



**Newark**  
Board of Education  
Roger León, Superintendent

# High School Guidebook

## 2023-2024



**Roger León**  
Superintendent

Where Passion Meets Progress

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## 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 2023-2024 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.

The District is excited to provide this *High School Guidebook 2023-2024* 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: 2020-2030*. 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.

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

## Mission, Vision, and Core Values

### MISSION STATEMENT

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 STATEMENT

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.



## School/District Policies and Procedures



**Attendance**

School attendance is everyone's concern. The Newark Board of Education (NBOE) is committed to working together with students, families, and community partners to eliminate the obstacles to 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 5 and June 21. Student attendance is taken daily during the Home Room period (begins promptly at 8:15 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 point of enrollment 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:**

- Confirm your contact information within SchoolMint
- 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](http://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 a free or reduced 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 the school 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.

**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](http://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 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 foster care children and children receiving temporary aid to needy families (TANF).

**11. If an approved application is not on file by October 1, can students still receive a meal?**

Only if the child has money in their TITAN School Solutions account.

**12. 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.

**13. What are the various Eligibility Statuses?**

Free - no payment required

Reduced - partial payment required (\$0.40)

Denied - full payment required (\$2.50)

D\_NA - Denied No Application has been submitted for this child - full payment required

**14. What percentage of Newark Board Education children qualified for free and reduced price meals in 2022-2023?**

In 2022-2023, 82.1% of Newark Board of Education children qualified for free or reduced price meals.

## Meal Payments

### 15. Can I prepay for school lunches?

YES, you must prepay, using TITAN School Solutions. The link to access TITAN School Solutions is also located online at [www.nps.k12.nj.us](http://www.nps.k12.nj.us) at the bottom of the page.

The Newark Board of Education has started utilizing a new system for payment for your student's meals. We are no longer using the old system (MyPaymentsPlus) so you will no longer be able to make payments in that system. We invite you to go to <https://family.titank12.com> and make a new account in order to continue making payments towards your student's meals. You can also submit a meal application through TITAN School Solutions for the current school year. Click on "Sign up today!" to begin the process of making a new account and be sure to have the following information to successfully link your student(s) to your account:

- Student ID
- First Name
- Last Name
- Date of birth

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

You establish the account on <https://family.titank12.com>. Once the account is established, parents can access the account at any time.

### 17. How much are school lunches?

Full price is \$2.50 and reduced price is \$0.40.

### 18. Can my child be fed if they have no money on account with TITAN School Solutions?

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****19. 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.

**20. 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.

**21. 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.

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

New Jersey ranks 48<sup>th</sup> in the nation regarding breakfast programs. Newark Board of Education ranks 5<sup>th</sup> 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.

**23. 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 above, and you are in physical custody (living with) a parent or guardian, your living situation meets the definition of a homeless youth.

- **Unaccompanied Homeless Youth:** If your situation falls into one of the categories above and you are not in the physical custody (living with) 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 the Every Student Succeeds Act 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 the 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 physical education (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. New Jersey State requires that schools provide at least 150 minutes of health and physical education per week in all grades. Based on the sequence of learning, physical education 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

### Progressive Discipline - Suggested Interventions

| Levels of Interventions and Disciplinary Responses   |   |
|--|---|
| <b>Level 1: Restorative Response</b><br>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 prosocial behaviors to repair the harm.  |   |
| <ul style="list-style-type: none"> <li>• Verbal corrections</li> <li>• Written reflection and apologies</li> <li>• Classroom community conferences</li> <li>• Teacher-student conferences</li> <li>• Family conferences</li> <li>• Community service</li> </ul>  | <ul style="list-style-type: none"> <li>• Peer or community mediation</li> <li>• Conflict resolution</li> <li>• Restorative circles</li> <li>• Restorative conferences</li> <li>• Newark Youth Court</li> <li>• Restitution</li> </ul>   |
| <b>Level 2: Behavior Modification</b><br>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"> <li>• Schedule change</li> <li>• Seat change</li> <li>• Detention</li> <li>• Intervention and Referral Services (I&amp;RS)/Student Support Team (SST)</li> <li>• Harassment, Intimidation, and Bullying (HIB) referrals</li> <li>• Restitution</li> <li>• Functional Behavioral Assessment &amp; Behavioral Improvement Plan</li> </ul> | <ul style="list-style-type: none"> <li>• Individual behavior contracts</li> <li>• Peer or community mediation</li> <li>• Restorative conferences</li> <li>• Service Learning Projects</li> <li>• Referrals to social service agencies, including government agencies (non-law enforcement), community-based organizations, and health-based organizations</li> <li>• Referrals to Mentor Program</li> </ul> |
| <b>Level 3: Administrative I</b><br>Disciplinary responses that remove students from the classroom for short durations (i.e., 4 days or less), and referrals to social service agencies, including government, community based organizations, and health-based.  |   |
| <ul style="list-style-type: none"> <li>• Schedule change</li> <li>• In-school suspensions</li> <li>• Out-of-school suspensions</li> <li>• Referrals for manifestation determination review (students with disabilities)</li> </ul>   | <ul style="list-style-type: none"> <li>• Referrals to social service agencies, including government agencies (non-law enforcement), community-based organizations, and health-based organizations</li> <li>• Mental Health Referral</li> <li>• Behavioral Health Referral</li> </ul>  |
| <b>Level 4: Administrative II</b><br>Disciplinary responses that remove students from the classroom for long durations (i.e., no more than 10 days), and referrals to social service agencies, including government, community based organizations, and health-based.  |   |
| <ul style="list-style-type: none"> <li>• School transfer</li> <li>• Superintendent suspensions</li> <li>• Expulsions</li> </ul>  | <ul style="list-style-type: none"> <li>• Referrals to social service agencies, including government agencies (non-law enforcement), community-based organizations, and health-based organizations</li> <li>• Referrals to law enforcement</li> </ul>  |



