

University High School

55 Clinton Place
Newark, NJ 07108
(973) 351-2010

Website: <http://www.nps.k12.nj.us/uni/>

Home of The Phoenix

2018-2019 Family Handbook



R.I.S.E.

RESPONSIBILITY * INTEGRITY * SERVICE * EXCELLENCE

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Purpose

This handbook has been developed to provide information regarding policies and procedures of University High School. The material found in this handbook is subject to the policies of the Newark Board of Education. I sincerely hope that this will be a rewarding year for you and your students.

MISSION

The mission of UHS is to cultivate all children toward understanding the need for their leadership in our city. We will establish a learning community wherein every student will achieve academic success.

VISION

University High School will become one of the leading academic institutions in the city, district, state and nation. With the assistance of parents and other stakeholders we will once again claim our rightful place as the best school in Newark, NJ. By providing our students with a rigorous education they will attain the tools and strategies to learn and succeed in a global society.

CORE BELIEFS- R.I.S.E

RESPONSIBILITY

- To engender a sense of motivation towards excellence by expecting the best
- To stress character as an essential building block of achievement
- To hold ourselves accountable for the high expectations we place upon our students

INTEGRITY

- To remind students of the best things in life and learning and to model these examples in our classrooms
- To expect these best things to be common hopes for all of our learners in our family
- To model our hopes for them by our own behavior and ethic

SERVICE

- To grow and nurture a sense of family within our school and community
- To expand the sense of community to include the city and the world

EXCELLENCE

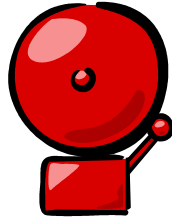
- To guide all learners toward the goal of leading discussions, lessons and eventually themselves
- To foster individual strengths into virtues that can be utilized to help our school community
- To help children to envision themselves as the leaders they all have within them to be
- To set goals above the common run of expectations for our students so that their reach exceeding their grasp becomes commonplace
- To honor achievement as a family tradition
- To excel academically and become lifelong seekers of knowledge

2018-2019 School Administrative and Support Team

ADMINISTRATION	Principal	Edwin Mendez
	School Chief Innovation Officer	Nichole Bennett
	Vice Principal	Hassanah Blake
	Vice Principal	Henri Frederique
	Vice Principal	Pat Pontoriero
	Athletic Director	Michelle Wilson
SCHOOL OPERATIONS	School Operations Manager	Radale Locke
	School Operations Assistant	Denise Holland
	School Operations Assistant	Enid Morales
	School Operations Assistant	Sharanda Shabazz
OFFICE OF GUIDANCE	Guidance Counselor (7th-9th grade)	Ifeoma Obaze
	Guidance Counselor (10th-11th grade)	Maria Peralta
	Guidance Counselor (12th grade)	Monic Lockett
SOCIAL SERVICES	School Psychologist-CST	Dr. Kalenah Witcher
	Social Worker-CST	Stephanie Baasit
	Social Worker	Lawren Monroe
	Learning Disabilities Teacher Consultant	Andrea Schechter
HEALTH SERVICES	School Nurse	Yolanda Spicer

