

PARENT – STUDENT HANDBOOK



2015 – 2016



THE EAST ORANGE BOARD OF EDUCATION

**SCHEDULE OF MEETINGS
FOR THE 2015-2016 SCHOOL YEAR**

2015

**August 11
September 8
October 13
November 10
December 8**

2016

**January 12
February 9
March 8
March 28 - Monday
(Budget Hearing)
April 12
May 10
May 16 - Saturday
(Annual Reorganization Meeting)
June 17
June 28 - Tuesday**

East Orange Board of Education Members

Mr. Bergson Leneus, President
Mr. Mustafa A. Brent, Vice President
Mr. Cameron B. Jones, Sr.
Ms. Joy B. Tolliver, Esq.
Ms. Terry Swanson Tucker
Mr. Jenabu C. Williams, MPA
Mr. Arthur L. Wright

All Meetings will be held at the
Central Office:
East Orange Board of Education
199 Fourth Avenue
Conference Room A
East Orange, New Jersey 07017
973-266-5761

MESSAGE FROM BOARD PRESIDENT



Dear Parents and Guardians:

Welcome back to another adventurous school year. I hope you've had a restful and relaxing summer. Our work together this past year has brought progress to the district on many levels. Now, with the start of the 2015-2016 school year, we have new opportunities and challenges to improve the progress of the East Orange School District going forth.

Whether you are providing outreach to parents, maintaining one of our many facilities, working in an administrative function, teaching in a classroom, or serving in any one of the many other important capacities in this district, you play an integral role to ensuring that our schools are highly effective learning centers.

I want to highlight the following priorities as they are critical to the continued success of the East Orange School District:

- * School Climate and Culture
- * Academic Progress
- * College and Career Readiness

A sustainable, positive school climate and culture fosters youth development and learning necessary for a productive and satisfying life in a democratic society.

This climate includes:

1. Norms, values and expectations that support people feeling socially, emotionally and physically safe.
2. People are engaged and respected.
3. Students, families and educators work together to develop, live and contribute to a shared school vision.
4. Educator's model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.
5. Each person contributes to the operations of the school and the care of the physical environment.

Therefore, the approach and the method in which we deal with each other is imperative and supportive to the infrastructure of our learning community. Communicating effectively and providing quality service to our schools, families, and community benefits all of our children.

Quality instruction and intervention are of utmost importance to our success. We must continue to focus on academic progress by supporting highly skilled teachers implementing the core content standards while enriching our schools with adequate instructional resources. The vision of "**Rising to the Standard of Excellence**" should be shared and uniform throughout the district. Each school should serve as a changing agent to ensure that our students are receiving rigorous instruction and expectations should be set high in order for them to obtain optimal goals.

It is my hope for this school year that all of the students in the East Orange School District meet and exceed the expected requirements for their grade level. Here's to a successful new school year towards reaching our goal!

Sincerely,

A handwritten signature in blue ink, appearing to read 'Bergson Leneus'. The signature is fluid and cursive.

Mr. Bergson Leneus
Board of Education President
boe@eastorange.k12.nj.us

Message from the Superintendent of Schools



Superintendent of Schools

Dear Parents:

The Parent Handbook is designed to give parents an introduction to the East Orange School District. This handbook shares information regarding District policies, state laws and general information. It is important that you are knowledgeable of these rules and regulations.

We extend a warm welcome to you to be involved in the various activities at your child's school. Our entire staff—teachers, secretaries, custodians, and administrators—is here to serve and help make your child's school experience a success.

Please keep this handbook for future reference should you need additional information or have a question about District policy, rules or programs.

We are dedicated to providing our students with quality educational experiences. With your participation and support, we will continue to improve academic achievement.

Sincerely,

A handwritten signature in cursive script that reads "Gloria Scott".

Dr. Gloria Calhoun-Scott
Superintendent of Schools
superintendent@eastorange.k12.nj.us

EAST ORANGE BOARD OF EDUCATION

GOALS

- I. Improve Instructional Programs and the Academic Performance of Each Student.
- II. Promote A Safe and Healthy Environment for Students and Staff in and Around the Schools.
- III. Promote Parental and Community Involvement in All Aspects of the District's Educational Programs and Services.

VISION STATEMENT

The East Orange School District aspires to be the educational model of excellence for learning institutions within the State of New Jersey.

MOTTO

Rising to a Standard of Excellence

MISSION STATEMENT

The East Orange Board of Education is dedicated to creating a learning environment and educational opportunities utilizing the New Jersey Core Curriculum Content Standards to ensure that our students become competitive and well-rounded.

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2015 - 2016 School Year Calendar

September 2015

1	All Staff Report	
4	10-Month Staff	Schools/Offices Open
7	Labor Day	Schools/Offices Closed
8	1 st Day for Students	
24	Administrative Day	Schools/Offices Closed

October 2015

12	Columbus Day	Schools Closed/Offices Closed
14	PSAT	
21	Staff In-service	Schools Closed for Students Only

November 2015

5-6	NJEA Convention	Schools/Offices Closed
11	Veteran's Day	Schools/Offices Closed
25	4-Hour Session	Early Dismissal for Students
26-27	Thanksgiving Day Holiday	Schools/Offices Closed

December 2015

10	Staff Inservice	Early Dismissal for Students
23	4-Hour Session	Early Dismissal for Students
24-31	Winter Vacation	Schools/Offices Closed

January 2016

1	Winter Vacation	Schools/Offices Closed
4	Schools & Offices Re-open	
13	Staff Inservice	Early Dismissal for Students
18	Martin Luther King, Jr.'s Birthday Observed	Schools/Offices Closed

February 2016

12	Administrative Day	Schools Closed/Offices Open
15	President's Day	Schools/Offices Closed

March 2016

16	Staff Inservice	Early Dismissal for Students
25	Administrative Day	Schools/Offices Closed

April 2016

11-15	Spring Break	Schools Closed
11-15	Central Offices Open	9 a.m. - 4 p.m.

May 2016

11	Staff Inservice	Early Dismissal for Students
30	Memorial Day	Schools/Offices Closed

June 2016

22	Last Day for Students*	Early Dismissal for Students
23	Last Day for Teachers	Full Day

**Note: the last day for students will be determined by the number of emergency days used during the year.*

EMERGENCY TELEPHONE NUMBERS

East Orange School District	973-266-5700
East Orange Police Department	911
East Orange Fire Department	911
East Orange General Hospital	973-672-8400
Hospital Center at Orange	973-266-2121
Family Health Center	973-674-3500
Division of Youth & Family Services (DYFS)	973-414-4200

IMPORTANT DATES: STUDENT REPORTS

Progress Reports to Parents

First – November 30, 2015
Second – February 5, 2016
Third – April 20, 2016
Fourth – (PreK-8) – June 17, 2016
Fourth (Middle/High) – June 24, 2016

Mid-Quarter Notices to Parents

First – October 23, 2015
Second – January 4, 2016
Third – March 11, 2016
Fourth – May 27, 2016

Emergency School Closing

There are times when schools will be closed because of severe weather conditions and other emergencies. When this happens, information concerning our schools will be carried over the following radio/TV stations:

NEWS 12 NJ	WABC – TV7
WINS – 1010 AM	WOR – 710 AM
WNYW – FOX 5	WRNN – TV
WNBC –TV4	WCBS-TV2

Additionally, all parents will be contacted via School Messenger Communication Relay System. Please make sure we have an updated phone number on file for your child.

On Inservice days and other early dismissals (see calendar), Prekindergarten and Kindergarten will be held from scheduled start time until 12:45 p.m.

Delayed Opening – When a delayed opening is announced, i.e. snow conditions, schools will open at 10:00 a.m. and close at the regular scheduled hours. Prekindergarten and Kindergarten classes will be held from 10:00 a.m. to 3:00 p.m.

EAST ORANGE CENTRAL OFFICE DIRECTORY – 2015 - 2016

199 Fourth Avenue, East Orange, New Jersey 07017

<u>ADMINISTRATIVE OFFICES</u>	<u>PHONE</u>	<u>FAX</u>	<u>PERSONNEL</u>
BOARD of EDUCATION	266-5761	266-5854	Board of Education Members' Office
OFFICE of the SUPERINTENDENT	266-5760	678-4865	Dr. Gloria C. Scott, Superintendent Katrina Waiters, In-House Counsel
DIVISION of BUSINESS SERVICES	266-5700	678-4987	Victor R. Demming, School Business Administrator Craig Smith, Acting School Business Administrator
Maintenance Services 125 Glenwood Avenue	266-5770 414-4194	266-7085	Dario Lambkin, Supervisor Franklin Santos, Supervisor
Security Services	266-5599	266-5599	Phillip Reed, Supervisor - Security
DIVISION of CURRICULUM SERVICES	266-3443	266-5964	Dr. Gayle Griffin Assistant Superintendent
Early Childhood Education 125 Glenwood Avenue	266-5795	266-5805	Jamilia Aquil, Supervisor Carolyn Lofton-Simpson, Supervisor
DIVISION of HUMAN RESOURCES	266-5777	266-2392	Marissa McKenzie, Manager
DIVISION of OPERATIONS, COMPLIANCE & EDUCATIONAL SUPPORT SERVICES	266-5776	266-2972	Dr. Deborah Harvest, Assistant Superintendent Michele Murchison, Coordinator-Safety & Drug Free Unit
Compliance & Testing Services	266-5781	266-2972	James Leutz, Supervisor
Special Education Services	266-5785	266-5788	Tonya H. Santos, Director Thelma Ramsey, Assistant Director Yvonne Wilson-Jones, Nurse on Assignment
Educational Support Services & Parent Relations	266-5652	266-5958	Dr. Gloria Watson, Director

EAST ORANGE SCHOOL DISTRICT DIRECTORY- 2015 - 2016

<u>SCHOOL/ADDRESS</u>	<u>GRADE</u>	<u>PHONE</u>	<u>PERSONNEL</u>
GIBSON ACADEMY <i>Early Childhood Education</i> 490 William Street, 07017	Pre-K/K	266-7017	Office (Fax 395-5990) Crystal Davis, Principal
WAHLSTROM ACADEMY <i>Early Childhood Education</i> 340 Prospect Street, 07017	Pre-K/K	395-1210	Office (Fax 395-1215) Fidelia Sturdivant, Principal

EAST ORANGE SCHOOL DISTRICT DIRECTORY- 2015 - 2016

<u>SCHOOL/ADDRESS</u>	<u>GRADE</u>	<u>PHONE</u>	<u>PERSONNEL</u>
<u>ELEMENTARY</u>			
<u>SCHOOL/ADDRESS</u>	<u>GRADE</u>	<u>PHONE</u>	<u>PERSONNEL</u>
BENJAMIN BANNEKER ACADEMY 500 S. Clinton St., 07017	K-5	266-4320	Office (Fax 672-2891) Sharon Vincent, Principal Krysten Hayes, Assistant Principal
EDWARD T. BOWSER SCHOOL of EXCELLENCE 180 Lincoln Street, 07017	Pre-K-5	414-4170	Office (Fax 414-4182) Brian Heaphy, Principal Elizabeth Kelly, Assistant Principal
GEORGE WASHINGTON CARVER INSTITUTE 135 Glenwood Avenue, 07017	Pre-K-5	266-5860	Office (Fax 266-2495) Sharon Davis, Principal
JOHNNIE COCHRAN ACADEMY 190 Midland Avenue, 07017	K-5	395-5975	Office (Fax 395-5980) Ralph Jacob, Jr., Principal
MILDRED BARRY GARVIN SCHOOL 1 Grove Place, 07017	Pre-K-5	673-5410	Office (Fax 266-5815) Dr. Howard Walker, Principal
WHITNEY HOUSTON ACADEMY 215 Dodd Street, 07017	Pre-K-8	266-5880	Office (Fax 673-1466) Henry Hamilton, Principal Koree Toles, Assistant Principal
LANGSTON HUGHES SCHOOL 160 Rhode Island Avenue, 07018	Pre-K-5	266-5870	Office (Fax 414-4196) Annie Jackson, Principal John Edwards, Assistant Principal Ella Tidwell, Assistant Principal
GARFIELD JACKSON ACADEMY 106 Prospect Street, 07017	K-5	266-5895	Office (Fax 266-5569) Yvy Joseph, Principal
ECOLE TOUSSAINT LOUVERTURE 330 Central Avenue, 07018	PreK-5	266-5940	Office (Fax 677-2470) David T. Johnson, Principal
GORDON PARKS ACADEMY 98 Greenwood Avenue, 07017	PreK-5	266-5950	Office (Fax 414-4197) Leslie Shults, Principal
CICELY L. TYSON COMMUNITY ELEMENTARY SCHOOL 45 North Arlington Street, 07017	PreK-5	414-9222	Office (Fax 395-3883) Passion Moss-Hasan, Principal Makeba McCray, Assistant Principal
DIONNE WARWICK INSTITUTE 120 Central Avenue, 07018	PreK-5	266-5930	Office (Fax 266-3459) Flore Lovett, Principal Kevin Williams, Assistant Principal

EAST ORANGE SCHOOL DISTRICT DIRECTORY- 2015/2016

SECONDARY

<u>SCHOOL/ADDRESS</u>	<u>GRADE</u>	<u>PHONE</u>	<u>PERSONNEL</u>
JOHN L. COSTLEY MIDDLE SCHOOL 116 Hamilton Street, 07017	6	266-5660	Office (Fax 266-2956) Amalia Trono, Principal Dr. Nigel Sangster, Assistant Principal
PATRICK F. HEALY MIDDLE SCHOOL 116 Hamilton Street, 07017	8	266-5670	Office (Fax 266-5693) Patrice Coleman, Principal Renee Richardson, Assistant Principal
SOJOURNER TRUTH MIDDLE SCHOOL 116 Hamilton Street, 07017	7	266-5665	Office (Fax 395-3586) Dr. Vincent Stallings, Principal Paul Santoro, Assistant Principal
CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL 35 Winans Street, 07017	6-12	414-8600	Office (Fax 395-3888) Ms. Anita Champagne, Principal Alina M. Stewart, Assistant Principal Elvin Williamson, Assistant Principal
EAST ORANGE STEM ACADEMY <i>(Formerly East Orange Campus 9)</i> 129 Renshaw Avenue, 07017	6-12	266-5900	Office (Fax 266-3473) Dr. Nicholas DelTufo, Principal Debra Boone, Assistant Principal Katerina Richardson, Assistant Principal
EAST ORANGE CAMPUS HIGH SCHOOL 344 Prospect Street, 07017	9-12	266-7300	Office (Fax 266-7368) Dr. Jose Aviles, Acting Principal Felecia Duggins, Assistant Principal Heather Jones, Assistant Principal Dr. Older Ozard, Assistant Principal Damien Phoenix, Assistant Principal

ALTERNATIVE PROGRAMS

<u>SCHOOL/ADDRESS</u>	<u>GRADE</u>	<u>PHONE</u>	<u>PERSONNEL</u>
WE Academy 135 Glenwood Avenue, 07017	2-5	266-5860	Office Dr. Monica Burton, Principal
FRESH START ACADEMY MIDDLE SCHOOL 135 Glenwood Avenue, 07017	6-8	642-4200	Office (Fax 673-1374) Mr. Stephen Webb, Supervisor
FRESH START ACADEMY HIGH SCHOOL 74 Halsted Street, 07017	9-11	266-5640	Office (Fax 673-1374) Dr. Neville Matadin, Supervisor

OTHER LOCATIONS

ENROLLMENT CENTER 74 Halsted Street, 07018		678-1873	Main (Fax 395-2777) Sharon Mincy, Specialist
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ALTHEA GIBSON SCHOOL

Grades Pre-K and Kindergarten

490 William Street, East Orange, NJ 07017

Telephone (973) 266-7017

Ms. Crystal Davis, Principal

crystal.davis@eastorange.k12.nj.us

The mission of Althea Gibson Early Childhood Academy is to recognize the potential of every student and to nurture this potential so they can achieve academic and personal growth. Through developmentally appropriate practices, our students will learn to believe in themselves, recognize their own successes, set goals and strive to fulfill them. By empowering students, faculty, parents and the community to strive for excellence, we will create a positive learning environment for our students.

Althea Gibson Early Childhood Academy houses full day kindergarten and pre-kindergarten classes. All pre-kindergarten and kindergarten classrooms are inclusion classes, serving the needs of all students. We have two play areas which are set-up for early childhood education. This facility is structured to create a learning environment in which each child's intellectual, emotional, physical and social growth is carefully cultivated and guided. Its design provides a developmentally appropriate experience for all students. The goal of our program is to enable children to take charge of their learning as they participate in experience within a curriculum that provides for the growth and development of the whole child.

Our state of the art technology has enhanced instruction and student understanding. Technology is infused into the curriculum daily through the use of classroom computers, iPad's, Smart Table, Smart board, and Promethean board.

Students learn from their parents and teachers the importance of contributing to the community as citizens. These endeavors include: Thanksgiving Food Drive, Bully Free Pledge, Clothing and Toy Drives, Veterans Day activity, and Flag Day Celebration.

Althea Gibson Early Childhood Academy is proud member of the United States Tennis Association. The U.S.T.A provides tennis clinics for students which teach mechanics and vocabulary of the game of tennis.

Althea Gibson's Parent Teacher Organization serves as a viable and valuable asset of the school community. Parent volunteers raise funds to support services to enrich the learning environment. Every member of the child's family becomes part of the program and is offered assistance in all social areas.