### Progressive Discipline Response Framework

|  |  |  |  |
|--|--|--|--|
| <b>Level 1</b><br><b>Restorative Response</b><br>(e.g., Restorative circles, conflict resolution, conferences)<br>Allow the student to take responsibility for his/her actions, understand what could have been done differently, and be given an opportunity to learn prosocial behaviors to repair the harm. | <b>Level 2</b><br><b>Behavior Modification</b><br>(e.g., behavior contract, counseling, community service, referrals)<br>Prevent or correct persistent disciplinary infractions by using a systematic process to identify the root causes of the student's behavior. | <b>Level 3</b><br><b>Administrative I</b><br>(e.g., school-based removal, in-school and out of school suspensions, referrals)<br>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). | <b>Level 4</b><br><b>Administrative II</b><br>(e.g., Superintendent suspensions, arrests, referrals)<br>Disciplinary responses that remove students from the classroom for long durations (i.e., no more than 10 days), and referrals to social service agencies (e.g., CBOs, health-based). |
|--|--|--|--|

| Inappropriate or Disruptive Behavior  | Level 1 | Level 2 | Level 3 | Level 4 | May Be Referred to Police |
|---|---------|---------|---------|---------|---------------------------|
| <b>Absences, tardiness, truancy</b> <ul style="list-style-type: none"> <li>Unexcused or excessive tardiness (L2C)</li> <li>Cutting class/truancy (L2D)</li> <li>Leaving school without permission (L2Q)</li> <li>Chronic absences (L3L)</li> <li>Chronic truancy (L3M)</li> </ul> | X       | X       | X       |         |                           |
| <b>Academic Dishonesty</b> <ul style="list-style-type: none"> <li>Cheating (L1C)</li> <li>Scholastic dishonesty, e.g., plagiarism (L2G)</li> <li>Using forged notes or excuses (L2F)</li> </ul>   | X       | X       |         |         |                           |
| <b>Fighting</b> <ul style="list-style-type: none"> <li>Fighting with another student (L3D)</li> </ul>   | X       | X       | X       |         |                           |
| <b>Attack on Student</b> <ul style="list-style-type: none"> <li>Causing no injuries, minor injuries (L3AA)</li> <li>Causing major injuries, serious bodily injuries (L4T)</li> </ul>  | X       | X       | X       | X       | X                         |

| Inappropriate or Disruptive Behavior   | Level 1 | Level 2 | Level 3 | Level 4 | May Be Referred to Police |
|--|---------|---------|---------|---------|---------------------------|
| Bomb Threat (L4E)  | X       | X       | X       | X       | X                         |
| Bus Violations (Minor Disruptions) <ul style="list-style-type: none"> <li>Minor disruption on the school bus or public transportation (L2S)</li> <li>Major disruption on the school bus or public transportation (L3CC)</li> </ul>   | X       | X       | X       |         |                           |
| Classroom Disruption <ul style="list-style-type: none"> <li>Disruptive behavior (L1A)</li> </ul>   | 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       |         |         |                           |
| Defiance of Authority or Insubordination <ul style="list-style-type: none"> <li>Failure to follow instructions (L1E)</li> <li>Defying the authority of school personnel (L2Y)</li> <li>Extreme defiance (L3N)</li> </ul>   | X       | X       | X       |         |                           |
| Disrespectful Behavior <ul style="list-style-type: none"> <li>Profane, obscene, indecent, immoral, or seriously offensive language and/or gestures (L2A)</li> <li>Continuously disruptive behavior (L3H)</li> </ul>  | X       | X       | X       |         |                           |
| Dress Code Violation <ul style="list-style-type: none"> <li>Wearing hats or other apparel disruptive to the educational process (L1F)</li> <li>Failure to wear ID (L1H)</li> <li>Wearing gang related apparel or accessories which indicate gang membership (L2L)</li> </ul> |         |         |         |         |                           |

