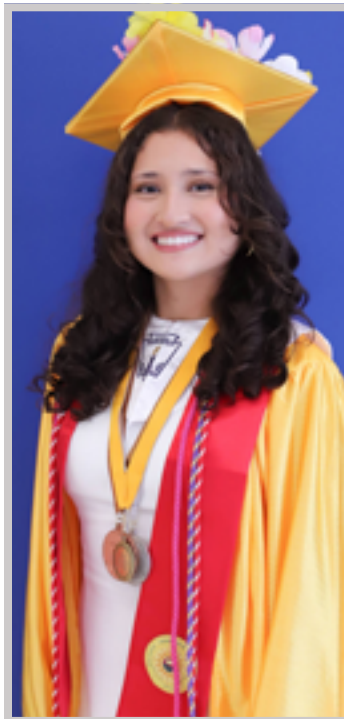
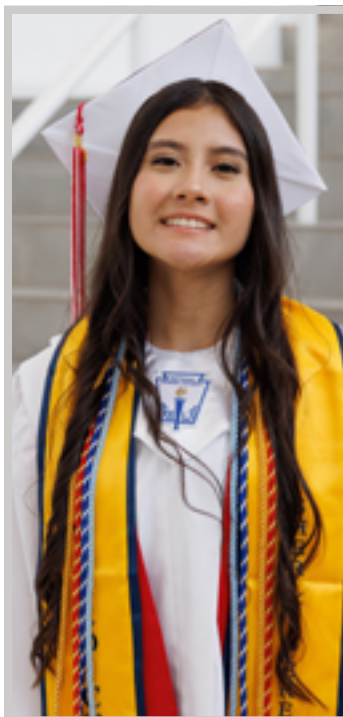


Newark Board of Education High School Guidebook 2026-2027



Newark
Board of Education
Roger León, Superintendent

Where Passion Meets Progress



Newark
Board of Education
Roger León, Superintendent

Mission

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

Vision

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

Core Values

Children at the Center

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

Commitment to Excellence

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

Reciprocal Relationships

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

Cultivating Agency

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

Equity

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

A Message from Superintendent León

On behalf of the Newark Board of Education, principals, teachers, and staff, I am pleased to welcome all high school students to the 2026-2027 school year.

The District is excited to provide this ***High School Guidebook 2026-2027*** as a guide to our expectations, guidelines, and procedures. This is a document that will help you find answers to most of your questions and navigate the high school landscape. We have set high standards for you, many of which are included in this handbook and in the district's historic ten-year strategic plan, ***The Next Decade: 2020-30***. We know, however, that the relationships we form with students and their families are extremely important to student success. For this reason, we ask that students and parents take the time to familiarize yourselves with this guidebook. Keep it handy so that you can reference it throughout the school year.

Many of you have selected schools that will prepare you for future aspirations after you graduate from high school. Your ambitions are diverse and inspiring, and they include some of the following areas of interest: media arts, architecture and interior design, fashion, data science, technology, engineering, allied health, medicine, teaching, business and entrepreneurship, global studies, environmental studies, law, engineering, visual and performing arts, and college preparation, just to name a few. 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 proud and honored to be a part of your educational journey and look forward to you realizing your dreams, so dream big.

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!

A handwritten signature in black ink, appearing to read 'R. León', with a stylized, flowing script.

Roger León
Superintendent

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School/District Policies and Procedures



University High School students at the Montclair State University Teacher Academy Program



Weequahic vs Malcolm X Shabazz in the Annual Soul Bowl

Attendance

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

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

Each school must have a school calendar that includes at least 180 days of school attendance between September 8 and June 28. Student attendance is taken daily during the Home Room period (begins promptly at 8:20 am) and is translated into Daily Attendance for the student. Students who arrive late to school must report to the main office so that the attendance can be changed from Absent to Tardy.

Computer/Internet Acceptable Use

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

Digital Citizenship

Students receive instruction in the respectful and responsible use of technology, the Internet, and other digital material and devices across the curriculum. It is vital that the District prepare students for the technology-driven society of which they are citizens. Included in this instruction are discussions and guidance around how technology impacts society, artificial intelligence, 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 evolve, 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.

Enrollment and Registration in SchoolMint (Newark Enrolls)

SchoolMint Enroll is the centralized system used by the Newark Board of Education and participating charter schools for student application, placement, and registration. All families must complete the application and registration process through this system.

1. Application Process

Families must complete the following steps to apply:

- Create or log into an account at <https://newarkenrolls.schoolmint.com/>
- Create a student profile
- Complete and submit an application, selecting up to eight (8) school/program options in order of preference

Students applying to magnet or specialized high schools must submit the following required documents as part of the application in order to be considered:

- Transcript
- Most recent report card
- Standardized test scores (including New Jersey Student Learning Assessments (NJSLA) or other relevant assessment scores)

Additional requirements, such as auditions or interviews, may be required depending on the school.

2. Placement Notification

Families will receive a placement (match) notification through SchoolMint Enroll. This notification identifies the school where the student has been assigned. Families will be notified via email and/or text message based on their selected communication preferences.

3. Registration Process

After receiving a placement, families must complete registration to secure the seat. Registration may be completed online through SchoolMint Enroll or in person at the assigned school.

Required Registration Documentation

The following documents are required to complete registration:

- Three (3) proofs of address
- Student birth certificate
- Student immunization records
- Parent/Guardian government-issued photo identification
- Individualized Education Program (IEP) or 504 Plan, if applicable
- Prior school records, including transcript and most recent report card, for grade-level placement

All documents must be submitted and verified by the school. Schools may request additional documentation if needed.

Transfers

Transfers can be initiated through the transfer application in SchoolMint Enroll. Families may contact their current school for support with the transfer process. Transfers are not guaranteed and are subject to available seats and District procedures.

For additional information, please visit www.newarkenrolls.org.

Expectations of Students

Students are expected to:

- Attend school regularly and on time;
- Bring necessary tools to school: notebooks, pencils, pens, District-provided 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 a positive attitude 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 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

According 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 before 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.

School Board Elections 16+

In January 2024, Newark City Council, led by former Council President and Rep. LaMonica McIver (D-10th), passed an ordinance to allow people as young as 16 to vote in school board elections.

All 16- and 17-year-olds who live in the City of Newark and who are U.S. citizens are eligible to vote in the April school board elections. Registration applications and specific guidance will be shared with students prior to each April election.

Lunch Applications

What is a lunch application?

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

Who is required to complete a lunch application?

A student whose name appears on the District's Direct Certification list is not required to complete an application. Directly Certified students include some foster care children and children receiving temporary aid to needy families (TANF). All other Newark Board of Education students (grades PreK-12) are required to have a completed lunch application processed annually to determine eligibility to receive benefits. The application can be found online at www.nps.k12.nj.us and the links are located at the bottom of the page.

Who may fill out the application?

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

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

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

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.

What process does Newark use to complete a lunch application?