The administration, faculty, support staff, and parents of Althea Gibson Early Childhood Academy are dedicated to fostering students who demonstrate high achievement, enjoy learning new concepts, and skills in all areas, contribute to their community in a variety of ways, and acquire skills for success. As a result, Gibson students are afforded an excellent program that inspires lifetime learners and conscientious citizens.

WAHLSTROM ACADEMY

Grades Pre-K and Kindergarten
340 Prospect Street, East Orange, NJ 07017
Telephone: (973) 395-1210
Ms. Fidelia Sturdivant, Principal
f.sturdivant@eastorange.k12.nj.us

Vision Statement

Wahlstrom Early Childhood Academy aspires to provide excellence in literacy and critical thinking skills to enhance all areas of instruction, curriculum and assessment. Wahlstrom Early Childhood Academy aspires to further educate the parents and its community members to become of excellence within our school culture.

Wahlstrom Academy's kindergarten students have consistently scored above the 91% tile in Reading, Language Arts and Mathematics on the Renaissance Early Literacy Assessment. Wahlstrom kindergarten students continue to be placed 1st. and 2nd in the East Orange City Earth Day Poster Contest. Our students are amongst the top winners in the District Science Fair in Science, Mathematics and Technology. Additionally, Wahlstrom students participated in the NJPAC Residents in Art Program, which incorporated academics with performing arts.

Wahlstrom Academy community partnership includes raising over 300 food items to Isaiah House Family Shelter and has raised more than \$840.00 for Leukemia and Lymphoma Society research. Our Gifted and Talented students also participated in community partnerships creating and presenting placemats for seniors for the Meals on Wheels program. Additional partnerships include presenting and displaying artwork to Park Crescent Rehabilitation Center in East Orange. With an active PTO (PWP-Parenting with Power), our international community projects include raising over \$6,000.00 to build housing in Haiti and raising over \$400.00 in partnership with Lifetouch Photography to build schools in the Dominican Republic.

Wahlstrom Early Childhood Academy is more than a school; it is an opportunity to experience the ***“Joy of Learning.”*** Wahlstrom Academy provides a learning environment for pre-kindergarten and kindergarten students in which each child's intellectual, emotional and social growth is carefully cultivated and guided. The teachers at Wahlstrom Academy are trained as specialists in the area of Early Childhood Education. Wahlstrom's grade level configuration consists of six (6) Tools of the Mind classrooms for pre-kindergarten and five (5) kindergarten classrooms using the Houghton Mifflin Harcourt Journeys curriculum.

Tools of the Mind is an early childhood curriculum designed to foster children's self-regulation, working memory, and cognitive flexibility. Current research shows that self-regulation (both cognitive and social-emotional) has a stronger association with school readiness than IQ or entry-level reading or math skills. Good self-regulation includes the ability to stay on task, ignore distractions and hold two strategies in mind at the same time, as well as the development of self-discipline and the motivation to succeed.

Houghton Mifflin Journeys supports the Common Core Standards by emphasizing systematic instruction in the areas of reading, fluency, writing, speaking and listening and language. The program provides ample practice and application of these skills, using a variety of meaningful resources and activities suited to different types of learners to reinforce instruction and learning. The Common Core State Standards are a set of internationally benchmarked standards that will provide students throughout the country with the rigorous learning experience they need to be successful in school and beyond. Learning opportunities are also provided to our students through the use of technology instruction. Our children utilize iPads, laptops, desk-top computers and on-line software to learn the rudiments of technology. Their writing skills are developed through participation in national internet projects such as “Let's Say Thanks” (a project to write letters to our troops), and our kindergarten teachers utilize “SmartBoard” technology as another tool to present math and language instruction to our students. Literacy enhancement activities are also a focal point at Wahlstrom, including the Pizza Hut Book-It Program, and our in school “Terrific Thirty Book Club”. Wahlstrom provides enrichment instruction to our advanced students in our Gifted and Talented program (our GT children were the 1st. Junior Environment Ambassadors for the City of East Orange). We are also extremely pleased that our Kindergarten students continue to win educational awards in Essex County.

BENJAMIN BANNEKER ACADEMY

Grade PreK-5

500 S. Clinton Street, East Orange, NJ 07017

Telephone: (973) 266-4320

Ms. Sharon Vincent, Principal

s.vincent@eastorange.k12.nj.us

Benjamin Banneker Academy, recognized as a Reward School in 2012, is committed to building a community of life-long learners. Our mission is to establish and maintain high standards for all students by providing them with an academically enriched, stimulating and challenging learning environment.

Our students, staff and parents are to be commended for working together to promote, encourage and support all of our academic initiatives such as the school's 30 Books Campaign, Book of the Month and the Principal's Blue Ribbon Writers. Students attending Benjamin Banneker Academy have access to many technology programs we have invested in, such as: Achieve 3000, Study Island Easy Tech and Imagine Learning. Our students are provided with the opportunity to focus on improving their study skills as well as their overall academic performance by attending the Saturday and Summer Safety Net programs. These programs provide opportunities for students to receive additional instructional time that focus on targeted skills and important test taking strategies.

During the 2014-2015 school year we will introduce our iPad Lab course to students in Grades 4 and 5. This will provide them with the opportunity to explore digital textbooks, virtual science labs and other applications that continue to revolutionize learning in the classroom. Benjamin Banneker Academy is committed to utilizing technology to help prepare our students to be competitive in today's ever-changing global market, and to take learning to new levels of success. With state-of-the-art equipment, such as Smart Boards and computers in every classroom, we have been able to expand the level of interactivity in the learning environment to new and exciting levels. Technology is infused into the daily instructional practice of all classes. There are technology centers designed to support all content area instruction in every classroom throughout the school.

As we continue to provide rigorous instruction to students, the focus remains on results, using assessments, curriculum and an effective instructional program that encompasses planning management and organization systems, all aligned with state and national performance standards.

We offer a Bilingual program to our Creole-speaking students at the elementary level. Foreign-born students who are not fluent in English are also provided with ESL instruction.

Benjamin Banneker Academy students continue to strive for personal excellence in all areas. Our students continue to raise the bar and advance to new levels of success as they compete in our annual School-wide Oratorical Contest as well as the District's Science, Math and Technology Fair. In 2014, Benjamin Banneker Academy won awards in fourteen different categories at the district's Science, Math and Technology Fair. Students' oratorical presentations at every grade level were highly competitive and outstanding. Our annual Black History Month presentations and programming highlight the skills, creativity and talent of our students across every content area.

To ensure continued success for all students, we are expanding and supporting programs that help to further strengthen the linkage between community, school and home. We will continue to encourage parent involvement and participation throughout the school year with more parent workshops focused on how to help students meet the new Common Core State Standards, PARCC assessments and STEM requirements. New parental workshops will also address safety and social issues such as cyber-bullying, conflict resolution, peer mediation, etc.

EDWARD T. BOWSER, SR., SCHOOL OF EXCELLENCE

Grades PreK- 5

180 Lincoln Street, East Orange, NJ 07017

Telephone: (973) 414-4170

Mr. Brian Heaphy, Principal

b.heaphy@eastorange.k12.nj.us

In the 21st Century, diversity and health care concerns are major challenges facing our community. At the Edward T Bowser, Sr. School, Medical/Allied Health Studies and dual Language Programs are part of our school's theme.

The Medical/Allied Health Studies Program is an educational initiative that provides highly participatory, activity-based learning adventures. The Medical/Allied Health Studies curriculum incorporates the Core Curriculum Content Standards with a study of health care professions and human anatomy. Clinical and research experiences familiarize students with the many aspects of health-related careers.

The Medical/Allied Health Studies theme seeks to motivate students to take an active role in maintaining and improving their health, while introducing them to the field of medicine. This program assists young people in developing concepts and skills that foster a deeper understanding of health care professions, and the need to establish a positive, healthy lifestyle. It also focuses on the medical needs of the community.

Our Dual Language Program allows students to cross language cultural boundaries in unique and special ways. Students are exposed to the curriculum through their native language as well as through a second language. Research studies indicate the highest achievers are bilingual students in dual language programs with half the curriculum taught in English and half in a foreign language. The goals of our program are to create an authentic unity that reflects an understanding of all students' experiences and to provide students with the opportunity to develop and learn through their native language as well as through English language.

Technology plays an integral role in all of our classrooms, at all levels and all subjects. Students and staff interact with Promethean Boards, iTouches, iPads, iBooks, and other hardware to access programs/web-based applications to enrich and extend content area instruction. Students are taught real skills for the 21st Century.

Students at Bowser School have been recognized for award winning projects at the annual district Math/Science/Technology Fair and the Invention Convention. We have an active and challenging Quest Program for our Gifted and Talented students. Our Habitat Helpers Club continues to maintain our rooftop "Garden of Hope". The garden is a wildlife habitat certified by the National Wildlife Federation. It serves as an environmental classroom. Bowser School is the recipient of a Bristol-Meyers Squibb Grant in cooperation with the Montclair PRISM Program for the 2011-2012 school year to enrich science instruction. We received a one thousand dollar grant from the Society for American Baseball Research for our ongoing Negro League Baseball Projects. Annually, approximately ten classes publish books; our students have been selected and honored for four consecutive years for the high quality of their writing and illustrations.

Parent involvement is encouraged and welcomed at Bowser School. Parents take an active role in their children's' education. We offer many parent workshops on a variety of topics that include: literacy, mathematics, technology, health, and HIB prevention.

GEORGE WASHINGTON CARVER INSTITUTE

Grades PreK-5

135 Glenwood Avenue, East Orange, NJ 07017

Telephone: (973) 266-5860

Ms. Sharon Alsbrook-Davis, Principal

sharon.davis@eastorange.k12.nj.us

Characterized by the spirit of an experienced, energetic, enthusiastic staff, a network of devoted PTA volunteers/supportive parents, and an excited, eager to learn student body, the George Washington Carver Institute of Science and Technology community strives to foster an exemplary elementary school. Carver's Pre-K – Grade 5 educational program is designed to master the New Jersey Core Curriculum Content Standards. Our administrators and staff engage in continuous professional development in order that we are equipped to effectively lead, teach, uphold and enhance the rigorous curriculum.

At Carver, Science and Technology are integrated throughout the curriculum. Cross-curricula instructional strategies are utilized in a student centered, problem solving, and project-driven instructional approach. There is an emphasis upon the assessment of and teaching to the learning styles of each and every child. An analysis of the 2010-2011 school-wide Learning Styles Inventory has revealed that approximately 80% of our students are visual learners. In response to this analysis, our teachers' lesson plans and classroom instruction reflect more use of artifacts, pictures and video clips. Increased use of overhead projectors and Smart Boards in math and literacy instruction, and more visualizing/verbalizing techniques further individualizes instruction.

Literacy is the major event of the day. We strive to foster a balanced literacy program which focuses on Guided Reading and Writing throughout the curriculum. An analysis of student assessment data highlights students' strengths and/or areas needing improvement. Students are held accountable for high standards of performance and achievement.

We are happy to report that the Quest (Gifted and Talented) Program at Carver has expanded since last year. The number of high achievers has nearly doubled from last year. New to our curricula this year is a Robotics Program for Fifth Graders only.

There is a commitment at Carver to use assessment data to develop and implement lesson plans. Each teacher in the building has designed at least one Smart Goal for his/her classroom as a result of "drilling down into data" about the class. We at Carver are proud to report that our school had the second highest number of elementary students throughout the District who achieved "Advanced Proficiency" on the NJASK last spring.

Carver boasts that "Parents are always welcomed." Parents are invited to and are present in impressive numbers at all student achievement assemblies. Grade level theme assemblies, Science and Math Fairs, and parent workshops are also well attended. We have evidenced a rise in parent participation and support of annual events. Attendance at the School Leadership Council and the No Child Left Behind Committee meetings has also increased. We are grateful for our parents' participation which has contributed positively to the overall school climate.

JOHNNIE L. COCHRAN JR. ACADEMY

Grades K-5

190 Midland Avenue, East Orange, NJ 07017

Phone (973) 395-5975

Mr. Ralph Jacob, Jr., Principal

ralph.jacob@eastorange.k12.nj.us

The Johnnie L. Cochran Jr. Academy will strive to inspire all learners to be independent life-long learners by holding high expectations and promoting academic excellence through engagement in analytical critical thinking activities. These goals will be attained through a collaboration of stakeholders modeling mutual caring and teamwork, which will prepare our students to be successful participants in the 21st century.

A school's culture plays a significant role in student achievement. Our culture is inclusive and learner centered, with all members of the community (students, parents, teachers, staff and community) working collaboratively to ensure that our vision is realized. Excellence is the hallmark of all endeavors at Cochran Academy.

Our school has achieved through engaging in the following:

- ❖ Setting high expectations and standards
- ❖ Demanding content and instruction that ensures student achievement
- ❖ Creating a culture of student learning
- ❖ Using multiple sources of data as diagnostic tools
- ❖ Actively engaging the school community

The above listed characteristics greatly contribute to the success of Cochran Academy. Our students strive to exceed academic expectations in Language Arts, Mathematics, and the Sciences. As a result of their efforts, we have received numerous awards on the district, city, and state levels.

Cochran students are also exposed to all aspects of technology. Technology is used for instruction in reading, math, science, and social studies. Each class is equipped with a smartboard and students have access to laptop computers and the lab to conduct research and write reports. All students receive weekly instruction in technology, which will enable them to be more proficient on problem based assessments.

Our school theme of "Legal Studies and Community Service" continues to flourish. The curriculum provides instruction through a broad range of subjects that help to develop critical thinking and problem-solving abilities while emphasizing the importance of making meaningful contributions to one's community. Law is introduced to students in an age appropriate environment. They study forensics, educational and criminal law. In addition, students participate in mock trials, debates and learn how to resolve conflicts peacefully. Cochran Academy students are also involved in service projects as a part of their contribution to the community.

Our school motto:

"Your Commitment Leads to our Success"

MILDRED BARRY GARVIN SCHOOL

Grades Pre-K - 5

1 Grove Place, East Orange

East Orange, NJ 07017

Telephone: (973) 673-5410

Dr. Howard Walker, Principal

h.walker@eastorange.k12.nj.us

We use the Four Tier Model of Instruction for Literacy for students in grades 1-5. Every student's progress is assessed at regular intervals and instructional decisions are made based on data generated in those assessments.

A team of curriculum writers created a Writing Plan for students in grades 3, 4 and 5. The plan helps teachers prepare our students for the rigor of the PARCC Assessment and helps them learn how to write narrative, explanatory and opinion responses to test questions.

Our students have Guided Reading every day. Teachers reinforce the weekly strategy focus and comprehension skills for each student. They keep folders and TANs and require every student to respond independently in Reading Response Journals. Several teachers offer Winsor Sunday instruction for students who struggle in reading in grades K, 1, 2 and 3.

In Mathematics, test results drive skills specific tutoring with students grouped according to needed skills. Mathematics computation exercises occur on a regular basis to strengthen each student's knowledge of basic facts. Teachers utilize the SmartBoard as an instructional tool to enhance student learning. We have seen that consistent practice and drill add up to success.

At Garvin, teachers have provided written reports of student progress on a weekly basis for all parents. During the 2015-16 school year, these updates will be available on our FOCUS system so that parents may keep up with their child's progress online every week throughout the school year. Keeping parents fully informed is our way of soliciting support for our academic and behavioral modification efforts. An extensive, multi-page school newsletter is published and distributed to all students, parents and staff members on the last school day of each month.

Garvin parents are active members of our PTO. Parent activities include monthly meetings, workshops, Transition Day and Grandparents' Day. Parents are encouraged to visit our school often throughout the school year.

WHITNEY E. HOUSTON ACADEMY

Grades K - 8

215 Dodd Street, East Orange, NJ 07017

Telephone: (973) 266-5880

Mr. Henry Hamilton, Principal

h.hamilton@eastorange.k12.nj.us

The Whitney E. Houston Academy of Creative and Performing Arts promoted the motto "Planning for Success Equals Success" and provided the following features which equated to our effectiveness: (1) clear educational vision, (2) common core standards within a rigorous curriculum, (3) high expectations, (4) commitment to educate all levels of learners, (5) safe and orderly environment, (6) strong partnerships with the community and parents, and (7) a decisive problem solving approach in leadership. Yes, students at Houston Academy flourished!

The school's program focuses on the Common Core State Standards (CCSS) in language arts literacy, math, science, technology and social studies across the curriculum, which involves a heavily integration of performing arts. The performing arts program will be upgraded with contributions donated as a result of the passing of the school's namesake, vocal performing artist icon, Whitney E. Houston. Our afterschool and summer school academic enrichment program identifies students requiring intensive instructional support. Houston Academy students continue to excel in these smaller class settings with a skill-focused and data driven purpose.

Science and social studies skills are sharpened in classes taught by teachers with special expertise in these areas. Technology is infused extensively in every subject area. Challenging opportunities are provided for students who are enrolled in the Gifted and Talented program. Students in grades Pre-K-3 participate in vocal music, technology, media/library, art, physical education and Spanish courses. Aesthetic classes in grades 4- 8 consist of dance, vocal music, instrumental music, technology, theatre arts, visual arts and Spanish. Students from across the district audition for entry into the Houston Academy grades 6-8 middle school programs. Students that are accepted major in art, technology, dance, drama, vocal music or instrumental music.