| Inappropriate or Disruptive Behavior  | Level 1 | Level 2 | Level 3 | Level 4 | May Be Referred to Police |
|---|---------|---------|---------|---------|---------------------------|
| Drugs or Controlled Substance   |         |         |         |         |                           |
| <ul style="list-style-type: none"> <li>Unauthorized possession, use or distribution of medication (L3X)</li> </ul>  | X       | X       | X       |         |                           |
| <ul style="list-style-type: none"> <li>Possession or distribution of drugs or other controlled substances, including alcohol, marijuana, prescription drugs, inhalants, paraphernalia, and other intoxicants (L4K)</li> </ul> | X       | X       | X       | X       | X                         |
| <ul style="list-style-type: none"> <li>Use of drugs or other controlled substances, including alcohol, marijuana, prescription drugs, inhalants, paraphernalia, and other intoxicants (L4J)</li> </ul>                        | X       | X       | X       | X       |                           |
| Extortion (L4D)   | X       | X       | X       | X       |                           |
| False Activation of Fire Alarm <ul style="list-style-type: none"> <li>Creating false alarm (L3Z)</li> <li>Pulling fire alarm (L4B)</li> </ul>   | 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"> <li>HIB (HIBL1)</li> <li>HIB, continuation (HIBL2)</li> </ul>  | X       | X       |         |         |                           |
| HIB, continued threats (HIBL3A) <ul style="list-style-type: none"> <li>Gender, racial, or ethnic harassment (HIBL3C)</li> <li>Sexual harassment (HIBL3D)</li> </ul> HIB, Cyber-Bullying (HIBL3B)                              | X       | X       | X       |         | X                         |
| <ul style="list-style-type: none"> <li>HIB, assault/threats (HIBL4A)</li> <li>HIB, cyber-stalking (HIBL4B)</li> </ul>   | X       | X       | X       | X       | X                         |
| Inciting or Participating in Disturbance <ul style="list-style-type: none"> <li>Interfering with school authorities or programs through walk-outs or sit-ins (L2T)</li> </ul>   | X       | X       |         |         |                           |

| Inappropriate or Disruptive Behavior   | Level 1 | Level 2 | Level 3 | Level 4 | May Be Referred to Police |
|--|---------|---------|---------|---------|---------------------------|
| <b>Instigation</b> <ul style="list-style-type: none"> <li>Instigating, encouraging, or forcing another to commit or attempt to commit a violation of the Code of Conduct (L2W)</li> </ul>          | X       | X       |         |         |                           |
| <b>Physical Contact with School Personnel</b> <ul style="list-style-type: none"> <li>Intentional attack on school staff or other adults (L4M)</li> </ul>   | X       | X       | X       | X       | X                         |
| <b>Possession or Use of Tobacco</b> <ul style="list-style-type: none"> <li>Smoking on school property (L2E)</li> </ul>   | X       | X       |         |         |                           |
| <b>Vandalism (Property Damage), including Graffiti</b> <ul style="list-style-type: none"> <li>Graffiti (L3C)</li> <li>Vandalism, under \$500 (L3E)</li> <li>Vandalism, over \$500 (L4P)</li> </ul> | X       | X       | X       | X       |                           |
| <b>Sexual Assault (L4S)</b> <ul style="list-style-type: none"> <li>An act of sexual penetration</li> </ul>   | X       | X       | X       | X       | X                         |
| <b>Inappropriate Sexual Activity</b> <ul style="list-style-type: none"> <li>Inappropriate sexual contact (L2M)</li> <li>Indecent exposure (L2O)</li> </ul>   | X       | X       |         |         |                           |
| <b>Technology Acceptable Use Policy Violation (L2X)</b>  | X       | X       |         |         |                           |
| <b>Use of cellular phone to facilitate the commission of a crime or to inflict injury or harm to persons or property (L4Q)</b>   | X       | X       | X       | X       | X                         |
| <b>Threat Against School Personnel, Written or Verbal (L3G)</b>  | X       | X       | X       |         |                           |
| <b>Theft</b> <ul style="list-style-type: none"> <li>Stealing (L3F)</li> <li>Theft, possession, or sale of stolen property (L4F)</li> </ul>   | X       | X       | X       | X       | X                         |
| <b>Trespassing (L3Y)</b>   | X       | X       | X       |         |                           |
| <b>Unauthorized Sale or Distribution of Printed Materials (L2U)</b>  | X       | X       |         |         |                           |

| Inappropriate or Disruptive Behavior   | Level 1 | Level 2 | Level 3 | Level 4 | May Be Referred to Police |
|--|---------|---------|---------|---------|---------------------------|
| Unauthorized Use of Portable Electronic or Communication Devices <ul style="list-style-type: none"> <li>• Use of music devices (L2J)</li> <li>• Use of cell phones or other communication devices (L3R)</li> </ul>   | X       | X       | X       |         |                           |
| Improper Urination or Defecation (L2V)   | X       | X       |         |         |                           |
| Verbal or Physical Threats<br>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"> <li>• Threats (L3G)</li> <li>• Reckless endangerment (L3W)</li> <li>• Terroristic threats (L4R)</li> </ul> | X       | X       | X       | X       | X                         |
| Weapons, Firearms, Explosives (Possession or Use) <ul style="list-style-type: none"> <li>• Fireworks (L3V)</li> <li>• Weapons (L4A)</li> <li>• Biohazard materials (L4N)</li> <li>• Dangerous weapons-Possession/Use (L4G)</li> <li>• Explosives (L4O)</li> </ul>                    | X       | X       | X       | X       | X                         |



**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](mailto: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 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, and not required for a student who is older than 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.
- The parent must provide the nurse with a 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
  - If medication has a seal, then the seal must not be broken
  - 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

**Working Papers**

As of June 1, 2023, working papers are processed online. Rather than going through local schools and going to Central Office, students will simply visit the following website and be walked through a few easy steps:

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

**Process for Students and Caregivers**

For Students:

- Create an account. Enter your name and email address at [myworkingpapers.nj.gov](https://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. We are dedicated to making a positive impact in the lives of Newark residents. We offer 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
- Introduction to Computer Technology
- Business Entrepreneurship
- Cooking/Culinary
- Exercise Aerobics
- Yoga
- Art Therapy

For more information, please visit our website at [www.nps.k12.nj.us/adult-education](http://www.nps.k12.nj.us/adult-education).