2018-2019 SCHOOL CALENDAR

			<u>No. of Days</u> <u>Students/Teachers</u>	
<u>2018</u>				
August	28	Staff Development Day #1	0	4
	29	Staff Development Day #2		
	30	Staff Development Day #3 (1/2 Day) Organization Day (1/2 Day)		
	31	Organization Day		
September	3	Holiday: Labor Day	19	19
	4	First Day of School for Students		
October	8	Holiday: Columbus Day/Indigenous People Day	22	22
	24	Early Dismissal - 1:00 pm (In-service for staff)		
November	8	Staff Development Day #4	17	18
	9	Holiday: Puerto Rico Day Observance		
	12	Holiday: Veterans Day Observance		
	15	Parent/Teacher Conference (1:00 pm student dismissal)		
	21	Early Dismissal - 1:00 pm for Students and Staff		
	22 – 23	Holiday: Thanksgiving		
December			15	15
	21	Early Dismissal - 1:00 pm for Students and Staff		
	24	Holiday: Christmas Eve		
	25	Holiday: Christmas		
	26 – 28	Winter Recess		
	31	Holiday: New Year’s Eve		
<u>2019</u>				
January	1	Holiday: New Year’s Day	20	21
	21	Holiday: Dr. Martin Luther King, Jr.’s Birthday		
	30	Staff Development Day #5		
February	11	Holiday: Lincoln’s Birthday	18	18
	13	Parent/Teacher Conference (1:00pm student dismissal)		
	18	Holiday: Presidents’ Day		
March			21	21
April	19	Holiday: Good Friday	16	16
	22 – 26	Spring Recess		
May			22	22
	27	Holiday: Memorial Day		
June	4	Holiday: Eid-al-Fitr	12	12
	19	Last Day of School for Students and Staff		
		Early Dismissal - 1:00 pm (In-service for staff)		
			182	188



2018-2019 Bell Schedules

Breakfast is available in the cafeteria from 7:30am - 8:10am on Regular School Days and on 1pm Early Dismissal Days. (Breakfast is not available on Delayed Opening Days)

REGULAR BELL SCHEDULE

PERIOD	START	END
1	08:20 AM	09:04 AM
2	09:07 AM	09:51 AM
HR	09:51 AM	09:58 AM
3	10:01 AM	10:45 AM
4	10:48 AM	11:32 AM
5	11:35 AM	12:19 PM
6	12:22 PM	01:06 PM
7	01:09 PM	01:53 PM
8	01:56 PM	02:40 PM

1:00pm Early Dismissal Bell Schedule

PERIOD	START	END
1	08:20 AM	08:52 AM
2	08:54 AM	09:26 AM
HR	09:26 AM	09:36 AM
3	09:38 AM	10:10 AM
4	10:12 AM	10:44 AM
5	10:46 AM	11:18 AM
6	11:20 AM	11:52 AM
7	11:54 AM	12:26 PM
8	12:28 PM	01:00 PM

2 Hour Delayed Opening Bell Schedule

PERIOD	START	END
1	10:10 AM	10:42 AM
2	10:44 AM	11:16 AM
HR	11:16 AM	11:26 AM
3	11:28 AM	11:50 AM
4	11:52 AM	12:24 PM
5	12:26 PM	12:58 PM
6	01:00 PM	01:32 PM
7	01:34 PM	02:06 PM
8	02:08 PM	02:40 PM

Attendance

A) Attendance Policy

Students are expected to be present each day, on-time in accordance with NJSA 18A:38-25 through 31 as well as NJAC 6A:16-7.8. Excessive absence from school or habitual tardiness may lead to sanctions, disciplinary actions, falling behind with coursework, loss of credit, and/or referral to proper authorities.

B) Absent/Tardy Excuses

An unexcused absence is an absence without notice by a parent/guardian and the reason for the absence is not listed in the definition of “excused” reasons listed in the District’s attendance policy for student illness, medical procedure or appointment, bereavement, religious holiday, school related activities, approved and verified educational opportunities or other situation beyond the control of the student, as determined by the principal.

C) Late Arrival

Students who arrive to school after 8:30am are considered late to school. If a late student does not have a valid excused tardy note, he/she is to report to the auditorium immediately upon entering the building. Attendance staff will issue each student a late pass prior to them going to class. In addition, students who arrive to school after 9:00am MUST be signed in by a parent/guardian before being issued a late pass.

D) Make-up Work for Excused Absences/Tardiness

It is the responsibility of students to coordinate with each of their Teachers to complete make up work. It is suggested that he/she speak with their Teacher(s) as soon as possible.

Office of Guidance

Mission

The Guidance Counseling Program at University High School is rooted in the belief that every student is capable of obtaining success in college and impacting change in their local and global communities. We believe that there are a number of colleges and universities in the United States and beyond that will expand the intellect and foster the socialization of University graduates. To that end, it is the mission of the Office of Guidance to support students with resources, empower students with knowledge, guide students with compassion, and structure their thinking in their pursuit of College & Career Readiness.