In addition, we sponsor a National Junior Honor Society and Student Council, which provide training in leadership and community activism. Supplementary state-funded, foundation- funded, and grant-funded programs are open to students across the district. The upcoming school year will have a funded afterschool program that will be open to children at Houston Academy in grades kindergarten to grade 8.

Our Parent-Teacher Organization effectively plans extension activities, which result in substantial benefits to our children and community. The PTO sponsors many of school/ class activities that showcase our students' achievements and strengthens our familial-school connection. The Whitney E. Houston Academy of Creative and Performing Arts has an open door visitation policy and is proud of its "community connections." This includes the showcasing of student theatrical productions, art exhibits, science/math/engineering/ technology (STEM) fairs, citywide environmental clean-up projects, and most importantly student, parent and faculty volunteerism for charitable organization.

We receive accolades from parents and community representatives in response to these outstanding programs. We are proud of our accomplishments and plan to reach greater heights during the 2013-2014 school year as we continue in our pursuit to develop students that will be nationally and globally competitive.

LANGSTON HUGHES SCHOOL

Grades Pre K – 5

160 Rhode Island Avenue, East Orange, NJ 07018

Telephone: (973) 266-5870

Ms. Annie Jackson, Principal

a.jackson@eastorange.k12.nj.us

Proficiency in the area of communication is the most common element for success in school and in future occupations. The Langston Hughes School of Publishing and Fine Arts focuses on instruction in communication and the use of technology to teach students to read, write, listen, speak, and do research. Students are given the opportunity to practice these skills in a positive, nurturing, and supportive environment through involvement and “hands-on” experience. Students work together to read, write, and critique each other’s work. Content area skills and information are integrated with communication skills with the expectation that students will be better prepared for the workplace of the 21st Century.

Career opportunities for students with skills in the area of communication, fine arts and technology include, but are not limited to, architect, designer, lithographer, publicist, novelist, cartoonist, publisher, sculptor, painter, essayist, editor, writer, poet, calligrapher, illustrator, programmer, software designer and/or manufacturer.

The Schools of Choice curriculum of Writing, Fine arts, and Technology is part of every student’s daily schedule. During these Specialist periods, students receive instruction in the writing process, art and computer skills. This knowledge is then integrated with all the curriculum areas to create and publish books, articles for school publications, charts and graphs, greeting cards, calendars, posters, bulletins, yearbooks, research reports, anthologies and other publications.

In order for children to become articulate and proficient readers and writers, they must have the opportunity to practice these skills every day. Parents of Langston Hughes students play an important role in the achievement of these goals for their children. All Langston Hughes students are expected to read every night for at least one half hour and to keep a journal which they write each day. Parents recognize the importance of these activities and encourage their children to read and write daily.

The vision at Langston Hughes School of Publishing and Fine Arts is to create a Safe, Healthy School Environment and Provide Educational Programs that Promote the Success of Every Student. Our highly qualified staff works diligently to accomplish this goal.

J. GARFIELD JACKSON SR. ACADEMY

Grade K – 5

106 Prospect Street, East Orange, NJ 07017

Telephone: (973) 266-5895

Ms. Yvy Joseph, Principal

y.joseph@eastorange.k12.nj.us

The J. Garfield Jackson Academy family endeavors to prepare our students to become well-rounded, empathetic, college and career ready citizens, equipped to compete in our global society. This vision will be realized by providing a safe, academically rigorous, nurturing environment where students achieve their full potential. We provide focused, differentiated instruction to ensure that each student be afforded the opportunity to become critical thinkers, utilizing the New Jersey Common Core State Standards.

Technology at Jackson Academy is an integral part of our curriculum. Formal technology classes, wireless computer centers, and interactive boards in each classroom are all tools we utilize to increase student achievement across disciplines. The program provides kindergarten through fifth grade students the opportunity to develop technology literacy skills through the creation of technology projects that are content rich. Our program is committed to encouraging staff, students, and parents to embrace technology because we believe that technology lights the path to the future.

Jackson Academy continues to strive to exceed academic expectations in Language Arts and Mathematics as determined by the Partnership for Assessment of Readiness for College and Careers (PARCC). The Language Arts program at Jackson Academy is designed to meet the individual needs of each student. Effective and consistent individualized and small group instruction meets the varied learning styles of each student. Our math program is equally as rich. We attribute our success in student achievement in Language Arts, Mathematics, and Science to the success of our programs, the tenacity of our teachers, and our partnerships with our parents and community.

Jackson Academy has had the distinction of receiving many awards and acknowledgements over the years. Jackson was selected as a "Benchmark School for 2006" by the Business Coalition. We were also nominated to the National Center for Urban School Transformation (NCUST) for the "Excellence in Urban Education Award" in 2007. In 2008 Jackson Academy was recognized as a 2008 "Honor Roll" recipient.

J. Garfield Jackson Sr. Academy continues to strive to meet the needs of our students in collaboration with parents and the community at large. It is our sincere belief that it is only through positive relationships among all stakeholders that we can and will continue to meet success.

"Together We Can Make A Difference"

ECOLE TOUSSAINT LOUVERTURE

Grades PreK-5

330 Central Avenue, East Orange, NJ 07018

Telephone: (973) 266-5940

Mr. David T. Johnson, Principal

david.johnson@eastorange.k12.nj.us

Ecolè Toussaint Louverture, named after the Great Liberator of Haiti, is a pre-K through fifth grade school. Louverture offers students a special opportunity to prepare for the future through an emphasis on college and career readiness along with competency in the French language providing students with the necessary language skills to function effectively in the global economy.

Our research-based reading program is taught each day during an uninterrupted block of time. Students are placed in reading groups according to their reading ability as opposed to their grade level; however, students have an opportunity to change groups depending on test performance. Students meet with their teacher in guided reading groups to discuss literature focusing on skills needed to develop independence and a solid foundation in reading for the future.

Students who don't make progress in the reading program are provided with intervention by their teacher, or in some cases, by our specially trained staff of reading teacher/tutors. These teachers diagnose the problem and meet with pupils on a daily basis providing a multi-sensory approach to remediation.

Louverture employs the Writer's Workshop model in a 60-minute writing period, occurring after reading. Using this model, students analyze good writing techniques fine-tuning their craft by conferencing with teachers one-on-one. Our program incorporates the traits of fine writing based on best practices and the most up-to-date research.

At Louverture, both math and science are taught using a hands-on approach to learning. In math, students use manipulatives to develop skills in computation and problem solving. In science, students conduct experiments to explore scientific principles and to learn about the scientific inquiry method.

Technology is incorporated into all aspects of our curriculum from reading and writing to math, science, and social studies. All classrooms are equipped with a smart board for teaching and students have access to laptop computers to conduct research, write reports and improve readiness skills.

Parent involvement is crucial to the success of our program at Louverture School. Parents generously volunteer their time to read to students and make presentations on Career Day. Throughout the year we conference with parents, send home Bi-Weekly Progress Reports and sponsor a series of workshops to educate parents about our program, objectives and expectations. In addition, our PTA sponsors exciting events bringing parents, teachers and students together to provide opportunities to strengthen the home-school bonds of our Louverture community.

Louverture has partnered with a number of community organizations and businesses to benefit our students and families. One Warm Coat, Weichert Realty, the Food Bank, Forman Mills, along with local churches and businesses donate uniforms, clothing, toys, food and school supplies throughout the year. These outreach efforts help to further Louverture's goal of empowering and educating students for the demands of the 21st century.

GORDON PARKS ACADEMY

Grades Pre-K – 5

98 Greenwood Avenue, East Orange, NJ 07017

Telephone: (973) 266-5950

Ms. Leslie Shults, Principal

l.shults@eastorange.k12.nj.us

All students in grades Pre K – 5 are engaged in a comprehensive reading program. Beginning in Kindergarten, students are taught utilizing a 3 Tier model: Tier 1 Whole Groups, Tier 2 Guided Reading, and Tier 3 Skill Focused Instruction. Students in Pre K classes are taught using the Tools of the Mind Curriculum. All grades incorporate cooperative learning and intervention.

Gordon Parks Academy students follow the district's mathematics curriculum and receive additional instruction focusing on skill development for meeting the State's NJASK/PARCC testing as well as the Common Core Standards.

Every student at GPA has at least one 40-minute period per week in Technology Literacy. Our goal is to prepare each student to be able to properly utilize the technology available today to problem solve and express their own creative interests. This includes, but is not limited to preparing them to navigate the various computer based standardized tests required by the State of New Jersey. We accomplish these goals through the use of: Desktop Computers, Laptop Computers, iPads, Cameras, Smart Boards, various other peripherals, hardware and software applications.

Additionally, students are recognized for their high academic achievement, technological and artistic skills and positive behavior.

We also have a Parent Teacher Organization and a Community Outreach Coordinator who provides communication between home and school and school and home.

All the above efforts work to create a successful environment.

CICELY L. TYSON COMMUNITY ELEMENTARY SCHOOL

Grades Pre-K – 5

45 North Arlington St., East Orange, NJ 07017

Telephone: (973) 414-9222

Ms. Passion Moss-Hasan, Principal

passion.moss-hasan@eastorange.k12.nj.us

Many educators consistently advocate for the use of the arts as part of a foundation for curriculum development. Teaching and working with the arts involves a certain type of participation from students (“whole brain learning”), which leads to higher achievement in all subject areas.

Here at Cicely L. Tyson Community Elementary School we center our focus on the study of performing arts and academics for students in pre-kindergarten through fifth grade. Throughout the instructional day students are immersed in core-content area classes, technology infusion, as well as varied grade-level approaches to art genres on a daily basis. Students in grades pre-k through third grade have the unique opportunity to receive exposure to a variation of art forms, which include visual arts, dance, vocal music, instrumental music, and theater via a rotating schedule. Students in grades four and five specialize in a particular performing arts discipline, and select students participate in ensemble classes as well.

The students’ academic and musical day is designed around semi-departmentalization; the importance of depth is stressed in our semi-departmentalized setting for students in fourth and fifth grade. Semi-departmentalization lends itself to an extremely vigorous curriculum, while affording staff who service students in the afore-referenced grades the opportunity to hone in on specified content skills, in preparation for state mandated assessments.

Although the America’s Choice model is no longer implemented in the East Orange School District, the Journeys language arts and Go Math curriculums encompass a literacy and mathematics program that is rigorous and highly-engaging, with emphasis on common core instruction. The model also emphasizes the importance of incorporating a tiered system of instruction within content area classes and promotes the usage of “best practices” throughout the instructional day. Additionally, in the Early Childhood Department students are exposed to a very creative yet challenging program called “Tools of the Mind” for students in pre-kindergarten, and “Journeys” for students in kindergarten. In order to make certain that kindergarten students are better prepared for the rigor associated with first grade mathematics, our district adopted the Go Math program, which is infused into the daily routine.

As we continue to strive to become a model school for all members of our community, we face day-to-day challenges that impact the experiences of our students and staff. However we remain committed to the revitalization of the achievement spirit within this institution, thereby ensuring that we are one step closer to attaining our goal/objective of producing higher levels of achievement.

The Cicely L. Tyson Community Elementary School serves to enrich and enlighten our students in all academic and arts programs of study. We believe that the artist in America must receive a unique education that strives to develop students academically, musically, socially, and economically.

DIONNE WARWICK INSTITUTE

Grades PreK – 5

120 Central Avenue, East Orange, NJ 07018

Telephone: (973) 266-5930

Ms. Flore Lovett, Principal

f.lovett@eastorange.k12.nj.us

Dionne Warwick Institute continuously strives for academic success. This is the premise that embodies the 2015-2016 school-wide theme, ***Warwick Institute...Where S.T.A.R.S. are Born!*** S.T.A.R.S represents the student behaviors that we promote daily: **Sit Up**; **Track the speaker**; **Answer** questions like a scholar; **Respect** those around you; and **Smile**. Our annual theme serves as a motivational tool to help ensure that students are ready to learn and support our sustained growth toward high student achievement.

In 2008, Dionne Warwick Institute was named a New Jersey National Title I Distinguished School for exceptional student performance for two or more consecutive years. In 2003, our effective implementation of the model earned the school national recognition as an America's Choice Demonstration School. In September of 2000, Dionne Warwick Institute became an America's Choice School, a school with a solid curriculum that goes beyond the fundamentals of reading, writing, mathematics and science. In May 1998, Dionne Warwick Institute of Economics and Entrepreneurship was one of ten schools in the State of New Jersey recognized as a "Star School" by the Department of Education.

As a standards-based school, instruction is designed to enable students to use the basics as a springboard to make leaps, great and small, to master the most important concepts in each content area. In addition to an academic curriculum that helps all students reach high academic standards, Dionne Warwick Institute offers a thematic curriculum of Economics and Entrepreneurship that provides tools, which enable students to conquer life's obstacles and become active and self-sufficient in our market economy. From pre-kindergarten through fifth grade, students are exposed to economics and entrepreneurship concepts on a graduating scale of complexity. The thematic curriculum is infused into technology. The school's curriculum is designed to empower students with the knowledge and skills to be: informed citizens; productive responsible professionals with a strong work ethic; knowledgeable consumers; financially astute as savers and investors; innovative problem solvers; and entrepreneurs with the desire to be business titans in the global economy.

Elements of technology education are also infused throughout the content areas, as well as, being used to generate advertisements, keep inventory records, calculate profit and loss statements, compose business plans, and generate multimedia presentations. Students learn word processing skills, use spreadsheets, incorporate graphics, and conduct online research. On September 21, 2010, the legendary Ms. Dionne Warwick and her business partner, Mr. Dave Wooley, donated a state-of-the-art Hewlett-Packard computer lab and a class set of Netbooks. Our students have access to two additional Apple labs as well as mobile workstations. Each room is equipped with an Interactive Whiteboard and additional desktop computers to facilitate our endeavors to ensure that our students are technologically adept.

At Warwick Institute, parents and staff are committed to preparing our students to be responsible, resourceful, independent thinkers who are able to compete on a global scale. ***Dionne Warwick Institute...Where S.T.A.R.S. are Born!***

SECONDARY SCHOOLS

JOHN L. COSTLEY MIDDLE SCHOOL

Grade 6

116 Hamilton Street, East Orange, NJ 07017

Telephone: (973) 266-5660

Ms. Amalia Trono, Principal

a.trono@eastorange.k12.nj.us

John L. Costley Middle School is the Multicultural Center for Community Involvement and Civic Responsibility. This theme enables our students to recognize that all individuals and all cultures have inherent worth. Students begin with an in-depth study of self and family to anchor their personal security as they begin to explore their school community. This exploration expands to include the local community and then to a more global community. Students recognize that people and cultures of the world depend upon one another. No matter the background, it is their civic duty to contribute to society in order to improve it. This awareness increases their chances of success and prosperity, enabling them to compete in our global society.

Our vision is to inspire in students a love of learning, a developed social conscience, and sense of responsibility for their local and global communities.

Our mission for Costley School is to provide our students with the **academic, emotional, and social skills** to become life-long learners and productive citizens of our society. We are committed to **high expectations** and a **safe and orderly** learning environment. We will provide **safety nets** when needed and we will **work collaboratively** to ensure all their needs are met.

We offer advanced level courses in both Mathematics and Language Arts. We use our school benchmark assessments to differentiate instruction. Our school Leadership Team analyzes student data consistently to ensure that the content training provided to staff addresses the improvement of student achievement.

We have student support programs that enhanced the social and emotional well-being of our students. Those programs include the peer mediation, newspaper club, drama club, student council, Junior Honor Society mentoring program, homeroom advisee program, and guidance department sponsored career and safety intervention programs.

We believe in strengthening the character of all our students by providing words of wisdom on a daily basis and a nurturing and safe environment for them.

Our goal is to ensure that all students have a sense of empowerment as they take an active role in their own learning with the support of both their parents and teachers. We want our students and their parents to feel proud of John L. Costley Middle School and work collaboratively with us to achieve our goal.

PATRICK F. HEALY MIDDLE SCHOOL

Grade 8

116 Hamilton Street, East Orange, NJ 07017

Telephone (973) 266-5670

Ms. Patrice Coleman, Principal

p.coleman@eastorange.k12.nj.us

Located at 116 Hamilton Street in East Orange, Patrick F. Healy continues on its second year under restructuring as the seventh grade school at the Hart Complex. This unique arrangement allows us to effectively utilize resources and implement curriculum appropriately through looping. Next year Patrick F. Healy will be a grade 6 school. Students are provided with swimming lessons, technology, world language, art, and general music classes as well as a Port of Entry program for English Language Learners (ELL).

Our students participate in the national one million word reading program and participate in the 25 Book Campaign through teacher support, parent supervision and school assemblies. However, our honor students participate in the 30 Book Campaign and are also exposed to algebra. Research shows that participation in these programs improves student fluency, comprehension, vocabulary, critical thinking, logical reasoning and fosters lifelong learning. Additionally, through the Principal's Book of the Month, students participate in a read aloud and writing prompt that allows students to connect to the text, their life and the world around them. Clubs and activities such as National Junior Honor Society, student council, and male and female mentoring program enhance instruction. Our students are recognized for their accomplishments on a monthly basis as Star Students of the Month, for Honor Roll, good citizenship and perfect attendance. The PTO and School Improvement Team at Healy are an active part of the school community and are working together to enhance the leadership, academic achievement and environment for *all* of our students.