**Bilingual Education**

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.

Our 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 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. You can also find contact information for the Office of Bilingual Education on the NBOE website.

### High School Language Support Programs

| School            | Program   | Program   |
|-------------------|---|---|
| Barringer         | Full-time Bilingual Spanish                                   | English as a Second Language (ESL)                  |
| Central           | Part-time Bilingual Spanish<br>Part-time Bilingual French     | English as a Second Language (ESL)                  |
| East Side         | Full-time Bilingual Spanish<br>Full-time Bilingual Portuguese | English as a Second Language (ESL)                  |
| Newark Vocational |   | English as a Second Language (ESL) - High Intensity |

### **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.

The home instructor for your child has been selected from 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 your child 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                       | Lacrosse (Boys and Girls)        |
| Basketball (Boys and Girls)    | Soccer (Boys and Girls)          |
| Bowling (Co-Ed)                | Softball                         |
| Cheerleading (Co-Ed)           | Swimming (Co-Ed)                 |
| Cross Country (Boys and Girls) | Tennis (Boys and Girls)          |
| Fencing                        | Track and Field (Boys and Girls) |
| Flag Football (Girls)          | Volleyball (Boys and Girls)      |
| Football                       | Wrestling (Boys and Girls)       |
| Golf (Co-Ed)                   |                                  |
| Ice Hockey (Boys and Girls)    |                                  |
| Indoor Track (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](http://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](http://www.njsiaa.org)).

To be eligible for the 1<sup>st</sup> 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 9<sup>th</sup> graders are declared academically eligible to participate in fall and winter sports).

To be eligible for the 2<sup>nd</sup> semester (Quarter 3 and Quarter 4): A student from 9<sup>th</sup> 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 1<sup>st</sup> 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 included 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 10<sup>th</sup> 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.

**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.

- Step by step login for Rethink:

[https://drive.google.com/file/d/1EEKch31\\_jvCC34\\_6N-YkzT8O0wxgGB5f/view](https://drive.google.com/file/d/1EEKch31_jvCC34_6N-YkzT8O0wxgGB5f/view)



- How to log into Clever video:

<https://drive.google.com/file/d/1RVZmvr2GvRm6COPPV824c4rTJGUfzHnm/view>





### **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 that 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 is 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: July 5 -August 11 (JFK and NJRD)

Dates: July 10 - August 3, 2023 (Science Park)

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 and New Jersey Regional Day |
| Multiple Disabilities        | 9-12  | John F. Kennedy and New Jersey Regional Day |
| Intellectual Disability-Mild | 9-12  | Science Park                                |

**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.

### High School Special Education Programs

| School                                | Program                                    | Program                                    | Program                                    | Program                             | Transition Program                                   |
|---------------------------------------|--|--|--|-------------------------------------|--|
| American History                      | In-Class Resource                          | Autism Yr. 11, 12                          |  |                                     | Ages 18-21<br>Autism Post-grad Yr. 1, 2              |
| 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<br>Autism Post-grad Yr. 2, 3, 4           |
| 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<br>Multiple Disability Post-grad Yr. 1, 2 |
| 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            | Learning/Language Disability Mild/Moderate |                                     |  |
| 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<br>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



**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 you 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<br>[40 credits]    | Grade 10<br>[80 credits]   | Grade 11<br>[120 credits]    | Grade 12<br>[160 credits]          |
|---------|----------------------------|----------------------------|------------------------------|------------------------------------|
| 1       | English I                  | English II                 | English III                  | English IV                         |
| 2       | Algebra I                  | Geometry<br>(+ Algebra II) | Algebra II<br>(Pre-Calculus) | Pre-Calculus<br>(Calculus)         |
|         | Geometry<br>(+ 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/<br>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<br>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 1<sup>st</sup> of the student's senior year.



**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             |

| 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             |

| 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.

**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                     |

**Pre-AP Equity and Access Policy**

All students deserve engaging, relevant, and challenging grade-level coursework. Access to this type of coursework increases opportunities for all students, including groups that have been traditionally underrepresented in AP and college classrooms. Pre-AP is a grade-level program usually taught in grades 9 and 10. Pre-AP courses are back-mapped from AP courses and provide students with the content, skills, and practices for success in Advanced Placement courses. Official Pre-AP classes **must be open access**, which means students at all learning levels must be able to take them. It is only through a sustained commitment to equitable preparation, access, and support that true excellence can be achieved for all students, and the Pre-AP course designation requires this commitment. There are two PRE-AP courses for grade 9 and one for grade 10 offered at Newark School of Global Studies High School **only**.

**Focused Content**

Pre-AP courses focus deeply on a limited number of concepts and skills with the broadest relevance for high school coursework and college and career success. The course framework serves as the foundation of the course and defines these prioritized concepts and skills. Pre-AP model lessons and assessments are based directly on this focused framework. The course design provides students and teachers with intentional permission to slow down and focus.

**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 and meet or exceed grade level expectations in 21<sup>st</sup> Century Life and Career Skills will attain Super Honor Roll.

**Honor Roll**

Students who earn a grade of "A" or "B" in all subjects and meet or exceed grade level expectations in 21<sup>st</sup> Century Life and Career Skills will attain Honor Roll.