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

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" and select the appropriate box, return the form to the Office of Food & Nutrition Services, and the information will not be shared.

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 school 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 parent or guardian must pay full price for their child's lunch if they choose to participate in the program.

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.

What percentage of Newark Board Education children qualified for free and reduced-price meals in 2025-2026?

As of June 2026, 95.1% of Newark Board of Education children qualified for free and reduced-price meals.

Will my child receive a meal if we have not filled out a lunch application?

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**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.

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 and after the bell in different locations based on the high school (i.e., hallway, cafeteria, classroom, etc.).

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

N.J.S.A 18A:33-11.2 through N.J.S.A 18A:33-11.6 requires public schools in which 70% or more of the enrolled students are eligible for free or reduced-price meals by October of the preceding school year to establish a Breakfast After the Bell (BAB) Program to commence at the beginning of the school year. A joint memo between the Department of Agriculture and Department of Education dated June 25, 2019 communicates the importance of school breakfast programs and the positive impact they have on student learning, health, and academic achievement. Studies show that a healthy breakfast helps to increase students' academics and attendance, as well as their overall nutritional health.

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

New Jersey ranks 25th in the nation regarding breakfast programs. The Newark Board of Education ranks 5th when compared to 33 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.

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. Submission of the lunch application is crucial in the cost absorption.

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 an accompanied 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 ESSA, which took effect on October 1, 2016, and the new technical assistance on promising practices for implementing homeless education requirements at the state and local levels. The guidance describes the requirements of ESSA and provides recommendations for addressing many of those requirements.

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

Each school building has 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:

- FAFSA information: <https://schoolhouseconnection.org/fafsa/>
- 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 (PE) programs are designed to develop movement skills, sports abilities, and health knowledge that promote physically educated and fit citizens. Physical Education fosters physical literacy through structured learning experiences that support skill mastery, while encouraging a lifelong commitment to fitness, enjoyment, challenge, self-expression, and social interaction.

While “physical education” and “physical activity” are often used interchangeably, they are distinct. Physical education focuses on teaching essential skills and knowledge for an active lifestyle, while physical activity includes unstructured experiences such as recess. The District ensures access to both high-quality PE instruction and opportunities for physical activity to support student health and wellness. In accordance with New Jersey requirements, all students must receive 150 minutes of health and physical education per week, separate from other physical activities.

PE Uniform Requirements:

- PE shirt with school logo (available through the school or a District-approved vendor)
- PE shorts with school logo (available through the school or a District-approved vendor)
- Socks
- Athletic shoes (*boots of any kind are strictly prohibited on the gym floor*)
- Leggings may be worn under shorts
- During cold weather, students may wear sweatpants and a sweatshirt over the PE uniform

This uniform ensures students can participate safely and effectively while promoting unity and school spirit.

Progressive Discipline – Suggested Interventions

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

Levels of Interventions and Disciplinary Responses	
<i>Level 1: Restorative Response</i> Allow the student and adults to take responsibility for his/her actions, understand what could have been done differently, and be given an opportunity to learn pro-social behaviors to repair the harm	
• Verbal corrections • Written reflection and apologies • Classroom community conferences • Teacher-student conferences • Family conferences • Community Service	• Peer or community mediation • Conflict Resolution • Restorative circles • Restorative conferences • Newark Youth Court • Restitution

Levels of Interventions and Disciplinary Responses

Level 2: Behavior Modification

Prevent or correct persistent disciplinary infractions by using a systematic process to identify the root causes of the student's behavior

- Schedule Change
- Seat Change
- Detention
- Intervention and Referral Services (I&RS)/ Student Support Team (SST)
- Harassment, Intimidation, and Bullying (HIB) referrals
- Restitution
- Functional Behavioral Assessment & Behavioral Improvement Plan

- Individual behavior contracts
- Peer or community mediation
- Restorative Conferences
- Service Learning Projects
- Referrals to social service agencies, including government agencies (non-law enforcement), community-based organizations, and health-based organizations
- Referrals to Mentor program

Level 3: Administrative I

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

- Schedule Change
- In-school suspensions
- Out-of-school suspensions
- Referrals for manifestation determination review (students with disabilities)

- Referrals to social service agencies, including government agencies (non-law enforcement), community-based organizations, and health-based organizations
- Mental Health Referral
- Behavioral Health Referral

Level 4: Administrative II

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

- School transfer
- Superintendent suspensions
- Expulsions

- Referrals to social service agencies, including government agencies (non-law enforcement), community-based organizations, and health-based organizations
- Referrals to law enforcement

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

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	May be referred to police
Absences, tardiness, truancy - Unexcused or excessive tardiness (L2C) - Cutting class/truancy (L2D) - Leaving school without permission (L2Q) - Chronic absences (L3L) - Chronic truancy (L3M)	X	X	X		
Academic Dishonesty - Cheating (L1C) - Scholastic dishonesty, e.g., plagiarism (L2G) - Using forged notes or excuses (L2F)	X	X			
Fighting Fighting with another student (L3D)	X	X	X		
Attack on Student - Causing no injuries, minor injuries (L3AA) - Causing major injuries, serious bodily injuries (L4T)	X	X	X	X	X
Bomb Threat (L4E)	X	X	X	X	X

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	May be referred to police
Bus Violations (Minor Disruptions)... - Minor disruption on the school bus or public transportation (L2S) - Major disruption on the school bus or public transportation (L3CC)	X	X	X		
Classroom Disruption Disruptive behavior (L1A)	X				
Contaminate Food (L3T)	X	X	X		
Continued Level 1 Behavior (L2B)	X	X			
Continued Level 2 Behavior (L3BB)	X	X	X		
Continued Level 3 Behavior (L4C)	X	X	X	X	
Defamation (L2N)	X	X			
Defiance of Authority or Insubordination - Failure to Follow Instructions (L1E) - Defying the authority of school personnel (L2Y) - Extreme defiance (L3N)	X	X	X		
Disrespectful Behavior - Profane, obscene, indecent, immoral, or seriously offensive language and/or gestures (L2A) - Continuously disruptive behavior (L3H)	X	X	X		
Dress Code Violation - Wearing hats or other apparel disruptive to the educational process (L1F) - Failure to wear ID (L1H) - Wearing gang related apparel or accessories which indicate gang membership (L2L)	X	X			

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	May be referred to police
Drugs or Controlled Substance					
Unauthorized possession, use or distribution of medication (L3X)	X	X	X		
• Possession or distribution of drugs or other controlled substances, including alcohol, marijuana, prescription drugs, inhalants, paraphernalia, and other intoxicants (L4K)	X	X	X	X	
• Use of drugs or other controlled substances, including alcohol, marijuana, prescription drugs, inhalants, paraphernalia, and other intoxicants (L4J)	X	X	X	X	
Extortion (L4D)	X	X	X	X	
False Activation of Fire Alarm • Creating false alarm (L3Z) • Pulling fire alarm (L4B)	X	X	X	X	
Fire Setting or Arson (L4I)	X	X	X	X	X
Gambling (L3B)	X	X	X		
Harassment, Intimidation, and Bullying (HIB)					
• HIB (HIBL1) • HIB, continuation (HIBL2)	X	X			
• HIB, continued threats (HIBL3A) • Gender, racial, or ethnic harassment (HIBL3C) • Sexual harassment (HIBL3D) - HIB, Cyber-Bullying (HIBL3B)	X	X	X		X
• HIB assault/threats (HIBL4A) • HIB, cyber-stalking (HIBL4B)	X	X	X	X	X