Guidance Counseling Department Services

- Academic Advisement (tutorial help, graduation requirements, individual graduation plans)
- College Information (application process, financial aid, recommendation letters, college fairs/tours)
- Testing (PARCC, SAT, ACT, PSAT, etc.)
- Career Counseling (interview skills, career information, professionalism)

Supporting Teachers

Guidance Counselors are available to facilitate mediations between teachers and students. Teachers must complete the Mediation Form in its entirety. Forms are available in the Guidance Counseling Offices.

Meeting with students

- The Guidance office will be open to students during the day by appointment and at the counselor's discretion after school. The Senior Counselors will have extended time once per week to assist students with the application process.
- Students may only schedule to meet with their Guidance Counselor during their electives. Students WILL NOT be permitted in the Guidance office during their core class periods.
- Students must sign up to visit their counselor. Drop in appointments will not be permitted. Students must complete an appointment request form located in the Guidance Office. Students will receive confirmation of their appointment request via Homeroom teachers, which will serve as a pass.

Meeting with Parents

We are available to meet with parents to discuss the academic progress of your students. To ensure that our parents receive individualized support, we require that parents contact their child's Guidance Counselor directly to schedule a meeting.

Protocol for Requests from Parents and Students

- Parents and Students must request documents (transcripts, recommendation forms, etc.) via paper request forms located in the main office and Guidance Counseling Office. Over the phone requests will not be honored.
 - Requests will be completed within 5 working days
 - Request forms can be retrieved from the Guidance Counseling Department and/or main office.
-

Class Advisors

Grade Level	Advisor
8th grade	Ms. Febinger
9th grade	Mr. Locke
10th grade	Ms. Kennedy
11th grade	Mr. Analuisa & Ms. Bowles-Jones
12th grade	Ms. Wilson

Student Support Team (SST)

Mr. Pat Pontoriero- **Vice Principal of Student Support**
Ms. Lawren Monroe- **Social Worker**
Ms. Monic Lockett- **Guidance Counselor**
Ms. Ifeoma Obaze- **Guidance Counselor**
Ms. Maria Peralta- **Guidance Counselor**
Mr. Radale Locke- **School Operations Manager**

The SST aims to utilize a streamlined referral process to improve attendance and to address the identified needs of the student body in a holistic and professional manner. SST will work to collaborate with parents, teachers, students, staff, and the community in implementing interventions that create a healthy and safe culture and climate.

Disciplinary Infraction Levels

Level I Violations (note: all violations with an * are defined further in the glossary)

Listed below are infractions classified as “Level I.”

- Disruptive Behavior*
- Contraband*
- Display of electronic device
- Dress code violations

For level 1 & 2 infractions the Teacher will first seek to handle classroom disruption/misbehavior.

Level II Violations

Listed below are infractions classified as “Level II.”

- Cutting class or school
- Possession of lighter or matches
- Skipping detention
- Insubordination*
- Misbehavior on bus or school transportation, field trip or public policy activity outside of school*
- Vandalizing, Damaging or Destroying School Property or Property of Others, valued at less than \$150; (plus restitution**).
- Verbal Harassment*
- Academic Dishonesty* - *In addition to suspension, scholar will receive a zero on the assignment or assessment and will still be responsible for re-submitting work or retaking the test.*

Level III Violations

Listed below are infractions classified as “Level III.”

- Vandalizing, Damaging or Destroying School Property or Property of Others (Valued at \$150 to \$500); (plus restitution**).
- Theft (Value of property taken is \$250 or less) (plus restitution**)
- Fighting*
- Participation in a food fight
- Sexual Harassment*
- Bullying, Verbal Abuse/Assault, Ethnic Slurs, Vulgar statements or gestures, whether in person or through other means (e.g., Facebook, Twitter, other internet sites, text messages, etc.), also including the Distribution of Obscene Materials or sexting*
- Gang Affiliation*
- Gambling*
- Consensual sexual activity on campus
- Trespassing*

For level 3 or higher infractions, refer student to Discipline VP

Level IV Violations

Listed below are infractions classified as “Level IV.”