**Honorable Mention**

Students who earn a grade of "A" or "B" and only one "C" in all subjects and meet or exceed grade level expectations in 21<sup>st</sup> Century Life and Career Skills will attain Honorable Mention.

**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 Level  |  |  |  |
|---|--|--|--|
| Grade 9   | Grade 10   | Grade 11   | Grade 12   |
| English I <ul style="list-style-type: none"> <li>Honors</li> <li>Pre-AP (NSGS ONLY)</li> <li>Academic</li> </ul>  | English II <ul style="list-style-type: none"> <li>Honors</li> <li>Pre-AP (NSGS ONLY)</li> <li>Academic</li> </ul>  | English III <ul style="list-style-type: none"> <li>Honors</li> <li>AP Language and Composition</li> <li>Academic</li> </ul>                                | English IV <ul style="list-style-type: none"> <li>Honors</li> <li>AP Literature and Composition</li> <li>Academic</li> </ul>                               |
| Algebra I (Geometry) <ul style="list-style-type: none"> <li>Honors</li> <li>Academic</li> </ul>   | Geometry (Algebra II) <ul style="list-style-type: none"> <li>Honors</li> <li>Academic</li> </ul>   | Algebra II (Pre-Calculus) <ul style="list-style-type: none"> <li>Honors</li> <li>AP Pre-Calculus</li> <li>Academic</li> </ul>                              | Pre-Calculus (Calculus) <ul style="list-style-type: none"> <li>Honors</li> <li>AP Pre-Calculus</li> <li>AP Calculus AB</li> <li>Academic</li> </ul>        |
| Biology w/Lab <ul style="list-style-type: none"> <li>Honors</li> <li>Academic</li> </ul>  | Physics w/Lab <ul style="list-style-type: none"> <li>Honors</li> <li>AP Physics I</li> <li>Academic</li> </ul>   | Chemistry w/Lab <ul style="list-style-type: none"> <li>Honors</li> <li>Academic</li> </ul>   | Science Course 4 <ul style="list-style-type: none"> <li>Environmental Science</li> <li>Earth Science</li> <li>Forensics Science</li> </ul>                 |
| World History <ul style="list-style-type: none"> <li>Honors</li> <li>Pre-AP World History Pathway 2 (NSGS ONLY)</li> <li>Academic</li> </ul>                            | US History I <ul style="list-style-type: none"> <li>Honors</li> <li>Academic</li> </ul>  | US History II <ul style="list-style-type: none"> <li>Honors</li> <li>AP US History</li> <li>AP African American History</li> <li>Academic</li> </ul>       | <ul style="list-style-type: none"> <li>Financial Literacy/SS Elective</li> <li>AP African American History</li> </ul>                                      |
| World Language I <ul style="list-style-type: none"> <li>Arabic</li> <li>French</li> <li>Latin</li> <li>Mandarin Chinese</li> <li>Portuguese</li> <li>Spanish</li> </ul> | World Language II <ul style="list-style-type: none"> <li>Arabic</li> <li>French</li> <li>Latin</li> <li>Mandarin Chinese</li> <li>Portuguese</li> <li>Spanish</li> </ul> |  |  |
| Phys Ed I & Health I <ul style="list-style-type: none"> <li>Emotional Health, Personal Growth &amp; Development</li> </ul>  | Phys Ed II & Health II <ul style="list-style-type: none"> <li>Community Health Services and Support &amp; Driver's Education</li> </ul>                                  | Phys Ed III & Health III <ul style="list-style-type: none"> <li>Nutrition, Physical Fitness, Emotional Health, Health &amp; First Aid</li> </ul>           | Phys Ed IV & Health IV <ul style="list-style-type: none"> <li>Examine the impact that decisions and behaviors can have on lifetime wellness</li> </ul>     |
| Vis/Perf Arts Course <ul style="list-style-type: none"> <li>Art</li> <li>Chorus</li> <li>Dance</li> <li>Music Technology</li> <li>Marching Band</li> </ul>              | Vis/Perf Arts Course <ul style="list-style-type: none"> <li>Art</li> <li>Chorus</li> <li>Dance</li> <li>Music Technology</li> <li>Marching Band</li> </ul>               | Vis/Perf Arts Course <ul style="list-style-type: none"> <li>Art</li> <li>Chorus</li> <li>Dance</li> <li>Music Technology</li> <li>Marching Band</li> </ul> | Vis/Perf Arts Course <ul style="list-style-type: none"> <li>Art</li> <li>Chorus</li> <li>Dance</li> <li>Music Technology</li> <li>Marching Band</li> </ul> |

### **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                       | ½ year  | 2.5 credits         |
|  | Semester Elective Course                 | ½ year  | 2.5 credits         |
| World Language   | World Language I, II                     | 2 years | 10 credits          |
| Visual and Performing Arts   | Visual and Performing Arts               | 1 year  | 5 credits           |
| Health, Safety and Physical Education  | Physical Education/Health I, II, III, IV | 4 years | 20 credits          |
| 21st Century Life and Careers, or Career-Technical Education   | Career-Technical Education Course        | 1 year  | 5 credits           |
| Electives  | Electives                                | 2 years | 10 credits          |
| Total Credits  |  |         | 130 minimum credits |
| <b>Additional Requirements:</b><br>A. Senior Thesis<br>B. Demonstrated mastery on State Assessment<br>C. 80 hours of Community Services<br>D. FAFSA/NJAFSA |  |         |                     |

*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 - State Assessments

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

*[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.**]*

#### 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 be included in all general state and district-wide assessments.