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	May be referred to police
Inciting or Participating in Disturbance Interfering with school authorities or programs through walk-outs or sit-ins (L2T)	X	X			
Instigation Instigating, encouraging, or forcing another to commit or attempt to commit a violation of the <i>Code of Conduct</i> (L2W)	X	X			
Physical Contact with School Personnel Intentional attack on school staff or other adults (L4M)	X	X	X	X	X
Possession or Use of Tobacco Smoking on school property (L2E)	X	X			
Vandalism (Property Damage), including Graffiti - Graffiti (L3C) - Vandalism, under \$500 (L3E) - Vandalism, over \$500 (L4P)	X	X	X	X	
Sexual Assault (L4S) An act of sexual penetration	X	X	X	X	X
Inappropriate Sexual Activity - Inappropriate sexual contact (L2M) - Indecent exposure (L2O)	X	X			
Technology Acceptable Use Policy Violation (L2X)	X	X			
Use of cellular phone to facilitate the commission of a crime or to inflict injury or harm to persons or property (L4Q)	X	X	X	X	X
Threat Against School Personnel, Written or Verbal (L3G)	X	X	X		

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	May be referred to police
Theft - Stealing (L3F) - Theft, possession, or sale of stolen property (L4F)	X	X	X	X	X
Trespassing (L3Y)	X	X	X		
Unauthorized Sale or Distribution of Printed Materials (L2U)	X	X			
Unauthorized Use of Portable Electronic or Communication Devices - Use of music devices (L2J) - Use of cell phones or other communication devices (L3R)	X	X	X		
Improper Urination or Defecation (L2V)	X	X			
Verbal or Physical Threats A declaration of one's purpose or intention to work injury to the person, property, or rights of another - Threats (L3G) - Reckless endangerment (L3W) - Terroristic threats (L4R)	X	X	X	X	X
Weapons, Firearms, Explosives (Possession or Use) - Fireworks (L3V) - Weapons (L4A) - Biohazard materials (L4N) - Dangerous weapons- Possession/Use (L4G) - Explosives (L4O)	X	X	X	X	X

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

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

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

Who is eligible for public transportation resources funded by NBOE?

According to 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 are entitled to bus tickets. High school students (grades 9-12) who live more than two and a half miles from their school are also eligible and will be issued a monthly bus pass.

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

Distance is measured by the shortest route along public roadways or walkways, from the entrance of the student's home to the nearest public entrance of the school building. The Newark Board of Education utilizes professional mapping services to determine the distance between students' homes and their enrolled school locations.

What if my child lives less than the mileage requirement from school?

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

My child is eligible. How will they be transported to and from school?

The Newark Board of Education utilizes the New Jersey Transit bus system. The District provides bus tickets to eligible students in grades K-8 and bus passes to eligible NBOE high school students.

My child is eligible. Where do we go for Public Transportation Resources?

Your child's school will have a list of eligible students. Bus tickets and passes are distributed at the school, and each school determines its own distribution process.

If my child loses their bus ticket or monthly bus pass, what happens?

Students are responsible for keeping their bus tickets/passes safe. Lost tickets and passes will not be replaced.

My child does not meet NJDOE mileage requirements. Is there anything else available?

Yes, NJ Transit Student Discount Cards are available for all students and can be obtained at your child's school or at the Office of Pupil Transportation at 765 Broad Street (Bank Street entrance).

I have additional questions. Who should I contact?

For further assistance, please contact a member of the Pupil Transportation team:

- Jaleesa Dailey at jdailey@nps.k12.nj.us (for bus tickets)
- or-
- Cynthia Shaw at cshaw@nps.k12.nj.us (for bus passes) at 973-733-7290, ext. 8.

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

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

Student Assistance Program

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

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

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

Tobacco, Alcohol and Substance Use

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

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

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

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

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

The principal of each school building is authorized to report violations, following the law, to the board of health. Students and District employees who violate the provisions of this policy shall be subject to appropriate disciplinary measures.

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

Disciplinary Actions

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

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

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

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

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

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

- School transfer
- Superintendent Suspensions
- Expulsions
- Referrals to social service agencies, including government agencies, community-based organizations, and health-based organizations
- Referrals to law enforcement



DID YOU KNOW?

NBOE POLICY, SUBSTANCE ABUSE, & STATE LAW

The NBOE recognizes that the misuse of drugs, alcohol, tobacco, and steroids threatens the positive development of students and the welfare of our school community. We are committed to provide appropriate prevention and intervention for our students.
(18A:40A-10, NBOE Policy 5T31.6)



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



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



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



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



STUDENT SUPPORT SERVICES

Student ID Cards

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

Student Health Assessment, Immunizations, and Medication Policy

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

Scoliosis Screening

A lateral curvature of the spine is most commonly detected during the adolescent growth period. If someone else in the family has scoliosis, the likelihood of incidence is much higher. The effect of scoliosis depends upon its severity, how early it is detected, and how promptly it is treated. In the District schools, the screenings will be conducted by a school physician, school nurse, or physical education instructor. By law, every New Jersey Board of Education must provide scoliosis screening of every student between the ages of 10 and 18. Students shall be screened for scoliosis according to the scoliosis guidelines, on a biennial basis. Students diagnosed with scoliosis should be under the care of a healthcare provider, orthopedic specialist, or clinic (New Jersey Statute 18A:40-4.3 2025).

Immunizations

Immunization Requirements and Recommendations:

- Diphtheria, tetanus, and pertussis (DTaP, Td, or Tdap)
- Polio (IPV)
- Hepatitis A (Recommended)
- Hepatitis B
- Measles, Mumps, and Rubella (MMR)
- Varicella
- Meningococcal Disease
- Human Papillomavirus (HPV) (Recommended)
- Influenza Vaccine (Recommended)

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

Medication Policy

Parent must provide the nurse with:

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

- Recipient of medication
- Dosage of medication to be given
- The first dose must have been given at home
- Student's name, address, and phone number
- Name and phone number of pharmacy and prescribing medical doctor or nurse practitioner

All medication must be reviewed by the school nurse upon receipt and possible side effects noted. If there are any concerns, the school nurse will contact the parent/guardian.

Student Use of Internet-Enabled Devices

Per File Code 5142, students are prohibited from using personal internet-enabled devices (including, but not limited to, smartphones, tablets, smartwatches, smart glasses) at all times during the school day from bell to bell. The bell-to-bell timeframe encompasses from when the bell rings at the start of the school day until the dismissal bell rings at the end of the academic day. This includes on school premises or at school functions.