Patrick F. Healy aspires to be the model of excellence for middle schools in the State and we plan to achieve typical school growth (SGP). Our district supervisors, literacy and mathematics coaches and lead teachers regularly collaborate to support student progress and the development of teachers. It is our mission to provide a nurturing academically rich, structured, standards based, data driven environment that meets the need of all our students by providing all stakeholders an opportunity to contribute to the betterment of the school. Our Cougar values are safety, respect, responsibility, cooperation, honesty, courtesy and pride.

We aspire to achieve academic advancement by setting clear expectations and measurable goals, regularly collecting and analyzing performance data, integrating technology, and sharing best practices as productive teams. Developing and nurturing the needs of students, parents, and staff will enable us to be great today, but better tomorrow.

SOJOURNER TRUTH MIDDLE SCHOOL

Grade 7

116 Hamilton Street, East Orange, NJ 07017

Telephone: (973) 266-5665

Dr. Vincent L. Stallings, Principal

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Students who attend Sojourner Truth Middle School receive intensive instruction in all academic subjects, with special emphasis on developing a strong foundation in technology and environmental studies.

Three fully equipped computer labs are available for students to utilize for study in all content areas. This includes the use of the Internet to conduct research in a wide variety of content areas, and a web based program for math, Internet and science and social studies.

Truth students earned a number of first place honors at the district's Technology, Math and Science Fair. Our Social Studies curriculum is heavily infused with African-centered studies, which will help students understand their history and understand the importance of the African-American past and present world experience. Sojourner Truth received the New Jersey Amistad Commission's Exemplary Award 2006-2007 for incorporating African American History into the school's curriculum.

The Language Arts Department at Truth consists of certified English teachers who focus on developing students to become accomplished speakers and writers. The craft of writing is thoroughly covered and developed in all content levels.

In addition to a well-rounded education, Truth employs a full-time Social Worker and a full-time Crises Counselor to help meet the academic, emotional and social needs of every student. Our counselors recruit a number of students who participate in peer mediation and conflict resolution programs.

Truth School partners with several community service organizations to provide extracurricular programs during and after school. These programs provide indoor recreational and social activities to students as an alternative to more traditional programs. Our partnerships include, The Delta Theta Sigma Organization, Alpha Phi Alpha Oratorical Program, Rutgers Trio Program, Seton Hall Upward Bound, NJ PAC Arts Program, and the Junior Achievement Finance Park.

At Sojourner Truth Middle School, students receive a well-rounded education, which is supplemented by a strong foundation for social development. We also introduced our students to a Robotics program, Fashion Club, Art Club, Newsletter Club, Chess Club and the Junior Honor Society. We have also developed a partnership with NJPAC where students are introduced to hip hop and African Dance.

Truth has also implemented a writer's and residency program, with a focus on journalism careers and an Algebra programs for 7th grade students. Every month, guests from the field of communication are invited to speak to students about careers in journalism, broadcasting and writing.

CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL OF PERFORMING ARTS

Grades 6 – 12

16 Winans Street, East Orange, NJ 07017

Telephone: (973) 414-8600

Ms. Anita Champagne, Principal

anita.champagne@eastorange.k12.nj.us

The Cicely L. Tyson Community School of Performing and Fine Arts is in its 20th year of operation under the unique theme inherent in the school's name above. The school gives its students quality education through the use of state of the art resources, to provide academic rigor, community and cultural relevance, and a deeper development of their craft as Artists. The school encourages students to daily live out the motto: "We Aim High, We Soar High" to attain their success. Such is exhibited in the embarkation of the Advanced Placement (AP) programs; designed to offer students with proven academic ability and the exposure to a highly rigorous college level curriculum. In addition to the Advanced Placement programs, the school offers courses in Sociology, Economics, Urban Studies and Foreign Languages, with the intent to promote college and career readiness and the skills needed to compete in the global community.

Tyson Middle/High School has truly become a community center for performing and fine arts. Named NJ Model School of the Arts in 2013, recipient of three Paper Mill Rising Star Awards, as well as being granted a lifetime Theater Development Fund (TDF) scholarship, the school has demonstrated excellence in both the academics and the arts. The "Open House Series", as well as other theatrical and musical production regularly, provide students with a live performance observatory through which their own talents and creative abilities may be enhanced.

Paired with the evolving and standards-driven educational program, the school's Performing Arts and Extra Curricular activities supports students in cultivating character while developing their career goals. Students are also exposed to clubs and activities that develop their critical thinking (Debate Team), character building, (Male Mentoring Program and Delta Gems) and social action (Community Service, Diversity Group) skills.

The School Leadership Council, the decision making body of the school, charts the course and monitors the operations and activities aimed at completing short and long range objectives. The council responsibilities include developing and implementing strategies for the completion of educational improvement objectives, long range plans and new designs for the future. Through the collaborate efforts of staff and proportionate representatives from the larger community, the Parent Teacher Organization (PTO) Executive Committee members serve as representatives on the School Leadership Council. This district support group is directly involved in the planning, decision-making and the monitoring of every aspect of the school program – curricular, co-curricular, and extracurricular.

Congruent with the academic aspect of the school's purpose is the core program initiative for improving student academic achievement and student performance on standardized tests. The Core links are operative in grades 6 through 12. Five basic components drive the implementation of this concept: assessment; instruction; documentation; monitoring; and testing. The program provides for additional "time on task" and organized concentration in both concepts and skills in the areas of reading, writing, mathematics, science, social studies, World Language, and computer skills. Ninety minutes of instruction in reading/writing and mathematics accommodates this more intense study in the middle grades and in Advanced Placement courses in the high school.

The Cicely Tyson School completed its emergence into a 6-12 Specialty Academic Arts High School through the development of a curriculum that embraces academic preparation and artistic training. The focus of this initiative is for students who are serious about the arts and academic pursuits to have the opportunity to receive a qualitative course of study and training to fit them competitively at the post-secondary level as well as offer exposure to professional opportunities. The "Specialty" school adheres to all state mandates and district policies regarding course requirements, high school credits and graduation requirements, and advanced academic studies. It also serves as a fermenting ground for the creatively gifted student to express individual talent.

The Cicely L. Tyson Community School for Performing and Fine Arts continues to develop, encourage, and sharpen student leadership skills, scholastic abilities, and team directed behaviors through a strong and workable student council, a creative and encompassing program of extra-curricular activities, and a distinguished honors program inclusive of Advanced Placement courses for recognition of outstanding academic achievement.

EAST ORANGE STEM ACADEMY

Grade 6 - 12

129 Renshaw Avenue, East Orange, NJ 07017

Telephone: 973-266-5900

Dr. Nicholas DelTufo, Principal

n.deltufo@eastorange.k12.nj.us

September 2011, the East Orange Campus 9 was converted into a comprehensive high school for students interested in Science, Technology, Engineering, and Math. This new school is called the East Orange STEM Academy.

The school district feels it needs to be competitive in an ever changing global economy. The answer to that challenge is the creation of a comprehensive high school that focuses on education and careers in the areas of Science, Technology, Engineering, and Math.

East Orange STEM Academy opened its doors for students on Tuesday, September 6, 2011. The school opened with 9th and 10th graders, phasing in 11th grade in 2012-2013. Finally, 12th graders were phased in during 2013-2014 as the first graduating class. In the 2012-2013 school year, the District decided to begin phasing in middle school students to East Orange Stem Academy. In September 2015, STEM Academy will have completely phased in grades 6, 7 & 8.

STEM students are expected to be highly motivated; scoring proficient or higher on standardized tests, earning successful grades in math and science, and receiving a positive recommendation letter from their elementary or middle school math or science teacher.

The STEM Curriculum is highly rigorous and internationally competitive in the areas of Science and Math. All freshmen take Physics and Math commensurate with their experience. In addition, students take a World language, English, World History, Physical Education/Health and a course called Introduction to STEM. This course is designed as an exploratory experience for students to sample such topics as robotics, web design, media design, app development and programming in order to make an informed decision on specialties they may want to pursue later in high school and post-secondary education. Each subject is offered at an AP and Honors level. Furthermore, upperclassmen are encouraged to seek mentorships, internships, college coursework, online courses and summer programs.

The facility is equipped with high speed internet in every room as well as SMART Board technology. Physics and Math classes are taught using SMART Boards and responders, giving the teachers immediate feedback on student progress. In addition, every student has access to laptops along with other emerging technologies and software.

The STEM Academy has a full complement of clubs including the National Honor Society. Students are able to participate in 13 varsity sports through the unified district athletic program. The uniqueness of the STEM Academy not only lies in its emphasis on Science, Technology, Engineering and Math, but its overall philosophy of giving students avenues to excel in a nontraditional middle/high school.

EAST ORANGE CAMPUS HIGH SCHOOL

Grades 9 – 12

344 Prospect Street, East Orange, NJ 07017

Telephone: (973) 266-7300

Dr. Jose Aviles, Principal

Jose.aviles@eastorange.k12.nj.us

The East Orange Campus High School (EOCHS) opened in September 2002 as an outgrowth of the merger of the two former high schools in the City, East Orange High School and Clifford J. Scott High School. It is located on the site of the former Upsala College on Prospect Street in the Presidential Heights neighborhood. EOCHS provides a comprehensive, College-preparatory academic program through rich curricula and partnerships with post-secondary institutions including Essex County College and Rutgers University.

Recent EOCHS graduates have been accepted to and attended the following colleges and universities: *Delaware State University, Pratt Institute, Georgetown University, Princeton University, Hampton University, Rutgers University, Howard University, Seton Hall University, Lincoln University, Spelman College, Penn State University, and West Virginia University*

Curriculum Highlights

EOCHS offers College Prep and Honors courses in English, Math, Social Studies, Science, and World Languages. In addition, students can enroll in several Advanced Placement courses including Biology, Calculus AB, English Language and Composition, English Literature and Composition, United States History, and United States Government and Politics. Successful completion of these courses and scoring a four or five on the AP exam in the spring can potentially earn students college credit. World Language choices include Spanish and French at levels I, II, and III.

Students at EOCHS can choose from a variety of Career and Technical Education (CTE) programs and academies. Those programs are Allied Health Science, Business—Accounting, Management, and Marketing, Computer Information Technology, Family and Consumer Science, Performing Arts—Vocal Music and Instrumental Music, Printing and Publishing and TV/Film

Vocational Student Organizations are a vital component of the CTE curriculum offerings. Students are able to enhance their experiences in their CTE course of study in Future Business Leaders of America, Distributive Education Clubs of America, Business Professionals of America, Technology Students Association, and Family, Career, and Community Leaders of America. Students in these co-curricular offerings have the opportunity to compete at the local, state, and national levels.

Community Outreach

Outside of the classroom, students are encouraged to get involved in the more than 20 clubs that are offered as another way to connect to EOCHS. They include service and social organizations. Students are actively engaged in community service projects in the school, in the district, in the community, and throughout Essex County. Some of those experiences include raising money for homeless and displaced families, providing food baskets to needy families in November, initiating a toy drive in December, reading and tutoring elementary students, and raising money and awareness for cancer research.

Exemplary Programs

Several extracurricular programs offer students opportunities to excel beyond the classroom. The Music Department offers students the opportunity to participate in Jazz Band or one of the concert choirs. The Air Force JROTC cadets participate in multiple training and service activities throughout the year which provide valuable leadership opportunities.

Athletics

EOCHS student-athletes compete in the Super Essex Conference (SEC) at the highest level in the state (Group V for Football and Group IV for all other sports). In its brief 12-year history, EOCHS athletic teams have captured conference, sectional, and state championships in a variety of sports including Baseball, Boys and Girls Basketball, Softball, Football, Boys and Girls Indoor Track, Boys and Girls Outdoor Track and Field, Boys and Girls Cross Country, Competition Cheerleading, and Wrestling. Over the years, scores of student-athletes have earned All-Conference and All-State athletic and academic awards in the 19 Varsity sports that are offered. There are also more than 25 sub-varsity athletic teams on which students can participate.

ALTERNATIVE PROGRAMS

WE ACADEMY

Grades 2-5

135 Glenwood Avenue, East Orange, NJ 07017

973-266-5860

Dr. Monica D. Burton, Principal

m.burton@eastorange.k12.nj.us

WE Academy is a new Elementary Alternative Program (EAP). WE Academy will place an emphasis on "Working towards Excellence." WE Academy is non-punitive in nature and will serve the purpose of temporarily removing persistently disruptive students in grades 2-5 from their home school. WE Academy will provide the East Orange School District with a credible option for addressing the needs of our younger students who are developing a history of negative school experiences and beginning to display patterns of poor behavior. With small class sizes and a teacher and teacher assistant in each room, students will experience a structured positive learning environment where they will focus on learning and the two adults in the room will work collaboratively to meet each student's individualized needs. The program will provide academic, interpersonal and behavioral support, intense counseling and parental engagement activities aimed at addressing the disruptive behavior that led to the student's transfer. Education must be a partnership between home, school and the community. Therefore, there will be emphasis on utilizing community agencies and seeking out support from local businesses and all other constituents in an effort to meet the needs of the family.

This program will empower students to advocate for themselves in a respectful, responsible and safe manner. They will learn to successfully demonstrate appropriate social, behavioral and academic skills in order to reconnect with their sending schools.

Motto:

WE Academy is a place where, "We Exceed Expectations."

Vision:

WE Academy will be a premier program that provides an optimal learning environment that uses research based interventions and strategies to positively impact the social, emotional and behavioral skills of students while providing parents/caregivers with the skills and support needed to strengthen the family.

Mission:

We will empower students to be responsible individuals who successfully demonstrate appropriate skills that will not only prepare them for returning to their sending school but will provide them with skills that will be used throughout their entire school experience.

Goal(s):

- Change the life trajectory of participating students so that they succeed in school and life.
- Reconnect students to their home school after developing their academic, social and emotional skills.
- Provide students with in depth counseling services and the skills needed to self-correct poor behavior and tools to make good choices more consistently.
- Provide staff with training and support to implement behavioral interventions to assist younger students to overcome disruptive behaviors while continuing to provide educational services.
- Include caregiver training in the program to improve the ability of the caregiver to understand their child's challenges and needs.

In order to meet our goals we will establish a sense of "community and family." We believe that by developing and nurturing the needs of our students, caregivers and staff we will be great today and even better tomorrow.

FRESH START ACADEMY

Middle School

Grades 6-8

135 Glenwood Avenue

East Orange, New Jersey 07017

Telephone: 973-674-4200

Mr. Stephen Webb, Supervisor

s.webb@eastorange.k12.nj.us

Fresh Start Academy Middle School is committed to serving the needs of students who have experienced academic and interpersonal difficulty in the school setting because of significant social, emotional and behavioral problems. Our school is designed to assist students in addressing and resolving problems that interfere with academic success while promoting inner-personal growth and self-awareness. We strive to maintain a safe and structured environment where students may learn more effective and productive techniques for resolving problems. We believe that all children *can* and will learn; and that quality education involves a dedicated partnership between the school, the home, and the community. We practice and promote collaboration and teamwork in identifying and addressing the needs of our students in order that they may reach their highest potential.

The staff at Fresh Start Academy Middle School understands that providing a school environment that is safe and nurturing, with consistent, clear, well-defined rules, expectations, boundaries and consequences our student's behavior can and will be modified to a more socially-acceptable way of behaving. Our behavior management program is a strength-based approach designed to empower students to make healthy choices and assume increasing responsibility for their behavior. It is non-punitive and utilizes positive behavioral reinforcement techniques. The system concentrates on identifying student strengths as a means of building upon their positive attributes, qualities, and characteristics which ultimately decreases inappropriate, disruptive, violent and aggressive behaviors.

The goals and philosophies of Fresh Start Academy have been developed through extensive research in behavior modification, careful consideration of each student's Individualized Program Plan (IPP), the School's Mission Statement and the District's Strategic Plan. The staff of Fresh Start Academy Middle School believes that every child has the ability to learn and that students are learning every day. We have created a consistent, structured and safe environment conducive to learning where our students will improve their academic skills, modify their behavior, gain valuable interpersonal skills, and become capable of participating in mainstream education once again. We firmly believe that education must be a partnership between home, school, and the community. As such, we have established several outreach programs with community agencies to assist students and their families with medical, social and health-related concerns. We will continue to openly communicate and collaborate with all constituents in our efforts to meet the needs of our students.

In order to achieve academic success students are exposed to active and interactive teaching tools that encourage discovery, experimental learning, artistic expression and computer technology. A variety of services beyond classroom instruction are also provided. Counseling services offer individual and group sessions as per the student's Individualized Program Plan (IPP). Utilizing our Behavior Modification Program, our Support Team is designed to assist classroom teachers with behavior management strategies and crisis intervention services when needed. Integrated and entwined within every component, Character Education provides opportunities for building character and values clarification inclusive of problem solving and conflict-resolution skills. These services supplement the classroom curriculum with activities that are collaborative, interactive and technology based.

In summary, Fresh Start Academy is unique in many ways. We have built a strong academic and character building plan in order to provide students with a rigorous educational program that will better ensure their success. Our long-term goal is for students to take responsibility for and gain control of their behaviors in order that they may become lifelong learners and contributors to their community.

FRESH START ACADEMY

High School

Grades 9-12

74 Halsted Street

East Orange, New Jersey 07018

Telephone: 973-266-5640

Dr. Neville Matadin, Supervisor, Alternative/Community Education Programs

n.matadin@eastorange.k12.nj.us

Mission

The Fresh Start High School Academy program is committed to the idea that all students can and will learn. It is intended to create and sustain a learning environment which is safe, least disruptive and culturally sensitive to our student population, which will enable our students to modify their behavior patterns and improve academic achievement by getting good grades enabling them to return to the regular setting, graduate, and prepare them to meet the challenges of post-secondary education, work and life.