- Individualized Education Programs (IEPs) of students with disabilities will address whether the student must meet the passing score on the state assessments or demonstrate proficiency through an alternate pathway.
- Students with disabilities whose IEPs specify an alternative way to demonstrate proficiencies will continue to follow the graduation assessment requirements set forth in their IEPs.
- 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.

## 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 2023-24 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 2021-22 academic year, students who participated in dual enrollment programs saved their families \$12,746,070.

**Dual Enrollment Programs SY 2023-2024**

| Institutional Partner           | High School  |
|---------------------------------|--|
| Essex County College            | Arts<br>Barringer<br>Central<br>Eagle Academy<br>East Side<br>Newark Evening<br>Science Park<br>Technology<br>University<br>Weequahic<br>West Side |
| Bard College                    | Bard Early College   |
| Fairleigh Dickinson University  | Newark Vocational  |
| Howard University               | Central<br>University  |
| Hudson County Community College | Newark Vocational  |
| Kean University                 | American History<br>Newark School of Global Studies<br>Newark Vocational   |

| Institutional Partner              | High School   |
|------------------------------------|---|
| Montclair State University         | East Side University  |
| National Equity Lab                | Arts<br>Newark School of Data Science & Information Technology University   |
| New Jersey Institute of Technology | American History<br>Arts<br>Barringer<br>Central<br>Eagle<br>East Side<br>Malcolm X Shabazz<br>Science Park<br>Technology<br>Weequahic<br>West Side |
| Rutgers University                 | American History<br>Barringer<br>Central<br>Eagle Academy<br>East Side<br>Malcolm X Shabazz<br>Science Park<br>Technology<br>Weequahic<br>West Side |
| Seton Hall University              | Newark School of Global Studies   |

### **General Academy Activity Sequence**

A supervisor will manage, at the school level, enrollment in the Academy, 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**

|  |  |
|--|--|
| <a href="#"><u>American History</u></a><br>973-733-6903                          | <a href="#"><u>Global Studies</u></a><br>973-268-5160    |
| <a href="#"><u>Arts</u></a><br>973-733-7391                                      | <a href="#"><u>Malcolm X Shabazz</u></a><br>973-733-6760 |
| <a href="#"><u>Bard Early College</u></a><br>973-733-8363                        | <a href="#"><u>Newark Evening</u></a><br>973-733-6162    |
| <a href="#"><u>Barringer</u></a><br>973-268-5125                                 | <a href="#"><u>Newark Vocational</u></a><br>973-733-6992 |
| <a href="#"><u>Central</u></a><br>973-733-6897                                   | <a href="#"><u>Science Park</u></a><br>973-733-8689      |
| <a href="#"><u>Data Science &amp; Information Technology</u></a><br>973-350-5088 | <a href="#"><u>Technology</u></a><br>973-481-5962        |
| <a href="#"><u>Eagle Academy</u></a><br>973-705-3847                             | <a href="#"><u>University</u></a><br>973-351-2010        |
| <a href="#"><u>East Side</u></a><br>973-465-4900                                 | <a href="#"><u>Weequahic</u></a><br>973-705-3903         |
| <a href="#"><u>Fashion &amp; Design</u></a><br>973-268-5111                      | <a href="#"><u>West Side</u></a><br>973-733-6977         |

### **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, particularly in September and May.
- 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.
- Meet with your school counselor to seek advice about career, college, or scholarships.

Sophomore Year

- Review your transcript, particularly in September and May.
- 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.
- Meet with your school counselor to seek advice about career, college, or scholarships.

Junior Year






- Review your transcript, particularly in September and May.
- 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 extracurricular 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.








Senior Year


- Review your transcript, particularly in September and May.
- 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 extracurricular 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 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.

### Pre-College Partnerships/Resources

|   |   |
|---|---|
|    | <p><b>Center for Pre-College Programs, Abbott Leadership Institute</b><br/>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 at <a href="mailto:jennifer.ail@rutgers.edu">jennifer.ail@rutgers.edu</a>.<br/><b>Grades Served:</b> 6th-12th</p>   |
|    | <p><b>Audible Future Leaders</b><br/>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><b>Grades Served:</b> 9th-12th</p>  |
|    | <p><b>Bard High School Early College</b><br/>Bard Early College/Summer Institute - Dual Enrollment opportunities for all comprehensive schools. Students have exposure to college courses.</p> <p><b>Grades Served:</b> 9th-12th</p>  |
|  | <p><b>Center for Pre-College Programs, Rutgers University</b><br/>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 at <a href="mailto:rhicks@newark.rutgers.edu">rhicks@newark.rutgers.edu</a>.<br/><b>Grades Served:</b> 9th-12th</p>   |
|  | <p><b>Cooperman College Scholars</b><br/>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 at <a href="mailto:bendjhi.villiers@coopermanscholars.org">bendjhi.villiers@coopermanscholars.org</a>.<br/><b>Grades Served:</b> 11th</p> |