If a student desires to carry an internet-enabled device during the school day, the parent/guardian and student must execute a User Agreement, which must be on file in the school office before the device is brought to school.

In specific circumstances where a student may require an exception, the principal will base such accommodation determinations on documented medical, developmental, or health needs.

Title IX – Sex-Based Discrimination

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

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

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

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

Title IX Supportive Measures

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

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

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

Working Papers

For Students and Caregivers:

- Visit the following website and be guided through the appropriate application process:
<https://nj.gov/labor/youngworkers/>

For Students:

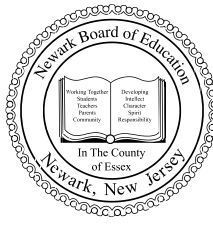
- Create an account. Enter your name and email address at myworkingpapers.nj.gov. You will receive a link to confirm your email address.
- Complete the application. You will need your employer's unique 8-digit code and your caregiver's name and email address to submit your part of the application. If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

For Caregivers:

- Check your email. A minor applying for working papers provides their caregiver's name and email address. The caregiver receives an email with a link to complete their part of the application.
- Review the application. If everything looks good, upload the minor's proof of age and approve the application. Acceptable proof-of-age documents:
 - Birth certificate or certified transcript
 - Minor's driver's license or learner's permit
 - Baptismal certificate
 - Bona fide contemporary record of the date and place of the minor's birth
 - Passport
 - Certificate of arrival in the United States issued by the United States Citizenship and Immigration Services (USCIS) showing age of minor
 - Life insurance policy (provided the policy is at least one year old at the time it is offered as evidence)

- If you are concerned about an aspect of the job (i.e., hours, description of duties, etc.), you can reject the application and the minor will not be able to start the job.
- If you do not take action on the application within two weeks, the application will be presumed approved and the minor can begin working. However, if you later reject the working papers application, the minor must stop working at that time.

Notes:



School/District Programs



Adult Education

The Office of Adult Education serves as the Newark Board of Education's lead support for adults who seek additional educational opportunities, and are dedicated to making a positive impact in the lives of Newark residents. Adult Education offers programs and pathways for adults to obtain a General Educational Development (GED) Degree, participate in Adult Basic Education classes, 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 as a Second Language (ESL)
- Introduction to Spanish
- American Sign Language (ASL)
- Introduction to Computer Technology
- Business Entrepreneurship

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

Driver's Education

Driver's Education is offered to sophomore students as part of the Health II course. This course provides students with the opportunity to take the New Jersey Motor Vehicle Commission (MVC) knowledge examination. To be eligible, students must be enrolled in and successfully pass Health II.

Passing this exam is one of the requirements for obtaining a driver's permit. Test results are valid for two years and must be submitted before the student turns 18. Students with an Individualized Education Program (IEP) may take the exam at age 18 with District approval.

The course aligns with the New Jersey Driver's Manual and follows the New Jersey Student Learning Standards (NJSLS) for Comprehensive Health and Physical Education, as well as Technology Literacy.

Key topics include:

- Organ and tissue donation
- Alcohol and drug awareness
- Defensive driving
- Highway courtesy and safety
- Risks of aggressive driving (e.g., speeding, unsafe lane changes, ignoring traffic signals, failure to yield)
- Motor vehicle laws and insurance responsibilities

Home Instruction

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

The purpose of home instruction is to support the student in maintaining continuity of instruction during the student's absence from the regular program.

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

Home instruction is limited to 60-day increments. If it is anticipated that the student will require additional medical home instruction beyond the approved duration, a new Application for Medical Home Instruction form must be received by the school nurse prior to the ending date. Home instruction will not be assigned when there are less than ten (10) or fewer days in the school year.

For home instruction to be assigned to a special education student, a completed Individualized Education Plan (IEP) is required. If a parent/guardian or a physician requests that a special educational student be placed on home instruction for a period longer than 30 school days, the IEP must be amended to reflect this change of placement.

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

Interscholastic Athletic Programs

The District offers a wide range of interscholastic sports at the varsity, junior varsity, and freshman levels. Programs include:

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

Not all schools offer every sport. However, students attending magnet or specialized schools may have opportunities to participate at another District school. Students should contact their school’s Athletic Director for more information.

Eligibility for Interscholastic Athletics

All student-athletes in grades 9-12 must adhere to eligibility requirements set by the New Jersey State Interscholastic Athletic Association (NJSIAA). These guidelines are available through school Athletic Directors and on the NJSIAA website (www.njsiaa.org).

Academic eligibility is a key component of participation and is verified by the Athletic and Guidance departments at the start of each season.

Academic Eligibility Requirements

- First Semester (Cycles 1 & 2): Students in grades 10-12 must earn a minimum of 30 credits from the previous school year (including summer school). Incoming 9th graders are automatically eligible for fall and winter sports.

- Second Semester (Cycles 3 & 4): Students in grades 9-12 must earn at least 15 credits during the first semester. Students who do not meet this requirement may regain eligibility by May 1 if they accumulate at least 22.5 credits.
- Students who turn 19 before September 1 are not eligible but may request a waiver due to extenuating circumstances through the NJSIAA.
- Students may participate in athletics for up to 8 consecutive semesters, beginning in 9th grade.
- Students who become academically ineligible during a season may complete that season.
- Additional requirements established by the Game Point Task Force must also be met.

Game Point Task Force

The Game Point Task Force established standards and accountability measures for student participation in co-curricular activities. The committee included coaches, students, parents, professionals, and higher education representatives.

In accordance with **Policy File Code 6145**, the following requirements apply:

- A minimum GPA of 2.0 from the previous semester is required for participation
- A one-time probation may be granted to students in grades 10-12 due to extenuating circumstances
- Upperclassmen may request a second probation waiver, subject to review by the District's Eligibility Appeals Committee
- Students with a GPA below 2.5 must receive academic support (e.g., tutoring, mentoring, credit recovery)
- Teams are expected to complete community service and set academic goals
- Athletic Directors and coaches must review this policy during preseason meetings

Language Support Programs for English Language Learners

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

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

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

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

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

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

The District's Student Wellness Program is developed to assist students in achieving optimal success by addressing those issues that affect their social and emotional well-being. The MTSS includes a proactive and preventative framework that integrates data and instruction to maximize student achievement, which also supports students' social, emotional, and behavioral needs from a strengths-based perspective. The District's MTSS Student Wellness Program also offers a framework for educators to engage and collaborate with our school-based community agencies to assist in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for the school community. Therapeutic counseling is also offered in schools to assist students in identifying those risk factors that affect their ability to make healthy decisions, build healthy relationships, and maintain a positive mindset.

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

Tier 1 - Universal Supports

Erika's Lighthouse – Suicide Prevention Curriculum

Erika's Lighthouse provides resources to educate students about mental health, depression, and suicide awareness. The program helps students recognize the signs and symptoms of depression and empowers them to take action to support themselves and others.