- Alcohol/Drug possession, use or sales
- Assault*
- Arranging for others to assault a student or staff member
- Possession of Weapon(s) or Explosive(s)*
- Theft (Value of property taken is greater than \$250) (plus restitution**)
- Vandalizing, Damaging or Destroying School Property or Property of Others (Valued greater than \$250); (plus restitution**)
- Arson*
- False Fire Alarm or Bomb Threats*
- Gang Participation*
- Sexual Assault/Rape*
- Extreme Violence*

** Where monetary restitution is required, the student and/or parent on behalf of student cannot be ordered to pay more than \$2,500. This does not apply if there is a referral to the Department of Juvenile Justice and/or the Criminal Justice System.

Suspension

Students serving a suspension are not allowed to return to school until they attend a mandatory re-entry conference with an administrator. A parent/guardian will receive written notification of the time and date of the re-entry conference and should attend. During the suspension, students are responsible for picking up and completing any missed assignments and homework. Students serving a suspension may come to the school after dismissal in order to pick up their work or to attend scheduled appointments. They must be in full uniform to do so.

At the School's discretion, students may be allowed to perform service hours in lieu of suspension at approved sites. Their suspension days may be lowered by an Administrator if the student displays good behavior.

Bullying/Harassment Statement

Student bullying or harassment is the repeated infliction or attempted infliction of injury, discomfort, or humiliation on a student by one or more students. It is a pattern of aggressive, intentional or hostile behavior that occurs repeatedly and over time.

Bullying/harassment typically involves an imbalance of power or strength.

Bullying/harassment behaviors may include: physical, verbal, or nonverbal behaviors.

These behaviors include but are not limited to, intimidation; assault; extortion; oral or written threats; teasing; name-calling; threatening looks, gestures or actions; rumor spreading; false accusation; hazing; social isolation; and abusive e-mails, phone calls, or other forms of cyber-bullying. University high school expects all students to promote safety in the school community; bullying and harassment will not be tolerated.

Possible IDEA Act Discipline Exemptions

All disciplinary actions must be taken in compliance with the Individuals with Disabilities Education Act (IDEA) requirements and any local policy for the discipline of students with disabilities. Where the behavior that led to the misconduct is a manifestation of the student's disability and is addressed in the student's Individualized Education Plan (IEP), the intervention strategy indicated on the IEP will be implemented. If the behavior is a manifestation of the disability, but is not addressed on the IEP, the intervention strategy will be determined by the IEP team in accordance with the law.

Demerit System

Students who are assigned central detention and fail to attend will accrue demerits. A student will receive central detention for being late to school or for other various school infractions. Retroactive notes will not be accepted. If a student does not attend central detention, he/she will be assigned **1 demerit**. If a student accumulates **five or more demerits**, the student will be listed as ineligible for all extra-curricular activities. The student will remain ineligible until the demerits are satisfied through attending central detention, based on the equation of one central detention for one demerit. When demerits reach a point of zero, the student will be removed from the ineligible list. Demerits will be cumulative throughout the current school year and will be rolled over each school year. Only the principal or his/her designee will assign demerits. The ineligible list will be accessible through the attendance office. Please be advised that ineligible students may not participate in any extra-curricular activity including the senior prom and graduation ceremony. Central detention will be held twice a day, from 7:30 am and again at 3:00 pm. Students have the option of attending either, one or both.

Uniform Policy

Proper attire in school is a necessary part of your education. Therefore, you are required to dress in an appropriate manner that does not cause distractions to either sex and is not offensive. The attire for all students is expected to be neat and clean.