Vision

The vision of Fresh Start High School academy is to prepare all its students to excel academically in a stimulating, caring, and secure environment.

Program Description

This program provides for students' needs through individualized, whole class, and group instruction. Technology is incorporated across content areas. Discipline is enforced in a positive manner. Individual and group counseling, and other referral services are available. The program also develops and enhances students' knowledge of their values, interests, and aspirations by offering viable and suitable educational options.

Goals

- To provide students an academic setting with an educational program designed to meet their needs with the ultimate educational experience of completing their Individual Program Plans (IPPs);
- To provide instruction, advice and support services to assist in developing responsible patterns of behavior, including increased and sustained productivity and positive social interaction;
- To offer guidance with respect to educational plans, careers, and personal goals and concerns; and to develop students' skills in resolving conflicts;
- To increase students' understanding of and adherence to fundamental codes of conduct and compliance with school disciplinary policies and procedures in order to achieve a school climate that is conducive to learning and which supports the safety and well-being of all students;
- To develop students' self-knowledge, self-empowerment, and self-determination.

Admission Procedures

Students are referred to the Fresh Start Program by the East Orange School District Division of Operations, Compliance & Educational Support Services. They are mainly from the middle schools, Stem Academy, East Orange Campus High, Tyson Middle/High, and some out of state students coming to reside in East Orange. Often students generally have patterns of behavior such as chronic disruptive problems, truancy, excessive absenteeism, age appropriate placement, academic failure, and are at risk of dropping out. Despite intervention strategies they did not show change in behavior modification or academic achievement in their previous school.

Purposes

- To create and execute strategic purposeful plans within the Fresh Start High School Academy that will enhance positive student behavior and academic achievement;
- To establish a cohesive well run organization as a Professional Learning Community involving all stake-holders: students, teachers, parents, community, and district and program administration.

East Orange Board of Education Adult Basic Education Part-Time Evening Program **Student Population: Out of School – 16+ years of age**

The East Orange Board of Education Adult Basic Skills is a part-time program which serves students 16 years and older. Classes are held from 4:00 p.m. to 7:30 p.m., Monday through Thursday, and include ESL (English as a Second Language); ABS (Adult Basic Skills) – Levels 1 and 2; and TASC/GED programs. Classes run for 10 months per year having a two-week winter break and a two-week spring break. Enrollment is continuous and students on our waiting lists are first contacted before new students are recruited if there is need. These programs are geared to the needs of students who are educationally deprived and challenged by improving their proficiencies in reading, writing, speaking, listening, reasoning, problem solving, as well as for obtaining the TASC/GED. During the months of August and September planning is done for the ensuing program year.

English as a Second Language (ESL) classes are for those students who are in need of learning English and who speak another language. There are six levels of instruction: Beginning Literacy, ESL, which is for those students who are illiterate in English and perhaps in their own language; Low/High Beginning ESL; Low/High Intermediate ESL; and Advanced ESL.

Adult Basic Skills (ABS) classes are for those students who are illiterate or below level in the reading levels of the English language. Instruction is offered for grade levels 2 through 8. Students who score at levels lower than 2 are referred to Literacy Volunteers of America. Instruction is given in the areas of language arts (reading, writing and speaking), mathematics, life skills, work skills, and career planning. Students are tested on the Test of Adult Basic Education (TABE) to ascertain if movement to a higher level is to take place.

Tests Assessing Secondary Completion/General Educational Development (GED) courses are for those who test at the 9th grade level and who are interested in receiving a high school diploma equivalency by taking the official TASC test at a TASC Testing Center. Instruction is given in the five test areas-Language Arts Reading, Writing, Mathematics, Social Studies, and Science. Students are given the TABE at intake and then administered again at 50 and 100 hours of instruction. The TASC Practice tests are administered after 50 hours of instruction to ascertain if students' scores are improving and if they are ready to take the actual TASC Test. Those students who qualify for taking the actual TASC Tests are referred to a testing site to register to take the State- issued High School Diploma (TASC/GED) tests. The East Orange School District has a TASC Test Center approved by the Department of Education. Registration takes place every Tuesday between 5:00 and 7:00 p.m., by appointment only. Please check Fresh Start High School Academy web page for further details.

POLICIES AND PROCEDURES

Enrollment of New Students to the District

Students new to the East Orange School District may enroll throughout the year upon establishing legal residence in the City of East Orange. At the time of registration, the required documents for enrollment must be presented and the student must be accompanied by a parent/guardian.

A central registration site has been established for students who are new to the district. The central Enrollment Center is located at:

The Enrollment Center
74 Halsted Street, East Orange, NJ 07018
Call for appointment: (973) 676-1869 or (973) 676-1873

Enrollment of Private/Parochial School Students

Students from private and parochial schools must comply with the enrollment process described in this directory. School assignment is made at the time of enrollment, **but parents/guardians are reminded that priority for placing students for the 2015-2016 school year is given to students who attended an East Orange Public School during the 2014-2015 school year.**

Registration for students new to the East Orange School District for the **2015-16** school year in grades 1 to 12 is ongoing.

Intra-district Residence Changes

If a student moves out of one attendance area to another, the student will continue to attend the school (s)he was currently attending, with the exception of kindergarten students.

Criteria for Placement

The following criteria are used by the Enrollment Center to assign students to schools:

1. Special needs of the student; i.e., special education, bilingual, etc.
2. Sibling preference;
3. Space availability.

Hardship Appeals

A parent/guardian whose child has not been assigned to his/her neighborhood school and who will suffer a hardship as a result of his/her assignment has the option to file a hardship appeal with the Division of Operations. The Hardship Committee addresses issues related to the following:

1. Medical and Safety concerns (student/guardian/caregiver)
2. Other emergencies
 - a. Fire (displaced or homeless)
 - b. Damage to home property (displaced or homeless)
 - c. Parental illness, death
 - d. Other

Notification of Placement

The Division of Operations sends letters of student placement during the month of August. If you do not receive notification by **August 28, 2015**, please contact the Division of Operations at (973) 266-5776 or email Dr. Deborah Harvest at d.harvest@eastorange.k12.nj.us.

Transportation Eligibility Criteria

A system of regular transportation for students attending the East Orange Schools has been placed into effect. Transportation will be provided to students who:

1. Are assigned to a school located in a school building other than their resident neighborhood school – Grades 4 to 8;
2. Reside in areas that are in excess of the limitations set by New Jersey Statute as delineated below.

New Jersey Statute

The State of New Jersey transportation guidelines will be adhered to with respect to cross-district busing. These guidelines include transportation to and from school for all students who live beyond the school they attend:

1. At grades 4 through 8, the student must reside more than two miles from the selected school in order to be eligible for transportation;
2. At grades 9 through 12, transportation will be provided for those students residing more than two and a half miles from their school.

Student Transportation

The East Orange School District's philosophy is that the travel time it takes a student to go to and from school is part and parcel of their total educational experience. Therefore, its goal is to provide the safest and most efficient system for all the youngsters it serves.

Pick-up and Drop-off Locations

Students eligible for transportation will be picked up and returned to their **resident neighborhood school**.

Additional Information

A parent or guardian of a student not otherwise eligible for transportation may apply for transportation due to special circumstances relating to health or safety. For additional information on travel eligibility, please call the office of your child's school.

ADMISSION POLICY

All boys and girls, ages **three (3) through eighteen (18) inclusive**, who are legal residents or are legally domiciled in the City of East Orange and such others who are required by State law, shall be eligible to attend the public schools free of charge. State law requires attendance from the ages of 6 to 16.

A. ENTRANCE AGE

1. **THREE (3) YEAR OLD & FOUR (4) YEAR OLD PRE-SCHOOL:** See Early Childhood Program Section.
2. **KINDERGARTEN:** For admission, a child must be five **(5) years of age by October 1st of the current year.** However, an underage child who has attended another approved kindergarten, either public or private, shall be admitted. No credit will be allowed for nursery school training.
3. **GRADE 1:** For admission, student must be six **(6) years of age by October 1st, 2015.** However, if an underage **first grade student with one full year of kindergarten plus some months in first grade transfers to East Orange in the middle of the year, he/she should be placed in Grade 1.**
4. **GRADES 2-12:** Admission shall involve a consideration of the prior grade level of the student, his/her chronological age and the readiness of the student to do the work of the grade level to which he/she is being admitted.

B. DOCUMENTS NECESSARY

Upon initial enrollment in the District, each new student will present:

1. **BIRTH CERTIFICATE:** Students new to East Orange schools must present birth certificates or other legal proof of age such as a visa. Non-legal documents such as notarized statements, bible notations, baptismal certificates, driver's license, etc., are not acceptable. A student not presenting a birth certificate or other legal proof of age will be admitted into District schools for a period of two (2) weeks, pending receipt of proof.
2. **PROOF OF IMMUNIZATIONS:** Parents/guardians of entering students not presenting proof of immunization will be required to secure the needed immunization before the student is allowed to enroll. Regulation VI, "No child will be enrolled provisionally to a school without documentation of at least one (1) dose of Polio, Diphtheria, Tetanus, Pertussis, Measles, Mumps, Rubella, Hepatitis and Varicella vaccine which are age appropriate for the child. The child must also have an appointment for and be in the process of receiving the remaining antigens."

If immunization records from previous school are not obtained, **the student will be required to complete an entire series of immunizations. Mantoux (Tuberculin) Test - must have been administered within the previous six (6) months, with written results if students are born in a high TB incidence country entering a US school for the first time, and if students are transferring directly into a New Jersey school from a high TB incidence country.**

Disease	Immunization Requirements	Comments
DTaP/DTP	<u>Age 1-6 years:</u> 4 doses, with 1 dose given on or after the 4th birthday	Any child entering pre-kindergarten needs a min. of 4 doses. A booster dose is needed on or after the 4th birthday to be in compliance with Kindergarten attendance requirements.
Tdap	<u>Grade 6:</u> 1 Dose	For pupils entering Grade 6 on or after 9-1-08.
Polio	<u>Age 1-6 years:</u> 3 Doses, with 1 dose given on or after the 4th birthday. <u>Age 7 or older:</u> Any 3 doses	Any child entering pre-kindergarten needs a min. of 3 doses. A booster dose is need on or after the 4th birthday to be in compliance with kindergarten requirements.

Disease	Immunization Requirements	Comments
Measles	If born before 1-1-90, 1 dose of a live measles-containing vaccine on or after the 1st birthday; If born after 1-1-90, 2 doses of live measles-containing vaccine on or after the 1st birthday.	Any child entering pre-kindergarten needs a min. of 1 dose of measles vaccine. Any child entering kindergarten needs 2 doses.
Rubella & Mumps	1 dose of live mumps-containing vaccine and rubella-containing vaccine on or after the 1st birthday	Any child entering kindergarten needs 1 dose each.
Varicella	1 dose on or after the 1st birthday.	Any child entering kindergarten or 1st grade needs 1 dose.
Haemophilus Influenzae B (Hib)	Age 2 - 11 Months: 2 Doses; Age 12-59 Months: 1 Dose	Mandated only for pre-kindergarten: Minimum of 2 doses of Hib-containing vaccine.
Hepatitis B	K-Grade 12: 3 Doses or Age 11-15 years: 2 Doses	If a child is between 11-15 years of age and has not received 3 prior doses of Hepatitis B then the child is eligible to receive 2-dose Hepatitis B Adolescent formulation.
Pneumococcal	Age 2 - 11 months: 2 Doses; Age 12-59 months: 1 Dose	Mandated only for pre-kindergarten: Minimum of 1 dose of pneumococcal conjugate vaccine is needed.
Meningococcal	Entering Grade 6: 1 Dose	For pupils entering Grade 6 on or after 9-1-08.
Influenza	Ages 6-59 Months: 1 Dose Annually	For children enrolled in a pre-kindergarten on or after 9/1/08.

Please note the following:

The specific vaccines and the number of doses required are intended to establish the minimum vaccine requirements for preschool or school entry and attendance in New Jersey. These intervals are not based on the allotted time to receive vaccinations. The intervals indicate the vaccine doses need at earliest age at school entry.

Provisional Admission allows a child to enter/attend school after having received a minimum of one dose of each of the required vaccines. Pupils must be actively in the process of completing the series. Pupils less than 5 years of age, must receive the required vaccines within 17 months in accordance with the ACIP recommended minimum vaccination interval schedule. Pupils 5 years of age and older, must receive the required vaccination within 12 months in accordance with the ACIP recommended minimum vaccination interval schedule.

3. **PROOF OF LEGAL RESIDENCE AND LEGAL DOMICILE:** Students who are legal residents or who are legally domiciled in the City of East Orange must be accepted into district schools. Guidelines for determining legal residency and legal domicile are as follows:

A. One of the following documents with an East Orange address:

- Homeowner – East Orange property tax bill, mortgage statement, or signed Contract of Purchase
- Tenant – Lease; if residing as a tenant without a lease, a signed, notarized Sworn Statement of Tenancy (Affidavit) completed by the landlord
- Child is Domiciled with an East Orange Resident Other than Parent – Affidavit Packet executed by East Orange resident and by parent or guardian that is picked up from Enrollment Center
- Child and Parent Living with an East Orange Resident – Signed, notarized Emergency Residence Check completed by the East Orange resident and parent or guardian.
- Child Placed in East Orange by Court – Court order placing child in home of East Orange resident.

- Child Placed in East Orange by Child Welfare Agency – Document of child welfare agency ordering that child be placed in home of East Orange resident or Foster Parent Placement Letter

In addition, any two of the following documents containing an East Orange address:

- Driver’s License plus vehicle registration and auto insurance card
- Current utility bill, cable television bill, credit card bill
- Written statement from realtor stating parent/guardian has signed a contract to purchase or rent in East Orange
- Official mail (bank statement, government correspondence: IRS, Division of Taxation, Social Security Administration)
- Public assistance documents A.F.D.C. (Aid for Dependent Children) and WIC (Women, Infants and Children)
- Income Tax Return
- Voter Registration Card/Records
- Unemployment benefit verification
- Recent Paycheck/stub

NEIGHBORHOOD SCHOOL PROGRAM

The East Orange School District implements a plan placing all students in Grades pre-k – 5 in their neighborhood school based on attendance areas. Students in Grades 6 – 12 are placed in one of the comprehensive middle schools or Campus High School unless they are selected to attend Houston, STEM (application), or Tyson Middle/High via the audition or application process.

Parents of pre-k students will be provided with a choice of placement with a collaborating daycare provider or the neighborhood school.

Assignments to Gibson or Wahlstrom are based on reaching full capacity at the neighborhood school.

All students (current and new) in grades pre-k -5 will be assigned to their neighborhood school or partner school as designated below:



A parent/guardian whose child has been assigned to their neighborhood school and believes they will suffer a hardship as a result of the assignment has the option to file a hardship appeal with the Division of Operations. **Please note, the filing of a hardship does not guarantee a space in the requested school.** All placements are dependent on space availability.

Students will not be accepted in the following schools unless they have met all requirements of the auditioning process.

- | | |
|---------------|--------------------------|
| Grades 6 – 8 | Houston Academy |
| Grades 6 – 12 | Tyson Middle/High School |
| Grades 6 – 12 | East Orange STEM Academy |

EDUCATIONAL PROGRAMS

EARLY CHILDHOOD PROGRAMS - Preschool Program (3 and 4 Year Olds)

The East Orange School District offers a full day/full year preschool program for all eligible three and four year old students. Students must reside in East Orange and must be 3 for the 3-year old program or 4 for the 4-year old program by October 1, 2015.

The East Orange School District offers parents a choice of the following preschool programs:

- Six-hour Educational Day at a neighborhood school during the school year. The placement of your preschool child in a neighborhood school is based upon home address.
- Full day/full year program at a collaborating agency offers a six hour educational day and four hours of wrap-around service during the school year and a summer program during July and August. (See your collaborating Childcare Agency for further details)

The preschool curriculum is Tools of the Mind. The Tools of the Mind's curriculum is the vehicle that drives the New Jersey Department of Education's Preschool Teaching and Learning Standards.

The preschool Tools of the Mind's daily activities include: Free Choice, Open Group, Make-believe Play Block, Large Group Literacy, Outside Play, Small Group Literacy, Math/Science, Free Choice, Closing Group.

The preschool Tools of the Minds daily activities include: Free Choice, Open Group, Make-believe Play Block, Large Group Literacy, Outside Play, Small Group Literacy, Math/Science, Free Choice, Closing Group.

TRANSPORTATION IS NOT PROVIDED FOR THE 3 AND 4 YEAR PRESCHOOL STUDENTS.

Kindergarten

Students must reside in East Orange and be five (5) years old by October 1, 2015.

Kindergarten students will be placed in their resident neighborhood school or one of the Early Childhood Centers (Althea Gibson Academy or Wahlstrom Academy). The East Orange School District offers a full day kindergarten program for all eligible five year old students.

The kindergarten curriculum is Houghton Mifflin Harcourt Programs: "Journeys" (Language Arts, Reading & Writing), "Science Fusion" (Science) "Social Studies" and Addison Wesley Scott Foreman Mathematics.

The Kindergarten Curricula is designed to help children achieve the rigorous content demanded by the newly adopted Common Core State Standards in English Language Arts and Mathematics.