Student Wellness Self Referral Form

The District has implemented a Student Wellness Self Referral Form, allowing students to directly request mental health counseling services. Once a student completes the form, the request is triaged by the school social worker to ensure the student is placed into the appropriate support program.

Tiers 2 & 3 - Targeted and Intensive Intervention

NJ4S – New Jersey Statewide Student Support Services

NJ4S offers skill-building groups for youth, as well as individual counseling for students experiencing serious concerns. These services are designed to build resilience and support mental wellness through accessible, community-based programming.

Tier 3 - Intensive Intervention

988 - Call | Text

The 988 Lifeline is available 24/7 to support individuals experiencing mental health distress or crisis. Call or text 988 to connect with a trained mental health professional.

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. All classes are virtual. 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 can:

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

	How to Login
	
	

Special Education Programs and Extended School Year

The Newark Board of Education 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 experiences outside the traditional school setting (including internships), that are provided in an integrated environment in the community to the maximum extent possible.
- Opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education.

The IEP team creates each student's transition plan, based upon individual needs and personal preference. Each school has an assigned Child Study Team (CST) to support students who receive special education and related services. The District 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 District 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 6 - August 7, 2026 (Central, JFK, NJRD, and Weequahic)

Hours: 8:30 AM-12:30 PM (*Note: Some specialized programs may have a shorter schedule. Hours will be confirmed when students register*)

Breakfast and Lunch Served? Yes

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

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

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

Graduation Requirements



Superintendent León with students from the Class of 2026 at the Academic Awards Night.

Class of 2026

Earned over
\$269 Million Dollars
in College Scholarships



Class of 2026

Saved Parents over
\$17.5 Million Dollars
by taking College Courses
in High School



Class of 2026

194 High School Seniors
earned Associate's Degrees



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



Class of 2026

531 High School Seniors
received the State Seal of Biliteracy



Several students received the Seal in multiple languages.



Advanced Placement, International Baccalaureate, College Dual Enrollment, and Honors Courses

Advanced Placement (AP), International Baccalaureate (IB), College Dual Enrollment, and Honors courses differ from other academic 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. In regards to AP, all students enrolled in an AP course must take the AP exam. As students select courses, they should consult with their parents, teachers, and school counselor to find the best fit.

Class Rank

A class rank is calculated at the end of each school year starting with the freshman year's cohort. This rank is cumulative as final grades are calculated at the end of each semester. It includes the cumulative grade point average (GPA) of final grades for all courses completed. Class rank will always compare the students in the same grade level for the four years of high school.

Mid-Year Class Rank (Seniors Only)

At the end of semester 1 during senior year, a process to calculate the final grade average for year-long courses is performed (40% of Quarter 1, 40% of Quarter 2 and 20% of the Midterm). The Mid-Year Class Rank is calculated using final grades earned by students in grade levels 9 through 12, including the calculated average for semester 1. The Mid-Year Class Rank is permanently stored and is used to determine the Valedictorian and Salutatorian for the graduating class of each high school. Though all grade 12 students are included in the Mid-Year Class Rank, 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.

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

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

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

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

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

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

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

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

Beginning with the Class of 2022 (and beyond), each graduating high school senior in Newark is required, as part of the District's 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 Free Application for Federal Student Aid or the NJ Alternative Financial Aid Application, parents/guardians should complete the FAFSA/NJAFSA Exemption Form and submit it to the student's school counselor by June 1st of the student's senior year.

Notes: _____

Grading Policy

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

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

Notes: _____

Honors Grade Scale				
Grade Name	Grade Description	Grade Points	Cutoff Percentage	Numeric Value
A+	A+	4.75	98	100
A	A	4.5	94	97
A-	A-	4.25	90	93
B+	B+	3.75	87	89
B	B	3.5	84	86
B-	B-	3.25	80	83
C+	C+	2.75	77	79
C	C	2.5	74	76
C-	C-	2.25	70	73
D	D	1.0	64	69
F	F	0	0	63
I	Incomplete	0	0	0
NC	No Credit	0	0	0
P	Passing	0	0	0
W	Withdrawn	0	0	0
X	Excused	0	0	0

Notes: _____

AP Grade Scale				
Grade Name	Grade Description	Grade Points	Cutoff Percentage	Numeric Value
A+	A+	5.25	98	100
A	A	5.0	94	97
A-	A-	4.75	90	93
B+	B+	4.25	87	89
B	B	4.0	84	86
B-	B-	3.75	80	83
C+	C+	3.25	77	79
C	C	3.0	74	76
C-	C-	2.75	70	73
D	D	1.0	64	69
F	F	0	0	63
I	Incomplete	0	0	0
NC	No Credit	0	0	0
P	Passing	0	0	0
W	Withdrawn	0	0	0
X	Excused	0	0	0

Notes: _____

Marking Periods, Report Cards, and Progress Reports

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

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

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

Principal's List Criteria: Grades 3 to 12

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

Super Honor Roll

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

Honor Roll

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

Honorable Mention

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

Notes: _____

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

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

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

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

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

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

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA and/or Math components, such students may access the following pathways:

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

[The requirements in this section were adopted by the New Jersey State Board of Education in December 2025 for the Classes of 2026.]

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

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

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 the state and local graduation requirements that the student shall be expected to meet.
- 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.
- If the IEP team determines that a student with a disability is exempted from local graduation requirements, or there is a modification to local or state high school graduation requirements, the statement shall include a rationale for the exemption of local graduation requirements or modification of local or statutorily mandated requirements based on the student's educational needs.
- IEP teams should reserve the exemption of the statewide assessment graduation requirement for students with significant intellectual disabilities and for students with disabilities who have made repeated unsuccessful attempts to meet statewide assessment requirements through New Jersey Graduation Proficiency Assessment, a substitute competency test, or a student portfolio appeal.
- All students with disabilities shall have access to accommodations listed in the IEP, as appropriate.

Notes

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Notes

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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 2026-2027 school year. Dual enrollment programs are accessible to all high school students and create a transitional space to begin their college coursework with the support of both the high school and college. Dual enrollment is an accelerated mechanism that can be leveraged to help students realize their potential while pursuing post-secondary education. Students interested in applying to a program are encouraged to connect with an administrator and/or school counselor. During the previous academic year, students who participated in dual enrollment programs saved their families \$17,571,505.