University High School Uniform

7 th and 8 th Grade Students	9 th and 12 th Grade Students
White Oxford or Polo Shirt- school logo only	White Oxford or Polo Shirt- school logo only
Burgundy Oxford or Polo Shirt- school logo only	Burgundy Oxford or Polo Shirt- school logo only
Khaki Skirt (knee length)	Plaid, Maroon or Gray Skirts (knee length)
Khaki Pants- no cargo pants, leggings or jeans	Gray Pants- no cargo pants, leggings or jeans
Gym Uniform- All Students	
Shorts (no cut-offs)	T-shirts
Sweatshirts	Sweatpants
Sneakers/Tennis Shoes	

The items listed below constitute inappropriate attire for school:

Shirts of any kind with profanity	Shirts of any kind with derogatory messages and/or objects that suggest performing sexual acts
Pants worn below the waistline	Miniskirts/thigh-high dresses/ spaghetti-strap dresses
Shorts (above the knee/thigh-high)	Midriff tops
Halter tops	Tube tops
Spaghetti strap tops	Muscle shirts
Low cut blouses	Skintight articles of clothing
Leggings/tights	Ripped/Torn/Tattered pants/Jeans

Failure to adhere to the Newark Public Schools-UHS uniform policy regarding dress and grooming will result in the following:

- 1) Notification to parents or guardian
- 2) Student will be sent home to change clothing (*student must be picked up*)
- 3) In-school detention as per the Student Progressive Discipline Policy

School-wide Communication

We communicate with students, parents and families regarding school events, district-wide events, city engagements, scholarship information, student leadership opportunities, employment opportunities, and school closings via the “*University High School-PTSO*” page on the **Remind app**. Be sure to download the app to remain connected! *Instructions are below.*

In addition, many of our Class Advisors and Teachers also communicate with students and parents through Remind and/or Google Classroom.

Principal Mendez sends robocall communication to families via Blackboard. Lastly, updates can be found on our school website.



Sign up for important updates from Brother Locke, Enid Morales, and Ms. Lockett.

Get information for **University High School** right on your phone—not on handouts.

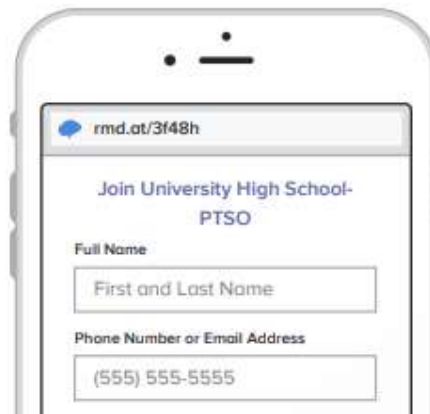
Pick a way to receive messages for **University High School-PTSO**:

A If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

rmd.at/3f48h

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.



B If you don't have a smartphone, get text notifications.

Text the message [@3f48h](#) to the number **81010**.

If you're having trouble with **81010**, try texting [@3f48h](#) to (832) 342-9466.

* Standard text message rates apply.





Inscríbete y recibe avisos importantes de parte de Brother Locke, Enid Morales, and Ms. Lockett.

Obtén información sobre University High School directamente en tu celular, no en impresos.

Elige como quieres recibir los mensajes de University High School-PTSO:

A Si tienes un teléfono inteligente, obtén notificaciones push.

En tu iPhone o teléfono Android, abre el navegador y usa este enlace:

rmd.at/3f48h

Sigue las instrucciones para inscribirte en Remind. Se te pedirá descargar la aplicación móvil.



B Si no tienes un teléfono inteligente, obtén avisos de texto.

Envía el mensaje @3f48h al número 81010.

Si tienes problemas con 81010, prueba enviar @3f48h to (832) 342-9466.

* Se aplican las tarifas normales de SMS.



2018-2019 Lunch Application

Lunch applications must be completed online at www.school lunchapp.com.
To pay, sign up at www.mypaymentsplus.com as payment is not accepted in the cafeteria.

Lunch Application FAQ's

What is a lunch application?

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

Who is required to complete a lunch application?

All Newark Public School students (grades pre-K-12) are required to have a completed lunch application processed to receive benefits.

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 the school over the phone. The parent, legal guardian, or of age student must be present and complete the application.

If I have more than one child in the school am I required to complete multiple applications?

No, only one application per household is required.

How is my eligibility determined?

A child'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.

What process does Newark use to complete a lunch application?

Newark Public Schools has an [on-line process](#).