Building on the foundations of the Pre-Kindergarten experiences, it seeks to lay an even stronger foundation for students to be successful in Elementary and Post Elementary Education.

HELP YOUR CHILD BUILD A STRONG FOUNDATION FOR SUCCESS!

GIFTED AND TALENTED PROGRAM

The East Orange School District recognizes that there are many students in grades K-12 who require differentiated learning experiences due to their outstanding abilities, performance or potential. These abilities may emerge in general, intellectual or creative thinking areas. The district has organized various programs (P.E.A.K. Quest, Talent Pool, P.A.C.E.) to accommodate students with these abilities. In addition, there are students who also may excel in specific content areas, particular facets of a content area, or in a specialty area. Specialty areas such as performance, leadership, or higher level thinking are the foci of our Schools.

ELEMENTARY/MIDDLE SCHOOL PROGRAMS

Each elementary school gifted and talented program has a teacher of the gifted/talented who is designated as the Quest teacher for that building. Students are identified by the district's identification process.

The Quest/P.A.C.E. teacher is responsible for teaching in a resource room setting. Responsibilities include the teaching of individual and small group investigations of real-life problems. The elementary Quest teachers and middle school P.A.C.E. teachers also coordinate competitions such as debates, speeches, Future Problem Solving, Scenario Writing, Community Problem Solving, Odyssey of the Mind and the Invention Convention. Coordination of school-wide enrichment activities is also the responsibility of each gifted and talented teacher.

The middle school format for the Gifted and Talented consists of the following: First, the honors students in each subject are grouped according to the recommendations of staff and testing data in order to maximize the opportunity for excellence among academically able students within each content area.

Secondly, students who manifest exceptional creative thinking abilities attend a P.A.C.E. (Program for Autonomous Creative Experiences) for the purpose of applying their creativity within the curricula and within special program activities.

SECONDARY EDUCATION PROGRAM

Programs for capable students in grades 6-12 have many similarities in all secondary schools. Programs abound with elements such as ability grouping, the identification of creativity and other special talents and skills. The Autonomous Learner Model also organizes the activities of high school students into five areas. In these areas, students become more aware of their capabilities and interactions with other people. They are exposed to new ideas and information. They give seminars reflective of their growing knowledge base, and they learn how to carry out in depth studies. This model ensures that students become independent, responsible life-long learners.

The high school format encourages continuity and articulation from one level to the next. In the high schools, students of high ability in grades 9-12 classes are provided a variety of opportunities and activities to stay engaged and challenged in the classroom. The Gifted and Talented High School programs consist of Advanced Placement (AP) courses, city, regional, state and national competitions, dual enrollment at local colleges, honors classes for specific content areas such as Social Studies, English, Math and Science, enrichment and accelerated summer programs offered at various colleges and universities, as well as leadership activities that may include community service, debate, public speaking and peer meditation.

SPECIAL EDUCATION PROGRAM

All parents of students receiving special education services are placed by making an appointment with the Special Education Services Placement Committee through the Director of Special Education Services, Mrs. Tonya Santos. Please call (973-266-5835) to establish an appointment.

PROJECT CHILD FIND

Project Child Find is a referral and awareness service of the New Jersey Department of Education to help to identify un-served children, birth to twenty-one years of age.

Infants and Toddlers (Birth to three)

If you are concerned that your infant or toddler is developing or learning differently, you can call an Early Intervention Service Coordinator. The Early Intervention Service Coordinator in Essex County can be reached at (973) 395-8836.

When you call, a Service Coordinator will listen to your concern and will describe services and other resources that may be available for you and your family. The Early Intervention Service Coordinator may arrange for your child to have a Developmental Evaluation at no cost to you. The evaluation will determine if your child is eligible for Early Intervention Services. Early Intervention Services can help to meet children's developmental needs.

Early Intervention Services are provided to children:

- Within the family's routine;
- Within their natural environment (home and community);
- In settings which children without disabilities participate;
- And with active participation of families.

Preschool Children and Students (Three through Twenty-One)

If you are concerned about your preschool child or student developing or learning differently, you can call your Public School or County Supervisor of Child Study Teams to find out the appropriate person in your District to contact.

County Supervisor of Child Study Teams – Essex County (973) 621-2750

The County Supervisor of Child Study Teams will refer you to your District's Department of Special Education Services. Someone there will assist you with any questions you may have.

If you would like an evaluation for Special Education and Related Services, a written request must be made to the Director of Special Education Services. Include your child's name, age, current school, and suspected or known disability. After receiving your written request, the Director of Special Education will send a letter to you stating it has been sent to the Child Study Team. The Child Study Team will have twenty days to have a meeting with you the parent(s). At that time you and the Team will determine what Evaluations should be conducted.

To the maximum extent appropriate preschoolers and students with disabilities receive their education with their non-disabled peers.

ATTENDANCE POLICY

The East Orange School District believes that systematic attendance in class, participation in class activities, and communication between pupils and teachers are vital and integral parts of the learning process. Constant absences of students from regular classroom learning experiences disrupt the continuity of the instructional and learning process. Poor attendance limits accomplishments and reinforces a habit, which will handicap the person in future, education or employment. **WARNING PROCEDURES:** Written warning notices are to be mailed to parents/guardians on the **4th, 9th and the 14th day of absence.** Violation and hearing notices are to be mailed on the **18th day of the absence.** After the 18th day of absence, parents may be charged as disorderly persons.

A. ATTENDANCE

1. Students are required to attend school every day school is opened during the school year, whether half or whole days unless the student is excused. "An excused absence" is a student's absence from school for a full day or a portion of a day for the observance of a religious holiday pursuant to N.J.S.A. 18A:36-14 through 16, or any absence for the reasons listed below:
 - a. The student's illness supported by a written letter from the parent upon student's return to school;
 - b. The student's required attendance in court;
 - c. Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. §§794 and 705(20), and individualized health care plans;
 - d. The student's suspension from school;
 - e. Family illness or death supported by a written letter from the parent upon the student's return to school;
 - f. Visits to post-secondary educational institutions;
 - g. Interviews with a prospective employer or with an admissions officer of an institution of higher education;
 - h. Examination for a driver's license;
 - i. Take Our Children to Work Day;
 - j. An absence considered excused by a New Jersey Department of Education rule;
 - k. Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day;
 - l. An absence for a reason not listed above, but deemed excused by the Principal upon a written request by the student's parent stating the reason for the absence and requesting permission for the absence to be an excused absence;

2. **No student will be released from school on the basis of a telephone call only.** The parent/guardian must come to the school personally in such cases. In cases of extreme emergency, the pupil may be excused at the discretion of the principal.
 - a. A student must bring a note from his/her parent/guardian requesting early dismissal. **The principal or his/her designee must approve all early dismissals.**
 - b. Students of estranged parents/guardians may be released only upon the request of the parent/guardian whom the court holds directly responsible for the child and who is the parent/guardian registered on the school record. The schools shall not be a party to other arrangements with estranged parents/guardians.

B. TARDINESS, TRUANCY & UNEXCUSED ABSENCES

The orderly conduct of class activity is predicated upon the prompt and precise beginning of each class. Tardiness hinders the proper conduct of such activity, imposes a distraction, which leads to a loss in instructional time for students properly in attendance, and denotes school time loss by the tardy student. **Students in all grades will be required to present a written note from the parent/guardian explaining the tardiness, upon arrival at school.**

1. GRADES 1-6: **Three (3) unexcused tardies after the first ten (10) minutes** of the instructional time and not in possession of an authorized excuse may lead to academic failure as a result of decreased learning time and lack of class participation in the assigned subject. Additionally, the student may be referred to a court or court program for excessive tardiness.
2. GRADES 7-12: Tardy to class **after the first ten (10) minutes** of the instructional time and not in possession of an authorized excuse will be charged with **one (1) unexcused absence for that class period**. Students **less than ten (10) minutes late will be charged with one (1) tardy**.

In grades 7 – 12, it will be a requirement of all courses that students shall attend a minimum of 90% each marking period, and a minimum of 90% of the total class period of a semester and full year courses to enforce Policy No. 5460 on high school graduation.

A pupil who develops a pattern of tardiness, excused or unexcused, will be offered counseling with an appropriate staff member to determine the cause of the tardiness. Additionally, the student may be referred to a court or court program for excessive tardiness.

TRUANCY/UNEXCUSED ABSENCES

This is any absences, or part, of all of one or more days from school during which the principal or teacher has not been notified of the legal cause of such absence.

1. Elementary students (Grades 1-5) who acquire **five (5) unexcused absences** in the course of a school year will be automatically considered for retention in that grade.
2. In grades 6 through 12, it will be a requirement of all courses that students shall attend a minimum of 90 percent of all classes each marking period, and a minimum of 90 percent of the total class periods of a semester and full year course. Secondary students who are denied credit due to attendance will be assigned an E* for the marking period. E* will apply only to the marking period in which the excessive absences occur. If absences are not addressed, student will be denied credit with no grade.

Students whose written excuses meet Board Policy guidelines shall be allowed to make up all assignments and tests. Such absences must be supported by written explanations from the parent/guardian and presented to the school at the time of the students return to school. Student absences verified by a note from a physician (on his/her stationery/prescription pad), will be charged as excused if it is presented upon the student's return to school. It will be the student/parent/guardian's responsibility to secure and present such notes. All absences must be coded (excused or unexcused) and recorded for each student.

All absences are considered unexcused until a note explaining the reason for absence is presented, reviewed and determined to be appropriate. Parents/guardians of students under age 16 shall be advised that they may be taken to court for excessive absences and

parents/guardians of students 16 years of age and older shall be advised that repeat absence of their child can be cause for his/her expulsion from school.

3. **APPEALS:** A parent/guardian and student can request a hearing. The request must be in writing and submitted to the principal. Where a semester's course credit is in jeopardy, such request must be filed within **ten (10) school days** of receipt of notification. Where a year's course credit, promotion and/or graduation are in jeopardy, such request for a hearing must be made within **twenty (20) school days** of receipt of notification. **Additional information on the rules and regulations regarding attendance is available, upon request, at the school.**

C. TRANSFERS

A student transferring to another school should notify the guidance office in the secondary schools and the principal in the elementary schools **one (1) week prior to the transfer by letter from the parent/guardian giving the new address.**

D. WITHDRAWALS

Withdrawing from school is an action, which is seldom advisable. In order to avoid wrong decisions, the Board recommends that a student notify the guidance department of his/her intentions **one (1) week prior to the withdrawal** so that a meeting of the student, his/her parent/guardian and a guidance counselor can be arranged.

Students who are sixteen (16) and wish to withdraw from school will be permitted to do so when the Department of Special Education and Special Services recommend action in their own interests, whether or not they have a job.

A student who is seventeen (17) and sincerely wishes to withdraw from school will be permitted to do so with parental permission.

BEHAVIOR, STUDENT DRESS CODE & PERSONAL PROPERTY

The purpose of these guidelines is to provide a healthy environment in the schools conducive to academic purposes; to help foster the goals and objectives of the educational system; to help implement a thorough and efficient system of public education; to assist in promoting self-discipline in the classroom; to maintain order; to help secure the safety of the pupils in the system, and to promote respect for authority and self.

A. General Rules

1. Personal grooming should be done at home or in the appropriate areas.
2. Pupils should maintain a clean and well-groomed appearance at all times in school and at school sponsored events.
3. Pupils are expected to avoid dress and grooming that is likely to create a material and substantial disruption to the school environment.
4. Dress or grooming that jeopardizes the health or safety of a pupil or of other pupils or is injurious to school property will not be tolerated.
5. Pupils who publicly represent the school, district, or any school related organization at an activity away from the school district are required to dress in full accordance with the reasonable expectations of the school district or its representative. Pupils unwilling to comply with this requirement will disqualify themselves from participation.

6. Pupils will not be permitted to attend a school-related function, such as a field trip, after-school activity, etc., unless they are attired and groomed in accordance with the school district dress code and the reasonable expectation of the school district or its representative.

B. Prohibited Clothing and Articles

1. Attire must not be tight fitting, sheer, brief, low cut, or revealing, above or below the waist as to be embarrassing or indecent. Clothing must not be distracting or provocative (lack of undergarments, see through clothing, bare midriffs, clothing designed as undergarments, tank tops, halters, miniskirts, and sleeveless undershirts, etc.).
2. Clothing which is soiled, torn, defaced or ripped.
3. All dresses, shorts and skirts must be no shorter than two inches above the knee.
4. Facial jewelry or excessive piercing that may be dangerous to the pupil or cause disruption to the educational program is prohibited.
5. Graphics that are suggestively obscene or offensive on any garments or patches are prohibited (i.e., alcohol, drugs, obscenities or words with double meanings).
6. Attire must not be destructive to school property.
7. Pupil's dress must not present a threat, implied or expressed, to the safety or physical well-being of the pupil or others.
8. Pupil must wear safe and proper footwear on school property.
9. Outdoor jackets, coats, or hats are not to be worn in the school building except when entering or leaving the building. (With teacher/building administrator approval, jackets may be worn in the classroom; if the room is cold, etc.)
10. Sunglasses, glazed, or tinted glasses are not to be worn during school hours, unless a medical note indicating the need to wear such glasses indoors has been accepted by the school nurse or school physician.
11. Headwear or hair rollers must not be worn in the building (exceptions regarding the headwear prohibition may be made for religious or medical reasons by the building administrator). **Exceptions may be made by administration for religious or medical reasons only**
12. See-through blouses, halters, bare midriffs and sleeveless undershirts are not acceptable for wear as outer garments.
13. Tight and/or revealing clothing (Spandex, bike pants), are not acceptable.
14. Pupils shall not have in their possession in school articles which are distracting, inappropriate, indecent, unhealthy, or hazardous, i.e., personal pagers (beepers), portable audio or video devices or radios. (An exception may be made by the Principal or administrator of the school on an individual basis.)
15. Clothing, apparel, hairstyles, tattoos, and/or accessories which indicate affiliation with any gang associated with criminal activity are prohibited.
16. Clothing, tattoos, or accessories containing profanity, sexual references, or innuendoes, or expressing racial, religious, or ethnic bias are prohibited.
17. Sagging pants are prohibited in all grades.

IF IN DOUBT, DON'T WEAR IT TO SCHOOL

Enforcement

1. The building administrator may waive application of the dress code for special school activity days.
2. Pupils not conforming to the dress code shall be disciplined, by the Principal, in accordance with the Board policies.

EARLY CHILDHOOD/ELEMENTARY SCHOOLS DRESS CODE

Please check with your child's school. Uniforms are mandatory in all schools.

Gibson Academy

Navy Blue Pants/Skirt/Skirt

Light Blue Blouse or Shirt

Navy Blue – Bottom down Sweater/Vest

Wahlstrom

Navy Blue Pants/Jumper/Skirt

Light Blue Blouse or Shirt

Navy Blue Sweater/Navy Blue Tie

Benjamin Banneker School

Gray Pants, Gray/Burgundy/ Plaid Skirt, Jumper, Tie
Burgundy or Gray Sweater/Vest, Blazer

White Shirt/Blouse

Gray/Burgundy/White Polo Shirt

Bowser School of Excellence

Navy Pants/Jumper /Skirt/Tie

White Shirt/Blouse

Carver Institute

Dark Blue Pants/Jumper or Skirt

Yellow/Gold Shirt or Blouse

Cochran Academy

Gray Pants/Skirt

Burgundy Plaid Skorts/Skirt

White Shirt/Blouse

Burgundy or Gray Sweater

Garvin Schools

Dark Blue Pants/Jumper/Skirt

White or Yellow Shirt or Blouse

Houston Academy

Navy Blue Pants or Skirts

Yellow Shirt/Blouse

Hughes School

Black Pants/Skirt/Jumper

White Shirt/Blouse or Polo Shirt

Red Sweater, Vest, Blazer

Jackson Academy

Dark Blue Pants/Skirt/Jumper

White/Light Blue Shirt/Blouse

Ecolè Toussaint Louverture

Navy Blue Pants, Jumper or Skirt

Light Blue Shirt/Blouse

Parks Academy

Navy Blue Pants, Jumper, Skirt/Tie

Light Blue Blouse/Shirt

Tyson Elementary School

Navy Blue Pants/Skirts

Navy Sweats (Gym Days)

White Shirt/Blouse

Dionne Warwick Institute

Navy Blue Pants, Jumper, Skirt/Tie

Light Blue Blouse/Shirt

MIDDLE SCHOOL DRESS CODE

Costley Middle School – 6th Grade

Navy Collar Shirt

Grey Pants and Skirts

Healy Middle School – 8th Grade

Hunter Green Collar Shirt

Khaki Pants, Skirts & Capris

Truth Middle School – 7th Grade

Burgundy Collar Shirt

Grey Pants, Skirts & Capris

Cicely Tyson Middle/High Performing Arts School (6th -12th Grades)

High School

Bottom: Khaki/Tan Pants, Slacks or Skirt

Top: White or White Collar Shirt/Blouse

Gym: Red Bottom, White Sneakers, Shoes or Boots

Middle School

Bottom: Navy Blue Pants, Slacks, or Skirt

Top: White or Black Collar Shirt/Blouse

Gym: Blue Bottom, White Top Sneakers, Shoes or Boots

Students will enter, remain in and exit from school wearing the approved dress code policy.

East Orange STEM Academy (6th -12th Grades)

Middle School

Collared Polo Shirts – Grey

Black Khaki Pants or Black Khaki Skirts

*Polo shirts must be solid color

*No Jeans or Leggings/Tights!