Dual Enrollment Programs SY 2026-2027	
Institutional Partner	High School(s)
Arizona State University	Central, Data Science & Information Technology
Bard College	Bard Early College
Bergen Community College	Barringer
Brown University	University
Columbia University	Barringer, Data Science & Information Technology
Cornell University	Data Science & Information Technology
Essex County College	American History, Arts, Barringer, Central, Data Science & Information Technology, Eagle Academy, East Side, Technology, University, Weequahic, West Side
Fairleigh Dickinson University	Newark Vocational, Technology
Harvard University	American History, Arts, Bard Early College, Barringer, Central, Data Science & Information Technology, East Side, Malcolm X Shabazz, Science Park, Technology, University, West Side
Howard University	University
Hudson County Community College	Newark Vocational, University
Kean University	American History, Central, Data Science & Information Technology, Global Studies, Newark Vocational, Technology
Montclair State University	East Side, University
New Jersey Institute of Technology	Architecture & Interior Design, Arts, Barringer, Central, Data Science & Information Technology, East Side, Fashion & Design, Global Studies, Malcolm X Shabazz, Newark Vocational, Science Park, Technology, University, Weequahic, West Side
Notre Dame	Central, Data Science & Information Technology
Pratt Institute	Architecture & Interior Design
Rowan University	Barringer
Rutgers University	American History, Arts, Central, Data Science & Information Technology, Eagle Academy, East Side, Malcolm X Shabazz, Science Park, Technology, Weequahic, West Side
Seton Hall University	Newark School of Global Studies
Stanford University	Data Science & Information Technology
William Paterson University	American History, Barringer

General Academy Activity Sequence

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

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
- Industry-Valued Credentials to support coursework and Health & Safety
- 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
- Industry-Valued Credentials to support coursework and Health & Safety
- 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
- 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
- Industry-Valued Credentials to support coursework and Health & Safety
- Continued career and college/university advisement
- College/university application completions and financial aid seminars
- Portfolio assessment and District endorsement
- Career placement assistance
- Exit interview

Guidance Department Hyperlinks & Office Phone Numbers	
School	Phone
<u>American History</u>	973-733-6903
<u>Arts</u>	973-733-7391
<u>Bard Early College</u>	973-733-8363
<u>Barringer</u>	973-268-5125
<u>Central</u>	973-733-6897
<u>Eagle Academy</u>	973-705-3847
<u>East Side</u>	973-465-4900
<u>Malcolm X Shabazz</u>	973-733-6760
<u>New Media</u>	862-972-6396
<u>Newark Evening</u>	973-733-6977
<u>Newark School of Architecture & Interior Design</u>	862-682-6721
<u>Newark School of Data Science & Information Technology</u>	973-350-5088
<u>Newark School of Fashion & Design</u>	973-268-5111
<u>Newark School of Global Studies</u>	973-268-5160
<u>Newark Vocational</u>	973-733-6992
<u>Science Park</u>	973-733-8689
<u>Technology</u>	973-481-5962
<u>University</u>	973-351-2010
<u>Weequahic</u>	973-705-3900
<u>West Side</u>	973-733-6977

Notes: _____

High School Planning Timeline for Students

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

Freshman Year

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

Sophomore Year

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

Junior Year

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

Senior Year

- Review your transcript, particularly in August.
- Make an appointment with your school counselor if you are missing credits or have an improper course placement.
- Maintain good attendance and grades.
- Make sure you complete all projects and/or assignments.
- Register to take the SAT/ACT.
- Meet with your school counselor to seek advice about careers, colleges, or scholarships.
- Make an appointment to obtain letters of recommendation from a teacher(s) and your school counselor for college and/or work. Give each teacher and/or your school counselor an outline of your academic record and your co-curricular activities. For each recommendation, provide a stamped, addressed envelope and any college forms required. Make sure you thank them.
- Prepare your personal statement and college essays specific to the college’s request by November. If you plan to apply for early action or early decision college admissions, you should complete your essays no later than early October.
- 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 formatting 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, Indeed, etc. Be careful to guard your personal information and do not pay for any job placement.
- Discuss your plans with your family. Share your expectations with them and ask them to “listen” out for you. Word of mouth is an effective way to get a job.
- Pay careful attention to all deadlines: college admissions, scholarships, and work applications. Once you have completed your college applications and sent them, contact your prospective colleges to confirm they have received all application materials. Maintain a calendar and/or a diary to follow up.
- Complete your last 20 hours of community service. You have to complete 80 hours in order to graduate.
- Complete your Senior Thesis, a project that allows you to demonstrate your research, writing, critical thinking, and oral presentation skills as you prepare to transition to post-secondary education or the workforce.

Notes: _____

Pre-College Partnerships/Resources

Organization	Description
	Center for Pre-College Programs, Abbott Leadership Institute The pre-college programs at the Abbott Leadership Institute offer activities that center on youth leadership development and college and career readiness. For more information, contact Kaleena Berryman at: ali@newarkyouth.com Grades Served: 6th-12th
	Aspiring Educators Program (AEP) The Aspiring Educators Program (AEP) at William Paterson University is a summer initiative designed to prepare high school juniors and seniors from diverse backgrounds for careers in education. Directed by the University's College of Education, the program offers a combination of university coursework, hands-on teaching experience, and professional development opportunities. Participants spend half of their day in a career-focused course on campus, earning three college credits before they finish high school. For more information, contact: AspiringEducator@wpunj.edu Grades Served: 10th-11th
	Center for Pre-College Programs, Rutgers University The Center for Pre-college Programs assists students in grades 9-12 by 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, mock interviews, and resume building. For more information, contact Sheronia Rogers at: sheronia.rogers@rutgers.edu Grades Served: 9th-12th
	Columbia University Pre-College Summer Program Columbia University Pre-College Summer Program offers high achieving students the opportunity to engage in rigorous academic courses, either online or on campus in New York City. Operated by the School of Professional Studies, the program provides a diverse range of 70+ in-person and 40+ online courses in subjects such as arts, humanities, science, and technology. Through Columbia's Pre-College Residential Summer program, participating students will gain access to Columbia's Pre-College courses, campus resources, and enrichment opportunities to promote early career exploration and improve college preparedness. For more information, contact Anita J. Weiss at: aw3303@columbia.edu Grades Served: 9th-11th

Organization	Description
	Cooperman College Scholars Cooperman College Scholars is a program that supports academically talented, highly motivated students with financial need from Essex County, New Jersey, to attain a four-year college degree. The program provides a three-week Summer Academy, a scholarship to attend college, mentoring and other resources to ease the transition to college and support each Scholar's success. For more information, contact Keiran Miller at: keiran.miller@coopermanscholars.org Grades Served: 11th
	Harvard University Pre-College Program Harvard University Pre-College Program offers an intensive summer program for high school students. It is a credit-bearing program of 4 to 8 college credits where students take one or two courses alongside Harvard undergraduates. Students choose from over 200 courses that provide rigorous academic experiences, campus housing in Harvard dorms, and access to extracurricular activities. Academic resources consist of distinguished faculty, well equipped laboratories, fine museums, and a world class university library. For more information, contact: info@DCE.Harvard.edu Grades Served: 10th-11th
	High School Academic Support Program H.S.A.S.P. provides a comprehensive SAT preparation program offering math/literacy support, scholarship and financial aid assistance, essay and personal statement writing tutorials, trips to college fairs and college tours, post-secondary career information, and support on navigating academic success in high school and beyond. Other activities include college readiness, SAT prep, crafting college essays/personal statements, community service opportunities, scholarships, FAFSA, resume, and cover letter workshops, and interviewing techniques. For more information, contact Lyndon Brown: lbrown8699@yahoo.com Grades Served: 10th-12th
	Leaders of the 21st Century Leaders of the 21st Century develop civic minded youth leaders in urban communities and prepare them for the world of work through leadership and professional development. For more information, contact Dan de Nose: lot21century@gmail.com Grades Served: 10th (entering 11th)