How do I sign up for the lunch program?

The application can be found by visiting [this online application](#).

Bus Tickets & FAQ's

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 Public 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 school in a large urban school district.

Frequently Asked Questions

1. Who is eligible for bus tickets?

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 Public Schools utilizes professional mapping services to determine the distance between the students' home and the location of the students' enrolled school.

3. What if my child 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. My child is eligible. How will my child be transported to and from school?

The Newark Public Schools utilizes the New Jersey Transit bus system. The district provides bus tickets to eligible students.

5. My child is eligible. Where do we go for bus tickets?

Your child's school will have a list of eligible students. Bus tickets are distributed at the school monthly.

6. If my child loses their bus ticket, what happens?

Students are responsible for the safe keeping of their bus tickets.

7. My child 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 your child's school.

8. Are charter school students eligible for bus tickets?

Students who attend charter schools in Newark are eligible for bus tickets 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.

Sports/School Clubs

Basketball	Baseball	Technology Club
Tennis	Softball	Honor's Society
Volleyball	Cross-Country Track	Band
Indoor Track	Cheerleading	Choir
Bowling	S.L.A.M	Debate Club
French Club	Band Dancers	Diversity Club
Law Academy	L.I.T	Indoor Track

NPS Grading System

A+ = 98-100	B = 84-86	C- = 70-73
A = 94-97	B- = 80-83	D = 64-69
A- = 90-93	C+ = 77-79	F - below 64
B+ = 87-89	C = 74-76	

2018 – 2019

MARKING PERIOD DATES

MARKING PERIOD	DURATION	PROGRESS REPORT DISTRIBUTION	GRADES FINALIZED IN GRADEBOOK BY END OF SCHOOL DAY
1	September 4, 2018 – November 6, 2018	October 4, 2018	November 13, 2018
2	November 7, 2018 – January 28, 2019	December 18, 2018	February 4, 2019
3	January 29, 2019 – April 3, 2019	March 6, 2019	April 8, 2019
4	April 4, 2019 – June 19, 2019	May 14, 2019	June 11, 2019

REPORT CARD DISTRIBUTION DATES

MARKING PERIOD	DATE
1	November 15, 2018 <i>*Parent Teacher Conferences 1PM – 7PM*</i>
2	February 13, 2019 <i>*Parent Teacher Conferences 1PM – 7PM*</i>
3	April 12, 2019
4	June 19, 2019

Graduation Requirements

State/District Graduation Requirements – Effective with the Class of 2014

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 Public Schools.

CONTENT AREA	COURSE	YEARS	CREDITS
Language Arts Literacy	English I, II, III, IV	4	20
Mathematics	Mathematics	4	20
Science	Science	4	20
Social Studies	World History	1	5
	US History I, II	2	10
	Financial Literacy	½	2.5
	Semester Course	½	2.5
World Language	World Language I, II	2	10
Visual and Performing Arts	Visual and Performing Arts	1	5
Health, Safety & Physical Education	Physical Education/ Health I, II, III, IV	4	20
21st Century Life & Career or Career & Technical Education	Career & Technical Education Course	1	5
Electives	Electives	2	10
Total Credits			130 minimum credits
Additional Requirements: b) Demonstrated mastery on State Assessments (HSPA or End of Course Exams); c) 80 hours of Community Service d) Senior Thesis			

- ☐ 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**

Credits: Each full year course earns 5 credits. Each half-year course earns 2.5 credits. In a block schedule, a one-semester course is equivalent to 5 credits; a half-semester course earns 2.5 credits.