|   |   |
|---|---|
|    | <p><b>High School Academic Support Program</b><br/>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 at <a href="mailto:lbrown8699@yahoo.com">lbrown8699@yahoo.com</a>.<br/><b>Grades Served:</b> 10th-12th</p> |
|    | <p><b>Leaders of the 21st Century</b><br/>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 at <a href="mailto:lot21century@gmail.com">lot21century@gmail.com</a>.<br/><b>Grades Served:</b> 10th (entering 11th)</p>  |
|   | <p><b>Newark Museum of Art Explorers Program</b><br/>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 at <a href="mailto:jnunez@newarkmuseumart.org">jnunez@newarkmuseumart.org</a>.<br/><b>Grades Served:</b> 9th-11th</p>  |
|  | <p><b>Center for Pre-College Programs, NJIT</b><br/>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 at <a href="mailto:burr-alexander@njit.edu">burr-alexander@njit.edu</a>.<br/><b>Grades Served:</b> 4th-12th</p>   |

|   |   |
|---|---|
|    | <p><b>Pathways to College</b><br/>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 at <a href="mailto:mtowler@pathwaystocollege.org">mtowler@pathwaystocollege.org</a> or <a href="mailto:questions@pathwaystocollege.org">questions@pathwaystocollege.org</a>.</p> <p><b>Grades Served:</b> 9th-12th</p>   |
|    | <p><b>PHocus Summer Experience, Rutgers School of Public Health</b><br/>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 at <a href="mailto:marian.passannante@rutgers.edu">marian.passannante@rutgers.edu</a>.</p> <p><b>Grades Served:</b> 9th-12th</p> |
|   | <p><b>Rutgers Future Scholars</b><br/>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 at <a href="mailto:kimbrown@futurescholars.rutgers.edu">kimbrown@futurescholars.rutgers.edu</a>.</p> <p><b>Grades Served:</b> 7th-12th</p>  |
|  | <p><b>SMART, Rutgers New Jersey Medical School</b><br/>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 at <a href="mailto:mercedes.p.register@rutgers.edu">mercedes.p.register@rutgers.edu</a>.</p> <p><b>Grades Served:</b> 6th-12th</p>  |

|  |  |
|--|--|
|   | <p><b>Educational Talent Search Program: (NJIT)</b></p> <p>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 at <a href="mailto:paden@njit.edu">paden@njit.edu</a>.</p> <p><b>Grades Served:</b> 7th-9th</p> <p><b>Center for Pre-College Programs/TRiO Talent Search (Rutgers Newark)</b></p> <p>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 at <a href="mailto:rhicks@newark.rutgers.edu">rhicks@newark.rutgers.edu</a></p> <p><b>Grades Served:</b> 6th-12th</p> |
|  <p><b>W.E.B. Du Bois Scholars Institute</b></p> | <p><b>W.E.B. Du Bois Scholars Institute: Role Models for Manhood</b></p> <p>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 at <a href="mailto:admissions@duboissscholars.org">admissions@duboissscholars.org</a>.</p> <p><b>Grades Served:</b> 7th and 8th</p>  |
|   | <p><b>The Wight Foundation</b></p> <p>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 at <a href="mailto:drowe@wightfoundation.org">drowe@wightfoundation.org</a>.</p> <p><b>Grades Served:</b> 6th-7th</p>  |

### **School to Career and Post-Secondary Education**

The District's high school Academies are key components of the Superintendent's Redesign High School 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 the district 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 needs students and English-limited students. 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 needs and English-limited learners may require some program modifications and additional support.

### **Secondary Career Academies**

| School                                   | School Focus  | Academies   |
|--|---|---|
| American History                         | American History, Government, and Public Administration   |   |
| Arts                                     | Visual Arts and Performing Arts   | Graphic Design and Television<br>Broadcasting, Cinematography         |
| Bard Early College                       | Liberal Arts Education  |   |
| Barringer                                |   | Carpentry, Cybersecurity, Law, Music<br>Technology, and Public Safety |
| Central                                  |   | Dental Studies and Environmental Studies                              |
| Data Science & Information<br>Technology | Research Science and Information<br>Technology  |   |
| Eagle Academy                            | An all-male school committed to the<br>pursuit of academic excellence, strong<br>character, and responsible leadership. |   |
| East Side                                |   | Film Cinematography, Graphic Design, and<br>Teacher Education         |
| Fashion and Design                       | Fashion and Design  |   |
| Global Studies                           | Diplomacy, International Business, and<br>the Humanities  |   |



| School            | School Focus                    | Academies  |
|-------------------|---------------------------------|--|
| Malcolm X Shabazz |                                 | Cosmetology and Engineering  |
| 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                  |
| Data Science and Information Technology   | 973-350-5088 | 746 Sanford Avenue, 07106               |
| Eagle Academy   | 973-705-3847 | 279 Chancellor Avenue, 07112            |
| East Side   | 973-465-4900 | 238 Van Buren Street, 07105             |
| Fashion & Design  | 973-268-5111 | 239 Woodside Avenue, 07104              |
| Global Studies  | 973-268-5160 | 24 Crane Street, 07104                  |
| Malcolm X Shabazz   | 973-733-6761 | 80 Johnson Avenue, 07108                |
| Newark Evening  | 973-733-6977 | 403 South Orange Avenue, 07103          |
| 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.