Organization	Description
	Newark Museum of Art Explorers Program The Explorers Program is a college, career, and life readiness program that enables Newark-area high school students to build essential skills and self-confidence through a curriculum that draws upon the Museum's unique collections, resources, and staff. Explorers rotate through internships in different areas of the Museum and lead student-designed projects to gain real-life experience in a variety of jobs and fields of study. For more information, contact Jessica Nunez: jnunez@newarkmuseumart.org Grades Served: 9th-11th
	Center for Pre-College Programs, NJIT The Center for Pre-College Programs (CPCP) at NJIT inspires young minds for college access and success in STEM by providing students pre-college experiences and college preparation, including a chance to explore careers in STEM and apply knowledge of these subjects to everyday life. The programs are offered after school and weekends during the academic year and weekdays during the summer. For more information, contact Dr. Levelle Burr-Alexander: levelle.e.burr-alexander@njit.edu Grades Served: 4th-12th NJIT Math Success Initiative (MSI) The NJIT Math Success Initiative (MSI) is a collaborative pipeline program between NJIT, the City of Newark, and Newark Public Schools. It prepares high school students for STEM degrees by strengthening their math skills and facilitating their enrollment at NJIT. This program provides students with Summer Enrichment with a 6-7 week intensive summer program, dual enrollment for credit math classes at NJIT. For more information, contact Dr. Levelle Burr-Alexander: levelle.e.burr-alexander@njit.edu Grades Served: Rising 12th
	Pathways to College Pathways to College prepares students both to be successful college applicants and to be successful in college. The program seeks to expand the pipeline to college in selected under-served communities by creating a network of high-achieving, primarily minority children. For more information, contact: questions@pathwaystocollege.org Grades Served: 9th-12th
	PHocus Summer Experience, Rutgers School of Public Health PHocus is an interdisciplinary educational program offered by the Rutgers School of Public Health. Students explore population health and learn the fundamentals of epidemiology, the basic science of public health. Students participate in various experiences, including mock outbreaks, lab sessions, and conversations with public health practitioners. For more information, contact Marian Passannante: marian.passannante@rutgers.edu Grades Served: 9th-12th

Organization	Description
	Rutgers Future Scholars R.F.S. is a five-year pre-college program that offers 7th-12th grade students academic enrichment and exposure to various careers through workshops, trips, presentations, and panel discussions during Saturday and summer sessions. For more information, contact Kimberly Brown: kimbrown@futurescholars.rutgers.edu Grades Served: 7th-12th
	SMART, Rutgers New Jersey Medical School SMART is a pipeline program 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. For more information, contact Mercedes Padilla-Register: mercedes.p.register@rutgers.edu Grades Served: 6th-12th
	Educational Talent Search Program: (NJIT) The Educational Talent Search Program is a college access program, operating out of the Center for Pre-college Programs on the New Jersey Institute of Technology Campus. It is an early intervention, information dissemination program that is federally funded through the U.S. Department of Education. The goal of the Talent Search Program is to increase the number of disadvantaged youth who complete high school and enroll in college within 5 years. For more information, contact Monique Paden Hutchin: paden@njit.edu Grades Served: 7th-9th Center for Pre-College Programs/TRiO Talent Search (Rutgers Newark) The pre-college programs and TRiO Talent Search offer activities that include a virtual Tutoring Program for grades 6-12 that helps to assist with homework and specific subject areas, serving students in Newark and the greater Newark area. For more information, contact Sheronia Rogers at: sheronia.rogers@rutgers.edu Grades Served: 6th-12th
	W.E.B. Du Bois Scholars Institute The W.E.B. Du Bois Scholars Institute provides leadership, scholarship, and advanced academic services in STEM, reading, writing, ethics, and race/ethnicity for students. The Summer Institute component is residential at Princeton University. For more information, contact Crystal Watson: admissions@duboisscholars.org

School to Career and Post-Secondary Education

The District's high school Academies are key components of the Superintendent's High School Redesign Strategy 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 begin in kindergarten and extend 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 exploration opportunities 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 apply to a specific high school based on their interests and the Academies offered.

Each high school recruits students throughout Newark via the District's application process. Through this process, it is suggested that relationships are established with the elementary feeder schools. Although each magnet high school has different admissions criteria, schools must select students from a cross-section of ability levels, and include Special Education students and Multilingual 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 most high school. Every high school has multiple Academies with career pathways. Although students are encouraged to remain within a specific Academy, some may decide to transfer to another Academy, based on availability. Students may also choose not to participate in a career-focused Academy.

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

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

Secondary Career Academies

School	School Focus	Academies
American History	American History, Government, and Public Administration	Social Justice, Paralegal, Entrepreneurial Studies
Architecture & Interior Design	Building Design, Innovation in Building Technology, and Real Estate	Architecture & Interior Design, Electrical, Plumbing, and HVAC
Arts	Visual Arts and Performing Arts	Cinematography and Film, Dance, Drama, Instrumental Music, Vocal, and Visual Arts
Bard Early College	Liberal Arts Education	Associate's Degree in Liberal Arts
Barringer	Early College Dual Enrollment and CTE	Carpentry, Computer Networking, Law, Music Technology, and Public Safety
Central	Dental Studies, Environmental Studies, and Entrepreneurial Studies	Dental Studies and Environmental Studies
Data Science & Information Technology	Research Science and Information Technology, Video Game Design & Development, Artificial Intelligence, Cybersecurity & Network Engineering	Data Science, Information Technology, Computer Science
Eagle Academy	An all-male school committed to the pursuit of academic excellence, strong character, and responsible leadership.	Entrepreneurial Studies
East Side	Early College Dual Enrollment	Cinematography, Graphic Design, and Teacher Education
Fashion & Design	Fashion & Design	Fashion, Design, Sewing, Construction, Illustrations
Global Studies	Diplomacy, International Business, and the Humanities	Diplomacy & Arabic Academy, Global Business & Chinese Academy
Malcolm X Shabazz	Cosmetology, Engineering	Cosmetology, Computer Science, Engineering, JROTC, and JAG: Workforce Development
New Media	A premier media arts school embedded in a thriving arts city; Preparing the next generation of content creators, filmmakers, and digital entrepreneurs	Film, Television, Digital media
Newark Vocational	Culinary Arts, Hospitality & Tourism and Graphic Design & Print	Culinary Arts, Graphic Design, Hospitality, and Tourism
Science Park	STEM Fields	Engineering and Technology, Computer Science, Robotics, Biomedical and Health Sciences, Mathematics, and Applied Sciences
Technology	Technology, Engineering and Applied Sciences	Biomedical Science, Computer Networking, Engineering, Film Cinematography, Graphic Design
University	Humanities	Law and Teacher Education
Weequahic	Allied Health Services, Early College Dual Enrollment and Career Pathway Advancement	Allied Health Services: General Science, Nursing, US Armed Forces: JROTC, JAG: Workforce Development
West Side	Business & Finance	Advanced Manufacturing, Cosmetology, Entrepreneurial Studies and Supply Chain Management, Dual Enrollment