2018-2019 SAT Schedule

2018-2019 SAT Dates

SAT Date	Registration Deadline	Deadline for Changes
August 25, 2018	July 27, 2018	August 15, 2018
October 6, 2018	September 7, 2018	September 26, 2018
November 3, 2018	October 5, 2018	October 24, 2018
December 1, 2018	November 2, 2018	November 20, 2018
March 9, 2019	February 8, 2019	February 27, 2019
May 4, 2019	April 5, 2019	April 24, 2019
June 1, 2019	May 3, 2019	May 22, 2019

Students can register to take the SAT, as well as find SAT Prep resources at www.collegeboard.com

SCHOOL-PARENT COMPACT

University High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year **2018-2019**

• School Responsibilities

University High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

• Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring my child's attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering during school events and/or PTSO events*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*

- *Remain informed about school happenings via the school's Remind app*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as the PTSO (Parent-Teacher-Student Organization)*

School

Parent(s)

Student

Date

Date

Date

School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118 of the Elementary and Secondary Education Act (ESEA) (parental involvement policy).

* * * * *

PART I. GENERAL EXPECTATIONS

The **University High School** agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a School-Parent Compact consistent with section 1118(d) of the ESEA. (**See Enclosure**)
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (Newark Public Schools).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The **University High School** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:
 - *Gather and disseminate to parents for review the following materials: District-wide Parental Involvement Policy, the School's Parental Involvement Policy, the School-Parent Compact, and Parent Notices from the Table on page 45 of the Title I, Part A Non-regulatory Guidance.*
 - *These materials will be disseminated to parents at regular parent meetings and parent/teacher conferences.*
 - *Written and oral input will be solicited from parents at parent meetings, parent/teacher conferences and through school newsletters, school web site, and other regular written communication with parents.*
 - *Copies of the proposed School Parental Involvement Policy will be available upon request for parents and other members of the school community.*
 - *The Parental Involvement Policy shall be subject to periodic updates in order to remain relevant and responsive to the changing needs of **University High School** and its school community.*
 - *A suggestion box will be made available in order to give the school community the opportunity to contribute ideas on an ongoing basis.*
 - *Replace with any other actions your school will take.*
2. The **University High School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Gather the following materials for parent review:
 - School Parental Involvement Policy
 - School Parent Compact
 - Distribute materials to parents at:
 - Annual Title I Meeting
 - Parent Teacher Conferences
 - Post materials for parent review on school website.
 - Post School Parental Involvement Policy and School Parent Compact in Parent Room/Main Office.
 - Have copies of School Parental Involvement Policy and School Parent Compact available in Parent Room/Main Office.
 - Written and/or oral input from parents will be solicited through:
 - The Annual Title I Parent Meeting
 - Parent/Teacher Conferences
 - School Newsletter
 - School Website
 - Surveys
 - School Parent Organization meetings
 - Parents of new registering students will receive the policy upon registration if applicable.

3. The **University High School** will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:
- Utilizing multiple media strategies to inform parents of the annual meeting, including Blackboard Connect, e-mail blasts, school website postings, flyers and homeroom announcements.
 - Making provisions for parents to bring children to the Annual Title I meeting(s).
 - Preparing materials, as appropriate, for families with limited English proficiency.
 - Providing sessions in multiple languages to assist parents who do not have English as their primary language or use an electronic translation system for simultaneous translation during the Annual Title I meeting.
 - Preparing and distributing relevant materials at other family engagement events.
4. The **University High School** will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:
- Presenting parents with periodic progress reports regarding their child (mid-cycle progress reports and cycle report cards).
 - Ensuring that each teacher generates and distributes a syllabus or unit of study for each course or subject that is taught.
 - Providing parents with the ability to view student progress real-time in Power School via the PowerSchool Parent Portal
 - Providing parents with the opportunity to meet with their child's teachers, guidance counselors, social worker, and/or school administrators upon distribution of progress report and report cards with advanced notice of a designated time scheduled for such a purpose.
 - Providing grade level-specific workshops and curriculum-based workshops.
 - Producing and publishing a handbook to distribute to parents and post on the school's website. The handbook will include information about the school's curriculum, academic assessments and academic standards.
5. The **University High School** will, at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:
- Encouraging parents to become active members of the school community and, in doing so, asking them to contribute ideas and comments to the Family Engagement staff member.

- A suggestion box will be made available in order to give the school community the opportunity to contribute ideas and criticisms on an ongoing basis.
- Facilitating meetings and activities of the PTSO (Parent-Teacher-Student Organization) so that its membership is representative of the school community.
- Including parents in the Family Friendly Walkthrough, a program designed to evaluate and improve the school environment on behalf of families.