High School

Collared Polo Shirts – White/Navy Blue

Tan Khaki Pants or Tan Khaki Skirt

*Polo shirts must be solid color

*No Jeans or Leggings/Tights!

- ❖ Anyone in violation of this policy will be sent home and will not be allowed to return until a parent conference is held with an administrator.

East Orange Campus High School

Grey Polo Shirts

Khaki Pants

Alternative Programs

WE Academy (Grades 2-5)

Yellow Shirt or Blouse

Dark Blue Pants, Skirts & Jumper

Fresh Start Academy (Middle School Level)

Grey Polo or Collared Shirt

Black Pants, Skirts & Jumper

No Black Jeans

Fresh Start Academy (High School Level)

White, Grey or Burgundy Polo or Collared Shirt

Khaki Pants, Skirts & Jumper

No Jeans

The wearing of **pants below the waistline (SAGGING) is unacceptable and will not be tolerated.** Pants should be size appropriate and worn at the waist. Coats, jackets, and all outerwear may not be worn in school.

Students are encouraged and expected to comply with the dress code policy. ***Failure to comply will result in disciplinary actions.***

EXPECTATIONS FOR PUPIL CONDUCT

The Board of Education believes that pupils should commit themselves to learning and to the development of their unique potential. Pupils should know that their attitudes and acts affect both their own and their classmates' learning and should accept responsibility for helping to create a positive school environment.

The Board expects all pupils in this school district, commensurate with their age and ability, to:

1. Prepare themselves mentally and physically for the process of learning;
2. Respect the person, property, and intellectual and creative products of others;
3. Take responsibility for their own behavior;
4. Use time and other resources responsibly;
5. Share responsibilities when working with others;
6. Meet the requirements of each course of study;
7. Monitor their own progress toward school objectives; and
8. Communicate with parent(s) or legal guardian(s) and appropriate school staff members.

STUDENT CODES OF CONDUCT

(See Policy & Regulation 5600 for the full Policy)

A student code of conduct has been implemented to thoroughly define the expectations for student behavior. Adoption and implementation of **THE STUDENT CODES OF CONDUCT** are required under 4115 (b) Title IV. The East Orange School District and community expect all students to fulfill the behavioral expectations listed in the "**THE STUDENT CODES OF CONDUCT.**"

The Building Principal or designee shall have the authority to assign discipline to pupils. School authorities also have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7.2, 6A:16-7.3, or 6A:16-7.5.

Consequences and appropriate remedial action for a pupil who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The factors for determining consequences and remedial measures are listed in Policy 5512 – Harassment, Intimidation, and Bullying.

Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil's history of problem behaviors and performance, and shall be consistent with this Policy and the school district's pupil discipline/code of conduct pursuant to N.J.A.C. 6A:16-7.1.

Remedial measures for one or more acts of harassment, intimidation, or bullying shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation, or bullying.

Any pupil to be disciplined shall be provided the due process procedures for pupils and their families as set forth in N.J.A.C. 6A:16-7.2 through 7.6.

Disciplinary Measures

The following disciplinary measures may be applied as appropriate to the student's violation of school rules. Repeated chronic or cumulative offenses may require more aggressive interventions and consequences. **All disciplinary measures should involve parent conferences with written notification.**

- A.** Classroom level interventions and consequences. If these interventions are successful, referral to the school administrator may not be necessary. At least three (3) occurrences must be documented before proceeding to the next level.

Reinforcement of appropriate behavior	Reminder and/or redirection
Re-Teach expectations and skills	Warning
Seat Change	Teacher conference with student
Guided student resolution	In-class time out and/or take a break
Written reflection about incident	Parent contact
Loss of Privileges (Logical connection to behavior)	

- B.** Teachers use the following interventions based on specific behavior or when **Level A** responses have not been effective. Parent involvement is desired. If these interventions are successful, a referral to an administrator may not be necessary.

Confiscation of item	Supervised time-out outside of classroom
Phone call and/or letter to parent	Teacher conference with parent
Parent, student, and teacher contract	IR&S referral
Peer mediation	Conflict resolution with counselor
Mentoring	Class or Schedule Change
Parent accompany student to school or classes	Referral to Attendance Officer
	Referral to CST Case Manager

- C.** Office referral and documented parent notification required.

Restorative discipline conference	Detention
Community Service	In-School Suspension (1/2 day or more)
Referral to CST/Support Staff	Behavior Progress Report
Suspension from bus	Referral to IR&S
Modification of IEP, Functional Behavior Assessment	Parent Conference with administrator and teacher

- D.** Office referral and documented parent notification required

Suspension from school	Loss of bus privileges
Referral to SAC	Restricted activity

Referral to community based services
Referral to school counselor and/or social worker, CST (if appropriate)

30 day suspension from activities and sports
Community Service (volunteer work as a form of restitution)

E. Disciplinary action required. May have mandated consequences.

OFFICE REFERRAL REQUIRED - PARENT NOTIFICATION REQUIRED

Suspension for 5-10 days
Referral to BOE Hearing and reassignment to alternative educational setting

Referral to SAC
Suspension from activities/sports for up to a year

F. Required referral for Hearing

OFFICE REFERRAL REQUIRED - PARENT NOTIFICATION REQUIRED

- Suspension for 10 days with recommendation to Board Hearing for removal from educational setting or expulsion.

Please Note: *Suspended students must be provided with educational services within 5 days of removal for disciplinary reasons. Provision must be made for students to make up academic work missed during the time of suspension.*

CODE OF CONDUCT OFFENSES

I. Offenses that Disrupt the Learning Environment

Attendance:

Unauthorized absence from class; unauthorized absence from school

May include, but not limited, unauthorized: Absence, Tardy, Cutting Classes & Departure

1st Offense: **Staff Conference with Student
Parent Notification**

2nd Offense: **Parent Conference with Disciplinarian/Administrator
In-School Suspension or Detention**

3rd Offense: **Referral to Attendance Officer for Absenteeism
Parent Conference with Disciplinarian/Attendance Officer/Administrator
Referral to School Support Services
Out of School Suspension
Referral to Community Resources
Possible School Based Administrative Hearing**

Disruptive Behavior:

Any disruptions of classroom, school, or District sponsored activity. Any disturbance or disruption that interferes with effective functioning staff, another student, a class, or another school activity. May include, but not limited to:

- Violation of classroom rules
- Profane/Vulgar words or actions
- Blatantly loud, disruptive, or offensive behavior
- Inappropriate contact and displays of affection towards another student
- Any behavior that disrupts the routine of school activities or work - District employee
- Loitering, Littering and Gambling

1st Offense: *Staff Conference with Student
Staff Conference with Parent
Restorative Practice (EOCHS only)
Referral to School Support Service Staff*

2nd Offense: *Parent Conference with Disciplinarian/Administrator
Detention
In-School Suspension
Loss of Privileges
Restorative Practices (EOCHS only)*

3rd Offense: *Parent Conference with Disciplinarian/Administrator
In-School or Out of School Suspensions
Restorative Practices (EOCHS only)
Referral to School Support Service Staff
School Based Administrative Hearing*

Insubordination:

Verbal or nonverbal refusal to comply with established procedures and/or reasonable requests from school personnel, including refusal to identify oneself. Behaviors that disobey, undermine, or defy the lawful authority of a District employee or agent. May include, but is not limited to:

- Cheating, forgery and/or dishonesty
- Cell phone or electronic device misuse
- Safety violation
- District transportation violation
- Accomplice or conspirator
- Malicious statement, image, or website about staff or another student
- Failure to comply with given consequence
- Persistent failure to comply
- Inappropriate attire/Violation of Dress Code

1st Offense: *Staff Conference with Student
Staff Conference with Parent
Restorative Practice (EOCHS only)
Referral to School Support Service Staff or Disciplinarian/Administrator*

2nd Offense: *Parent Conference with Disciplinarian/Administrator
Detention
In-School Suspension
Loss of Privileges
Restorative Practices (EOCHS only)*

3rd Offense: *Parent Conference with Disciplinarian/Administrator
In-School or Out of School Suspension
Loss of Privileges
Restorative Practices (EOCHS only)
Referral to Community Resources
School Based Administrative Hearing*

Offensive Materials:

To possess, view, display, including on a website, or attempt to access any material that is blatantly offensive, discriminatory, and/or inappropriate. May include, but is not limited to material that are:

- Pornographic
- Racist
- Sexually explicit
- Drug, Alcohol or Tobacco Related

1st Offense: *Staff Conference with Student*
 Staff Conference with Parent
 Restorative Practice (EOCHS only)
 Referral to School Support Service Staff or Disciplinarian/Administrator

2nd Offense: *Parent Conference with Disciplinarian/Administrator*
 Detention
 In-School Suspension
 Loss of Privileges
 Restorative Practices (EOCHS only)

3rd Offense: *Parent Conference with Disciplinarian/Administrator*
 In-School or Out of School Suspension
 Loss of Privileges
 Restorative Practices (EOCHS only)
 Referral to Community Resources
 Referral to School Based Administrative Hearing

Weapons:

Weapons includes but not limited to, all firearms, knives, dangerous instruments intended to inflict harm, components that can readily assembled into a weapon, explosive devices, and imitation firearms. For the purpose of this policy “firearm” means those items enumerated in N.J.S.A. 2C:39-1f and 18 U.S.C. 921 and Policy and Regulations 8467.

Any pupil who possesses, uses, or exchanges a weapon in violation of this policy shall be subject to stringent discipline, **which may include expulsion**. Any pupil or school employee who suspects or knows of the presence of a weapon in violation of this policy and fails to report the same shall be subject to discipline. Any person who possesses a weapon on school premises or school transportation or at a school-sponsored function shall be reported to the appropriate law enforcement agency.

Any pupil who is convicted or is an adjudicated delinquent for possession of a firearm or who is found to be in possession of a firearm on school property must be **immediately removed from the regular education program** and provided with an alternative program, pending a hearing before the Board of Education. Pupils convicted or found to be delinquent for possessing a firearm on school property, on a school bus, or at a school-sponsored function or committing a crime while possessing a firearm shall be immediately removed from the regular education program for a period of not less than one calendar year and placed in an alternative education school or program pending a hearing before the Board of Education to remove the pupil. **Please see Policy and Regulations 8467 for the full policy.**

Threats:

Behavior, whether written (including text message, email, or internet posting) verbal or physical that is threatening against persons, groups, events or property related to school or school activities. May include, but not limited to:

- Threat of violence

➤ Threatening a prank

1st Offense: **Staff conference with student**
Restorative Practice (EOCHS only)
Loss of Privileges
Referral to School Support Service Staff or Disciplinarian/Administrator
No Contact Contract
Law Enforcement Notification

2nd Offense: **Parent conference**
Restorative Practice (EOCHS only)
Loss of Privileges
Referral to School Support Service Staff or Disciplinarian/Administrator
Detention
Referral to Community Resources
No Contact Contract
Law Enforcement Notification
In-School or Out of School Suspension

3rd Offense: **Parent conference with Disciplinarian/Administrator**
In-School or Out of School Suspension
Loss of Privileges
Restorative Practices (EOCHS only)
No Contact Contract
Referral to Community Resources
Law Enforcement Notification
Referral for School Based Administrative Hearing

Gang Related Behavior & Recruitment:

Any student found using any manner or means in representing a gang, promoting gang membership or activities, or engaging in any criminal gang activity or recruiting potential gang members.

1st Offense: **Staff Conference with student**
Restorative Practice (EOCHS only)
Loss of Privileges
Referral to School Support Service Staff & Disciplinarian/Administrator
Referral to Community Resources
Possible Law Enforcement Notification
Referral to School Based Administrative Hearing

2nd Offense: **Parent Conference**
Restorative Practice (EOCHS only)
Loss of Privileges
In-School Suspension
Detention
Referral to School Service Staff & Disciplinarian/Administrator
Referral to Community Resources
Law Enforcement Notification
Referral to Central Office Administrative Hearing

3rd Offense: **Parent Conference**
Restorative Practice (EOCHS only)
Loss of Privileges
Out of School Suspension
Detention

Referral to School Support Service Staff & Disciplinarian/Administrator
Referral to Community Resources
Law Enforcement Notification
Referral to Board of Education Hearing

Teen Dating Violence:

Teen Dating violence is defined as the physical, sexual, or psychological/emotional violence within a dating relationship, as well as stalking. It may occur between a current or former dating partner.

1st Offense: *Staff Conference with student*
 Parent Notification
 Restorative Practice (EOCHS only)
 Loss of Privileges
 Referral to School Support Service Staff & Disciplinarian/Administrator
 No Contact Contract
 Implementation of Remediation Guidelines from Policy 5519
 Referral to Community Resources
 Possible Law Enforcement Notification

2nd Offense: *Parent Conference*
 Restorative Practice (EOCHS only)
 Loss of Privileges
 Referral to School Support Service Staff and Disciplinarian/Administrator
 No Contact Contract
 In-School Suspension or Out-of-School Suspension
 Detention
 Implementation of Remediation Guidelines from Policy 5519
 Referral to Community Resources
 Law Enforcement Notification
 Referral to School Based Administrative Hearing

3rd Offense: *Parent Conference*
 Restorative Practice (EOCHS only)
 Loss of Privileges
 Referral to School Service Staff & Disciplinarian/Administrator
 No Contact Contract
 Out of School Suspension
 Implementation of Remediation Guidelines from Policy 5519
 Referral to Community Resources
 Law Enforcement Notification
 Referral to Central Office Administrative Hearing

II. Offenses Against Persons

Aggressive Behavior:

Careless, reckless, aggressive physical behavior directed toward another person that is entered into by mutual consent. May include but is not limited to:

- Hitting, Punching or Slapping
- Kicking, Tripping
- Shoving
- Attempting to Injure
- Horseplay/Play Fighting
- Mutual Combat

1st Offense: *Parent Conference
Restorative Practice (EOCHS only)
In-School or Out of School Suspension
Referral to Disciplinarian/Administrator
Refer to Support Service Staff for Counseling
Possible Law Enforcement Notification*

2nd Offense: *Parent Conference
Restorative Practice (EOCHS only)
Out of School Suspension
Referral to Support Service Staff for Counseling
Referral to Community Resources
Referral for School Based Administrative Hearing
Possible Law Enforcement Notification*

3rd Offense: *Referral to Central Office Administrative Hearing*

Assault: Non-mutual aggressive behavior; Attempts to cause or purposely, knowingly or RECKLESSLY causes bodily injury to another; or Negligently causes bodily injury to another with a deadly weapon; or Attempts by physical MENACE to put another in FEAR of imminent serious bodily injury. May include but not limited to:

- Sexual
- Physical
- Verbal

1st Offense: *Parent Conference
Restorative Practice (EOCHS only)
In-School or Out of School Suspension
Referral to Disciplinarian/Administrator
Refer to Support Service Staff for counseling
Possible Law Enforcement Notification*

2nd Offense: *Parent Conference
Restorative Practice (EOCHS only)
Out of School Suspension
Law Enforcement Notification
Referral to Support Service Staff for Counseling
Referral to Community Resources
Referral for School Based Administrative Hearing*

3rd Offense: *Central Office Administrative Hearing*

Assault with Weapons:

A student who commits an assault, as defined under N.J.S.A. 2C:12-1(a)1, with a weapon, which includes, but is not limited to, items enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined by N.J.S.A. 2C:39-1(f) and 18 U.S.C. §921, upon a teacher, administrator, other school Board employee, Board of Education member, or another student on school grounds, pursuant to N.J.S.A. 18A:37-2.2 through 2.5.

A student, other than a student with a disability, who commits an assault as defined above shall be immediately **removed from the school's general education program for a period not exceeding one calendar year** and placed in an alternative education program according to the requirements of N.J.A.C. 6A:16-9. A student with a disability who commits an assault as defined above shall be immediately removed in accordance

with the provisions of N.J.A.C. 6A:14 and applicable Federal regulations and shall receive a placement in accordance with N.J.A.C. 6A:14.

If a student, other than a student with a disability, is removed from the general education program pursuant to N.J.A.C. 6A:16-5.6 and this Policy, and a placement in an alternative education program is not available, the general education student shall be provided home or other out-of-school instruction, according to N.J.A.C. 6A:16-10.2, until placement is available. ***Please see Policy and Regulations 5613 for the full policy.***

Harassment, Intimidation and Bullying (HIB):

Behavior, whether written (including text message, email or internet posting), verbal or physical, which serves to distress, threaten, demean, annoy, bully, intimidate, or torment another person as defined by the NJ Anti-Bullying Bill of Rights.

- 1st Offense:** *Parent Notification*
HIB Investigation and Referral to BOE of Investigation Results
In-School Suspension or Out of School Suspension
Detention
Counseling/Education by School ABS
Possible Law Enforcement Notification
Possible Referral to Community Resources
- 2nd Offense:** *Parent Notification*
HIB Investigation and Referral to BOE of Investigation Results
In-School Suspension or Out of School Suspension
Counseling/ Education by School ABS
Possible Law Enforcement Notification
Referral to Community Resources
- 3rd Offense:** *Parent Notification*
HIB Investigation & Referral to BOE of Investigation Results
Referral to School Based or Central Office Administrative Hearing

Commission of Sexual Acts:

Consensual sexual act(s) between students on school property or school sponsored events.