SchoolLinks Student Log In



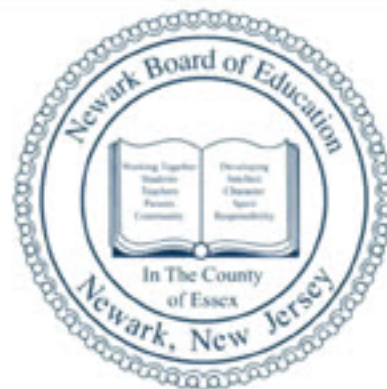
What is SchoolLinks?

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

What Can Students Do?

Using SchoolLinks, students and families can:

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



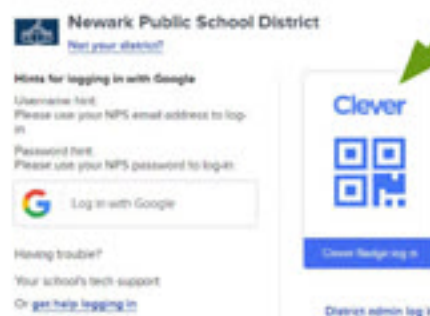
Student Login Access Info.:

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

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



Step 3: Log in to your Clever account!



SchoolLinks Scope and Sequence Grade 9

Task	Category	Grade Level
Create a SMART Goal	Academic Planning and Progress	9th
Officially Report PSAT Score	Assessment and Performance	9th
Game of Life Scenario	Career Planning	9th
Would You Rather Assessment	Career Planning	9th
Explore Careers	Career Planning	9th
Set/Update Goal Career	Career Planning	9th
Explore Colleges	College Planning	9th
Favorite Colleges	College Planning	9th
Set/Update Post-Secondary Goal	College Planning	9th
Making the Most Out of High School: Learning Unit	Self Discovery	9th
Responsible Decision-Making: Learning Unit	Self Discovery	9th

School and District Information



Superintendent León with students at Senior Day 2026

High School Directory

High School Leadership Team - Dr. Maria Ortiz		
High School	Phone Number	Address
American History	973-733-6903	74 Montgomery Street, 07103
Arts	973-733-7391	550 Dr. Martin L. King Jr. Blvd., 07102
Bard Early College	973-733-8363	321 Bergen Street, 07103
Barringer	973-268-5125	90 Parker Street, 07104
Central	973-733-6897	246 18th Avenue, 07108
Eagle Academy	973-705-3847	279 Chancellor Avenue, 07112
East Side	973-465-4900	238 Van Buren Street, 07105
Malcolm X Shabazz	973-733-6761	80 Johnson Avenue, 07108
New Media	862-972-6396	321 Bergen Street, 07103
Newark School of Architecture & Interior Design	862-682-6721	155 Jefferson Street, 07105
Newark School of Data Science & Information Technology	973-350-5088	746 Sanford Avenue, 07106
Newark School of Fashion & Design	973-268-5111	239 Woodside Avenue, 07104
Newark School of Global Studies	973-268-5160	24 Crane Street, 07104
Newark Vocational	973-733-8792	301 West Kinney Street, 07103
Science Park	973-733-8689	260 Norfolk Street, 07103
Technology	973-481-5962	223 Broadway, 07104
University	973-351-2010	55 Clinton Place, 07108
Weequahic	973-705-3903	279 Chancellor Avenue, 07112
West Side	973-733-6977	403 South Orange Avenue, 07103
Specialized Schools - Dr. Samantha Lott-Velez		
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: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
Arts	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
Bard Early College	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
Barringer	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
Central	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
Eagle Academy	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
East Side	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
Malcolm X Shabazz	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
New Media	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
Newark School of Architecture & Interior Design	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
Newark School of Data Science & Information Technology	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
Newark School of Fashion & Design	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
Newark School of Global Studies	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
Newark Vocational	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
Science Park	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
Technology	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
University	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
Weequahic	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM
West Side	Grade 9: 8/24/2026 - 8/28/2026	8:00 AM - 1:30 PM

<u>School Calendar 2026-2027</u>				
Month		2026	Number of Days Students/Teachers	
September	1 2 3 7 8	Staff Development Day #1 Staff Development Day #2 Organization Day Holiday: Labor Day First Day of School for Students	17	20
October	12 21	Holiday: Indigenous Peoples' Day Staff Development Day #3	20	21
November	5-6 11 20 25 26-27	NJEA Convention Holiday: Veterans Day Holiday: Puerto Rico Heritage Day (Observance) Early Dismissal – (1:00 pm for Students and Staff) Holiday: Thanksgiving	15	15
December	23 24 25 28-30 31	Early Dismissal (1:00 pm dismissal for Students and Staff) Holiday: Christmas Eve Holiday: Christmas Day Winter Recess Holiday: New Year's Eve	17	17
2027				
January	1 18 27	Holiday: New Year's Day Holiday: Dr. Martin Luther King, Jr.'s Birthday Staff Development Day #4	18	19
February	8 15 24	Parent/Teacher Conference (1:00 pm dismissal for Students) Holiday: Presidents' Day Staff Development Day #5	18	19
March	10 26 29-31	Holiday: Eid-al-Fitr Holiday: Good Friday Spring Recess	18	18
April	1-2	Spring Recess	20	20
May	31	Holiday: Memorial Day	20	20
June	18 28	Holiday: Juneteenth Last Day of School for Students and Staff Early Dismissal (1:00 pm for Students only)	19	19
Total Days			182	188

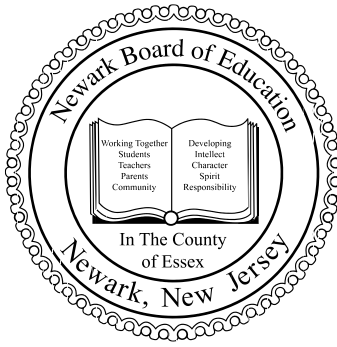
Special Notes:

1. 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.
2. September 4 is not a work day for 10-month NTU Members.

Approved: January 22, 2026

Notes

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Roger León
Superintendent

Yolonda Severe
Deputy Superintendent

Newark Board of Education

Hasani K. Council
President

Vereliz Santana
Co-Vice President

Helena Vinhas
Co-Vice President

Board Members
Kanileah Anderson
Quamid Childs
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Newark Board of Education
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Newark, NJ 07102

www.nps.k12.nj.us