6. The **University High School** will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

- Distributing to parents a calendar of testing dates at the beginning of the school year and each cycle and posting the calendar of testing dates on the school's website.
- Providing individualized student reports through each student's guidance counselor or homeroom teacher.

[Click here to enter text.](#)

7. The **University High School** will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

- Notifying parents using Blackboard Connect, e-mail, flyers and/or letters mailed home.

8. The **University High School** will provide assistance to parents of children served by the school, as appropriate, in understanding the following topics:

- the state's academic content standards;
- the state's student academic achievement standards;
- the state and local academic assessments including alternate assessments;
- the requirements of Title I, Part A;
- how to monitor their child's progress; and
- how to work with educators

by undertaking the actions described in this paragraph –

The **University High School** will provide parent with training and necessary information on the above topic Parents will receive training and necessary information on the above topics by providing:

- District-sponsored conferences, workshops and trainings
- School-sponsored workshops and trainings
- Family friendly academic standard explanations in flyers, brochures and posting on the school's website
- School-Parent Compact
- A detailed list of academic standards addressed in each unit
- School SnapShot meetings

9. The **University High School** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
- Providing access to and training in technology that facilitates applications relevant to the academic achievement of students (including, but not limited to, the completion of online forms, introduction to teacher websites, the PowerSchool Parent Portal and general computer literacy).
 - Utilizing electronic media to communicate with parents.
 - Including parents in meetings and other activities within the school.
 - Conducting interactive trainings, workshops, and surveys.
 - Collecting and updating parent email addresses in an effort to facilitate communication between parents and teachers.
10. The **University High School** will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Training school leaders and/or administrators.
 - Creating a school-wide calendar that includes meetings, events and activities for all members of the school community.
 - Participating in the Family Friendly Walkthrough, a program designed to evaluate and improve the school environment on behalf of families aimed at evaluating and improving the interaction of school personnel with parents and families.
 - Implementing the recommendations that result from the Family Friendly Walkthrough.
 - Providing family engagement professional development to all staff on Staff Development Days
11. The **University High School** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Posting flyers, presenting brochures and disseminating information about these programs and activities to parents, children and families.
 - Hosting parent workshops facilitated by representatives from said agencies.
 - Referring parents to workshops and information sessions available at other schools and centers within the district.

12. The **University High School** will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Upon identification of parental need for information in another language or in another format, the school will take steps to ensure that the parent request is fulfilled, such as utilizing the multi-language capabilities of BlackBoard Connect messages.

Title I – Parents’ Right-to-Know Letter

Dear Parent/Guardian:

The *Every Student Succeeds Act (ESSA)* was passed by the U.S. Congress late last year and signed into law on December 10, 2015. The *ESSA* replaces the *No Child Left Behind Act (NCLB)* and is the latest reauthorization of the *Elementary and Secondary Education Act (ESEA)*.

Although *NCLB* was designed to make changes in teaching and learning in order to increase students’ academic achievement, the Highly Qualified Teacher (HQT) provision under *NCLB* was eliminated from the *ESSA*. Despite this fact, all educators in New Jersey still are required to hold the appropriate state certificate/license for their given position.

Under the *ESSA*, all schools receiving Title I funds must inform parents of their right to ask schools about the professional qualifications of their child’s teachers and paraprofessionals. Our school receives Title I funding and we are happy to share this information with you upon your request.

New Jersey has some of the most qualified teachers in the country, and we are extremely proud of the quality of the teaching staff in Newark Public Schools. All of our regular teachers have college degrees and many have advanced degrees. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to make sure their teaching skills remain at the highest possible level.

I encourage you to support your child’s education and communicate with your child’s teacher(s) on a regular basis. For more information on *ESSA*, and the role of parents, please visit the United States Department of Education’s (USDE) website at <http://www.ed.gov/essa>.

By partnering, families and educators can provide your child with the best education possible.

Sincerely,

Edwin Mendez

Principal- University High School