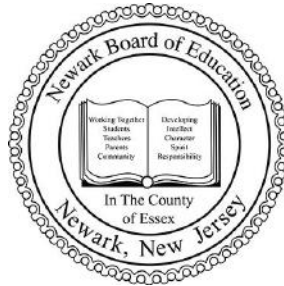
| Location                                | Date                         | Time          |
|---|------------------------------|---------------|
| American History                        | Grade 9: 8/14/2023-8/18/2023 | 8:00AM-1:30PM |
| Arts                                    | Grade 9: 8/14/2023-8/18/2023 | 8:00AM-1:30PM |
| Bard Early College                      | Grade 9: 8/7/2023-8/18/2023  | 8:00AM-1:30PM |
| Barringer                               | Grade 9: 8/14/2023-8/18/2023 | 8:00AM-1:30PM |
| Central                                 | Grade 9: 8/14/2023-8/18/2023 | 8:00AM-1:30PM |
| Data Science and Information Technology | Grade 9: 8/14/2023-8/18/2023 | 8:00AM-1:30PM |
| Eagle Academy                           | Grade 9: 8/14/2023-8/18/2023 | 8:00AM-1:30PM |
| East Side                               | Grade 9: 8/14/2023-8/18/2023 | 8:00AM-1:30PM |
| Fashion and Design                      | Grade 9: 8/14/2023-8/18/2023 | 8:00AM-1:30PM |
| Global Studies                          | Grade 9: 8/14/2023-8/18/2023 | 8:00AM-1:30PM |
| Malcolm X Shabazz                       | Grade 9: 8/14/2023-8/18/2023 | 8:00AM-1:30PM |
| Newark Vocational                       | Grade 9: 8/14/2023-8/18/2023 | 8:00AM-1:30PM |
| Science Park                            | Grade 9: 8/14/2023-8/18/2023 | 8:00AM-1:30PM |
| Technology                              | Grade 9: 8/14/2023-8/18/2023 | 8:00AM-1:30PM |
| University                              | Grade 9: 8/14/2023-8/18/2023 | 8:00AM-1:30PM |
| Weequahic                               | Grade 9: 8/14/2023-8/18/2023 | 8:00AM-1:30PM |
| West Side                               | Grade 9: 8/14/2023-8/18/2023 | 8:00AM-1:30PM |

### School Calendar 2023-2024

|  |       |  | <u>No. of Days</u><br><u>Students/Teachers</u> |     |
|--|-------|--|--|-----|
| <u>2023</u>  |       |  |  |     |
| August   | 29    | Organization Day   | 0  | 3   |
|  | 30    | Staff Development Day #1                                   |  |     |
|  | 31    | Staff Development Day #2                                   |  |     |
| September  | 4     | Holiday: Labor Day   | 19   | 19  |
|  | 5     | First Day of School for Students                           |  |     |
| October  | 9     | Holiday: Indigenous Peoples' Day                           | 20   | 21  |
|  | 18    | Staff Development Day #3                                   |  |     |
| November   | 9     | NJEA Convention  | 17   | 17  |
|  | 10    | Holiday: Veterans Day (Observance)                         |  |     |
|  | 17    | Holiday: Puerto Rico Heritage Day                          |  |     |
|  | 22    | Early Dismissal – (1:00 pm for Students and Staff)         |  |     |
|  | 23-24 | Holiday: Thanksgiving                                      |  |     |
| December   | 7     | Parent/Teacher Conference (1:00 pm dismissal for Students) | 15   | 15  |
|  | 21    | Early Dismissal – (1:00 pm for Students and Staff)         |  |     |
|  | 22    | Holiday: Christmas Eve (Observance)                        |  |     |
|  | 25    | Holiday: Christmas Day                                     |  |     |
|  | 26-28 | Winter Recess  |  |     |
|  | 29    | Holiday: New Year's Eve (Observance)                       |  |     |
| <u>2024</u>  |       |  |  |     |
| January  | 1     | Holiday: New Year's Day                                    | 21   | 21  |
|  | 15    | Holiday: Dr. Martin Luther King, Jr.'s Birthday            |  |     |
| February   | 1     | Staff Development Day #4                                   | 19   | 20  |
|  | 15    | Parent/Teacher Conference (1:00 pm dismissal for Students) |  |     |
|  | 19    | Holiday: Presidents' Day                                   |  |     |
| March  | 13    | Staff Development Day #5                                   | 19   | 20  |
|  | 29    | Holiday: Good Friday                                       |  |     |
| April  | 1-5   | Spring Recess  | 16   | 16  |
|  | 10    | Holiday: Eid-al-Fitr                                       |  |     |
| May  | 27    | Holiday: Memorial Day                                      | 22   | 22  |
| June   | 19    | Holiday: Juneteenth  | 14   | 14  |
|  | 21    | Last Day of School for Students and Staff                  |  |     |
|  |       | Early Dismissal (1:00 pm for Students only)                |  |     |
|  |       |  | 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) September 1 is not a work day for 10-month NTU Members.   |       |  |  |     |
| 4) The election for school board and budget will be held on April 16, 2024.  |       |  |  |     |
| Approved: February 23, 2023  |       |  |  |     |



**Newark**  
**Board of Education**  
Roger León, Superintendent



Roger León  
Superintendent

## **Newark Board of Education**

**Asia J. Norton**  
Board President

**Dawn Haynes**  
Co-Vice President

**Vereliz Santana**  
Co-Vice President

**Hasani K. Council**  
Board Member

**Josephine C. Garcia**  
Board Member

**Daniel Gonzalez**  
Board Member

**Allison K. James-Frison**  
Board Member

**A'Dorian Murray-Thomas**  
Board Member

**Crystal Williams**  
Board Member