newark School of Fashion & Design	973-268-5111	239 Woodside Avenue, 07104
Newark School of Global Studies	973-268-5160	24 Crane Street, 07104
Newark Vocational	973-733-8792	301 West Kinney Street, 07103
Science Park	973-733-8689	260 Norfolk Street, 07103
Technology	973-481-5962	223 Broadway, 07104
University	973-351-2010	55 Clinton Place, 07108
Weequahic	973-705-3903	279 Chancellor Avenue, 07112
West Side	973-733-6977	403 South Orange Avenue, 07103
Specialized Schools - Carolyn Granato, Assistant Superintendent of Student Support Services		
John F. Kennedy	973-733-6788	311 South 10th Street, 07103
New Jersey Regional Day	973-705-3820	334 Lyons Avenue, 07112

High School Summer Bridge Program

The Summer Bridge Program will take place in all of the Newark Board of Education's high schools. The purpose of the Summer Bridge Program is to provide current 8th grade students with an immersive educational experience that will expose them to the school's community and culture, provide them an opportunity to meet faculty and staff, and offer insight into the expectations and demands of high school. The Summer Bridge Programs are uniquely tailored to the learning communities of each school and will welcome students into the fold of that school's culture. Students will engage in a variety of activities and experiences, including team and culture building, academic enrichment, school spirit activities, and exposure to the arts and athletics. Research shows that students who engage in a bridge experience before entering high school experience greater transitional success, both academically as well as socially-emotionally, than students who do not. Therefore, all rising 9th grade students must participate in the Summer Bridge Program at their matched high school.

Breakfast and lunch will be served.

Location	Date	Time
American History	Grade 9: 8/19/2024 - 8/23/2024	8:00 AM - 1:30 PM
Arts	Grade 9: 8/19/2024 - 8/23/2024	8:00 AM - 1:30 PM
Bard Early College	Grade 9: 8/19/2024 - 8/23/2024	8:00 AM - 1:30 PM
Barringer	Grade 9: 8/19/2024 - 8/23/2024	8:00 AM - 1:30 PM
Central	Grade 9: 8/19/2024 - 8/23/2024	8:00 AM - 1:30 PM
Eagle Academy	Grade 9: 8/19/2024 - 8/23/2024	8:00 AM - 1:30 PM
East Side	Grade 9: 8/19/2024 - 8/23/2024	8:00 AM - 1:30 PM
Malcolm X Shabazz	Grade 9: 8/19/2024 - 8/23/2024	8:00 AM - 1:30 PM
Newark School of Data Science & Information Technology	Grade 9: 8/19/2024 - 8/23/2024	8:00 AM - 1:30 PM
Newark School of Fashion & Design	Grade 9: 8/19/2024 - 8/23/2024	8:00 AM - 1:30 PM
Newark School of Global Studies	Grade 9: 8/19/2024 - 8/23/2024	8:00 AM - 1:30 PM
Newark Vocational	Grade 9: 8/19/2024 - 8/23/2024	8:00 AM - 1:30 PM
Science Park	Grade 9: 8/19/2024 - 8/23/2024	8:00 AM - 1:30 PM
Technology	Grade 9: 8/19/2024 - 8/23/2024	8:00 AM - 1:30 PM
University	Grade 9: 8/19/2024 - 8/23/2024	8:00 AM - 1:30 PM
Weequahic	Grade 9: 8/19/2024 - 8/23/2024	8:00 AM - 1:30 PM
West Side	Grade 9: 8/19/2024 - 8/23/2024	8:00 AM - 1:30 PM

School Calendar 2024-2025				
Month		2024	Number of Days Students/Teachers	
August	27 28 29	Staff Development Day #1 Staff Development Day #2 Organization Day	0	3
September	2 3	Holiday: Labor Day First Day of School for Students	20	20
October	14 23	Holiday: Indigenous Peoples' Day Staff Development Day #3	21	22
November	7-8 11 22 27 28-29	NJEA Convention Holiday: Veterans Day Holiday: Puerto Rico Heritage Day Early Dismissal – (1:00 pm for Students and Staff) Holiday: Thanksgiving	15	15
December	5 23 24 25 26-27 30 31	Parent/Teacher Conference (1:00 pm dismissal for Students) Administrative Day Holiday: Christmas Eve Holiday: Christmas Day Winter Recess Administrative Day Holiday: New Year's Eve	15	15
2025				
January	1 20	Holiday: New Year's Day Holiday: Dr. Martin Luther King, Jr.'s Birthday	21	21
February	5 13 17	Staff Development Day #4 Parent/Teacher Conference (1:00 pm dismissal for Students) Holiday: Presidents' Day	18	19
March	5 31	Staff Development Day #5 Holiday: Eid-al-Fitr	19	20
April	18 21-25	Holiday: Good Friday Spring Recess	16	16
May	26	Holiday: Memorial Day	21	21
June	19 24	Holiday: Juneteenth Last Day of School for Students and Staff Early Dismissal (1:00 pm for Students only)	16	16
Total Days			182	188

Special Notes:

1. Schools are closed for students on Staff Development Days and for the NJEA Convention.
2. In the event that schools must close for inclement weather and it is necessary to make up days, days will be made up during Spring Recess or added at the end of the school year.
3. August 30 is not a work day for NTU Members.

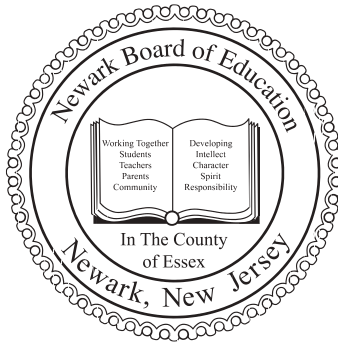
Approved: February 29, 2024

Notes

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Notes

[illegible]



Roger León
Superintendent

Yolonda Severe
Deputy Superintendent

Newark Board of Education

Hasani K. Council
President

Allison K. James-Frison
Co-Vice President

Vereliz Santana
Co-Vice President

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