- 1st Offense:** *Parent Conference*
In-School or Out of School Suspension
Referral to Support Service Staff
Referral to Community Resources
- 2nd Offense:** *School Based Administrative Hearing*
- 3rd Offense:** *Central Office Administrative Hearing*

III. Offenses of Property

False Alarm and False Reporting:

Any false reporting to District employee or agent. Setting off fire alarm or reporting a fire to officials without a reasonable belief that a fire exists.

- 1st Offense:** *Parent Conference*
In-School or Out of School Suspension or Detention

Restorative Practices (EOCHS only)
Restitution of cost of Damage
Police Notification of Damage over \$100

2nd Offense: *Parent Conference*
In-School or Out of School Suspension or Detention
Restorative Practices (EOCHS only)
Restitution of cost of Damage
Police Notification of Damage over \$100
Referral to School Based Administrative Hearing

3rd Offense: *Parent Conference*
In-School or Out of School Suspension or Detention
Restorative Practices (EOCHS only)
Restitution of cost of Damage
Police Notification of Damage over \$100
Referral to Central Office Administrative Hearing

Fire/Chemical:

Any act, or attempted act, of fire setting. To intentionally, knowingly, or recklessly mishandle, or inappropriately use, dangerous chemicals or any behavior that could or does result in the evacuation or lockdown of a school building, district facility, or bus.

1st Offense: *Parent Conference*
In-School or Out of School Suspension or Detention
Restorative Practices (EOCHS only)
Restitution of cost of Damage
Police Notification of Damage over \$100

2nd Offense: *Parent Conference*
In-School or Out of School Suspension or Detention
Restorative Practices (EOCHS only)
Restitution of cost of Damage
Police Notification of Damage over \$100
Referral to School Based Administrative Hearing

3rd Offense: *Parent Conference*
In-School or Out of School Suspension or Detention
Restorative Practices (EOCHS only)
Restitution of cost of Damage
Police Notification of Damage over \$100
Referral to Central Office Administrative Hearing

Property Damages:

To damage property belonging to student, staff, agent or East Orange School District

1st Offense: *Parent Conference*
In-School or Out of School Suspension or Detention
Restorative Practices (EOCHS only)
Restitution of cost of Damage
Police Notification of Damage over \$100

2nd Offense: *Parent Conference*
In-School or Out of School Suspension or Detention
Restorative Practices (EOCHS only)
Restitution of cost of Damage

Police Notification of Damage over \$100
Referral to School Based Administrative Hearing

3rd Offense: *Parent Conference*
In-School or Out of School Suspension or Detention
Restorative Practices (EOCHS only)
Restitution of cost of Damage
Police Notification of Damage over \$100
Referral to Central Office Administrative Hearing

Theft: Theft of property belonging to student, staff, agent or East Orange School District, or to be knowingly in possession or control of stolen property.

1st Offense: *Parent Conference*
In-School or Out of School Suspension or Detention
Restorative Practices (EOCHS only)
Restitution of cost of Theft
Police Notification of Theft over \$100

2nd Offense: *Parent Conference*
In-School or Out of School Suspension or Detention
Restorative Practices (EOCHS only)
Restitution of cost of Theft
Police Notification of Theft over \$100
Referral to School Based Administrative Hearing

3rd Offense: *Parent Conference*
In-School or Out of School Suspension or Detention
Restorative Practices (EOCHS only)
Restitution of cost of Damage
Police Notification of Damage over \$100
Referral to Central Office Administrative Hearing

Vehicle Misuse:

Using any vehicle on school grounds or at a District sponsored activity in a reckless or unsafe manner; to cause a disruption with any vehicle. Parking in an unauthorized location.

1st Offense: *Parent Conference*
Suspension or Detention
Restorative Practices (EOCHS only)
Vehicle Towing
Police Notification of Criminal Activity Involvement, if applicable

2nd Offense: *Parent Conference*
Suspension or Detention
Restorative Practices (EOCHS only)
Vehicle Towing
Police Notification of Criminal Activity Involvement, if applicable
Referral to School Based Administrative Hearing

3rd Offense: *Parent Conference*
Suspension or Detention
Restorative Practices (EOCHS only)
Vehicle Towing
Police Notification of Criminal Activity Involvement, if applicable
Referral to Central Office Administrative Hearing

Criminal/Student Trespass:

Entering any District property or facility without proper authority; including during suspension or expulsion period. Trespassing is when a student knowingly or unknowingly is an East Orange School District are without legitimate purpose.

1st Offense: **Parent Conference**
 Restorative Practices (EOCHS only)
 Referral to School/Community Resources

2nd Offense: **Parent Conference**
 In or Out of School Suspension
 Restorative Practices (EOCHS only)
 Referral to School Community Resources
 Police Notification
 Referral to School Based Administrative Hearing

3rd Offense: **Parent Conference**
 Police Notification
 Out of School Suspension
 Referral of Central Office Administrative Hearing

Bomb Threat:

Possessing any device or substances with the ability or potential to explode in such a manner as to cause physical harm or alarm. The presence of such articles in a student's locker, automobile, purse, book bag, or similar container is considered to be possession by that student.

1st Offense: **Parent Conference with Building Administrator**
 Out of School Suspension
 Referral to School/Community Support Services
 Restorative Practices (EOCHS)
 Police Notification

2nd Offense: **Parent Conference**
 Out of School Suspension
 Referral to Central Office Administrative Hearing
 Police Notification

3rd Offense: **Parent Conference**
 Out of School Suspension
 Police Notification
 Referral to Central Office Administrative Hearing

IV. Offenses Concerning Computer Misuse, Electronic, Devices and Accessories

Unauthorized (no consent by staff or agent) use of production of and transmission of:

Unauthorized Use of Electronic Devices:

Unauthorized Performances of the following:

- Recording(s)
- Picture(s)
- Texting
- Emailing
- Downloading
- Uploading
- Videoing

- Social Media
- Charging Devices

1st Offense: *Use of the network only under direct supervision
Suspension of network privileges
Revocation of network privileges
Suspension of computer privileges*

2nd Offense: *Use of the network only under direct supervision
Suspension of network privileges
Revocation of network privileges
Suspension of computer privileges
Suspension from school*

3rd Offense: *Use of the network only under direct supervision
Suspension of network privileges
Revocation of network privileges
Suspension of computer privileges
Suspension from school
Expulsion from school
Legal action and Prosecution by the Authorities*

Computer Misuse:

Unauthorized of school computers and/or electronic devices and Wi-Fi as per East Orange Policy 5751 and 2361

1st Offense: *Use of the network only under direct supervision
Suspension of network privileges
Revocation of network privileges
Suspension of computer privileges*

2nd Offense: *Use of the network only under direct supervision
Suspension of network privileges
Revocation of network privileges
Suspension of computer privileges
Suspension from school*

3rd Offense: *Use of the network only under direct supervision
Suspension of network privileges
Revocation of network privileges
Suspension of computer privileges
Suspension from school
Expulsion from school
Legal action and Prosecution by the Authorities*

V. Tobacco, Alcohol and Drugs

Distribution, Possession of Prescription OTC, E-Cigarettes, Pipes and Smoking Devices:

Possession, selling, buying, distributing, being under the influence of, or otherwise using alcohol; illegal or any unauthorized drugs as defined by but not necessarily limited to the Title 24 Controlled Dangerous Substances, NJSA 24:21-1 to 45:1-32; includes look-alikes being represented as a controlled substance, and/or misuse of prescription or non-prescription drugs. Possessing any drug paraphernalia. May include, but is not limited to:

- Alcohol

- Illegal Drugs
- Prescription or OTC
- Pipes/Smoking Devices
- E-Cigarettes

1st Offense: ***Parent Conference with Administrator and SAC***
Referral to SAC
Referral for Substance Abuse Testing by SAC
Out of School Suspension
School and/or Community Intervention based on Test Results

2nd Offense: ***Parent Conference with Administrator and SAC***
Referral to SAC
Referral for Substance Abuse Testing by SAC
Out of School Suspension
School and/or Community Intervention based on Test Results
Referral for School Based Administrative Hearing

3rd Offense: ***Parent Conference***
Referral to SAC
Referral for Substance Abuse Testing by SAC
Out of School Suspension
School and/or Community Intervention based on Test Results
Referral for Central Office Administrative Hearing

MANDATED POLICIES

A. Electronic Communications Between Teaching/Support Staff Members and Students

(See Policy 3283 & 4283)

The Board of Education recognizes electronic communications and the use of social media outlets create new options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and staff members communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student’s extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between teaching staff members and students. However, the Board of Education recognizes staff members can be vulnerable in electronic communications with students.

In accordance with the provisions of N.J.S.A. 18A:36-40, the Board of Education adopts this Policy to provide guidance and direction to staff members to prevent improper electronic communications between staff members and students.

The Commissioner of Education and arbitrators, appointed by the Commissioner, has determined inappropriate conduct may determine a staff member unfit to discharge the duties and functions of their position. Improper electronic communications by staff members may be determined to be inappropriate conduct.

For the purposes of this Policy, “electronic communication” means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. “Electronic communications” include, but are

not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites.

For the purposes of this Policy, “professional responsibility” means a teaching/support staff member’s responsibilities regarding co-curricular, athletic coaching, and any other instructional or non-instructional responsibilities assigned to the teaching/support staff member by the administration or Board of Education.

For the purposes of this Policy, “improper electronic communications” means an electronic communication between a teaching/support staff member and any student of the school district when:

1. The content of the communication is inappropriate as defined in this Policy; and/or
2. The manner in which the electronic communication is made is not in accordance with acceptable protocols for electronic communications between a teaching/support staff member and a student as defined in this Policy.

Inappropriate content of an electronic communication between a teaching/support staff member and a student includes, but is not limited to:

1. Communications of a sexual nature, sexually oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding the teaching staff member’s or student’s past or current romantic relationships;
4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, or bullying;
6. Communications requesting or trying to establish a personal relationship with a student beyond the teaching staff member’s professional responsibilities;
7. Communications related to personal or confidential information regarding another school staff member or student; and
8. Communications between the teaching staff member and a student that the Commissioner of Education or an arbitrator would determine to be inappropriate in determining the teaching staff member is unfit to discharge the duties and functions of their position.

The following acceptable protocols for all electronic communications between a teaching/support staff member and a student shall be followed:

1. E-Mail Electronic Communications Between a Teaching Staff Member and a Student

- a. All e-mails between a teaching/support staff member and a student must be sent or received through the school district's e-mail system. The content of all e-mails between a teaching/support staff member and a student shall be limited to the staff member's professional responsibilities regarding the student.
 - b. A teaching/support staff member shall not provide their personal e-mail address to any student. If a student sends an e-mail to a teaching/support staff member's personal e-mail address, the staff member shall respond to the e-mail through the school district e-mail system and inform the student his/her personal e-mail address shall not be used for any electronic communication between the teaching staff member and the student.
 - c. A teaching/support staff member's school district e-mail account is subject to review by authorized school district officials. Therefore, a teaching /support staff member shall have no expectation of privacy on the school district's e-mail system.
2. Cellular Telephone Electronic Communications Between a Teaching/Support Staff Member and a Student
- a. Communications between a teaching/support staff member and a student via a personal cellular telephone shall be prohibited.
 - (1) However, a teaching staff member may, with prior approval of the Principal or designee, communicate with a student using their personal cellular telephone if the need to communicate is directly related to the teaching staff member's professional responsibilities for a specific purpose such as a field trip, athletic event, co-curricular activity, etc. Any such approval for cellular telephone communications shall not extend beyond the specific field trip, athletic event, co-curricular activity, etc. approved by the Principal or designee.
3. Text Messaging Electronic Communications Between Teaching/Support Staff Members and Students
- a. Text messaging communications between a teaching/support staff member and an individual student are prohibited.
 - (1) However, a teaching staff member may, with prior approval of the Principal or designee, text message students provided the need to text message is directly related to the teaching staff member's professional responsibilities with a class or co-curricular activity. Any such text message must be sent to every student in the class or every member of the co-curricular activity. Any such approval for text messaging shall not extend beyond the class or activity by the Principal or designee.
4. Social Networking Websites and other Internet-Based Social Media Electronic Communications Between Teaching/Support Staff Members and a Student
- a. A teaching/support staff member is prohibited from communicating with any student through the teaching/support staff member's personal social networking website or other Internet-based website. Communications on personal websites are not acceptable between a teaching/support staff member and a student.

- b. A teaching/support staff member shall not accept “friend” requests from any student on their personal social networking website or other Internet-based social media website. Any communication sent by a student to a teaching/support staff member’s personal social networking website or other Internet-based social media website shall not be responded to by the teaching/support staff member and shall be reported to the Principal or designee by the teaching/support staff member.
- c. If a teaching/support staff member has a student(s) as a “friend” on their personal social networking website or other Internet-based social media website they must permanently remove them from their list of contacts upon Board adoption of this Policy.
- d. Communication between a teaching/support staff member and a student through social networking websites or other Internet-based social media websites is only permitted provided the website has been approved by the Principal or designee and all communications or publications using such websites are available to: every student in the class; every member of the co-curricular activity and their parents; and the Principal or designee.

Reporting Responsibilities

In the event a student sends an improper electronic communication, as defined in this Policy, to a teaching /support staff member, the teaching/support staff member shall report the improper communication to the Principal or designee by the next school day. The Principal or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a teaching/support staff member or a student may result in appropriate disciplinary action.

The provisions of this Policy shall be applicable at all times while the teaching/support staff member is employed in the school district and at all times the student is enrolled in the school district, including holiday and summer breaks.

B. REMOVAL OF STUDENTS FROM THE GENERAL EDUCATION PROGRAM FOR WEAPONS/ FIREARMS OFFENSES

(See Policy & Regulation 5611)

The Board of Education is committed to providing a safe and secure school environment to all students attending the public schools. To provide this environment, the Board of Education will implement policies and procedures regarding student offenses involving firearms, as defined in N.J.S.A. 2C:39-1(f) and 18 U.S.C. §921, pursuant to The Zero Tolerance For Guns Act, N.J.S.A. 18A:37-7 through N.J.S.A. 37-12.

Regulation and Policy 5611 shall apply to a student who is convicted or adjudicated delinquent for possession of a firearm on school grounds, convicted or adjudicated delinquent for committing a crime while in possession of a firearm on school grounds, or found knowingly in possession of a firearm on any school grounds. A student, other than a student with disability, convicted or adjudicated delinquent for these firearm offenses shall be immediately removed from the school’s general education program for a period of not less than one calendar year and placed in an alternative education program according to the requirements of N.J.A.C. 6:16-9. A student with a disability convicted or adjudicated delinquent for these firearm offenses shall be immediately removed in accordance for these firearm offenses shall be immediately removed in accordance with the provisions of N.J.A.C. 6A:14 and applicable Federal regulations and shall receive a placement in according with N.J.A.C.6A:14.

The Principal or designee shall remove the student in accordance with the requirements outlined in N.J.A.C. 6A:16-5.5(d), which includes notifying the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

If it is found that the removed student did not commit these firearm offenses, the student shall be immediately returned to the program from which he or she was removed.

The Superintendent shall make the determination on whether the general education student removed in accordance with the requirements of N.J.A.C.6A:16-5.5 and this Policy is prepared to return to the general education program or will remain in an alternate education program, pursuant to N.J.A.C. 6A:16-9, or receive home or other out-of-school instruction, pursuant to N.J.A.C. 6A:16-10 based on the criteria outlined in N.J.A.C. 6A:16-5.5(i).

If a student, other than a student with a disability, is removed from the general education program pursuant to N.J.A.C. 6A:16-55 and this Policy, and a placement in an alternative education program is not available, the general education student shall be provided home or other out-of-school instruction according to N.J.A.C.6A:16-10.2 until placement is available.

C. ASSAULT BY STUDENTS ON BOARD MEMBERS OR EMPLOYEES

(See Policy & Regulation 5612)

Any student who commits an assault, as defined under N.J.S.A. 2C:12-1(a)1, not involving the use of a weapon or firearm, upon a teacher, administrator, other school district employee, or Board member acting in the performance of his or her duties and in a situation where his or her authority to act is apparent, or as a result of the victim's relationship to the school district, shall be immediately removed from school pursuant to N.J.S.A. 18A:37-2.1 and N.J.A.C. 6A:16-5.7.

A student, other than a student with a disability, who commits an assault as defined in N.J.S.A. 2C:12-1(a)1, shall be immediately removed from school consistent with due process procedures, pending a hearing pursuant to N.J.A.C. 6A:16-7.2 through 7.5. Nothing in N.J.S.A. 18A:37-2.1 or N.J.A.C. 6A:16-5.7 shall be construed as prohibiting the expulsion of a general education student. A student with a disability who commits an assault as defined in this Policy, shall be removed in accordance with N.J.A.C. 6A:14 and due process proceedings in accordance with N.J.A.C. 14-2.7 and 2.8.

In accordance with the provisions of N.J.S.A. 18A:37-2.1(a), said proceedings shall take place no later than thirty calendar days following the day on which the student is suspended. The decision of the Board shall be made within five days after the close of the hearing. Any appeal of the Board's decision shall be made to the Commissioner of Education within ninety days of the Board's decision. The provisions herein shall be construed in a manner consistent with 20 U.S.C. §1400 et seq.

The Principal or designee shall remove, isolate and place the student under the supervision of school staff until the parent or appropriate agency takes custody of the student. The Principal or designee will immediately report to the Superintendent the removal of the student's pupil's parent of the removal action and the student's due process rights. The Principal or designee will notify the appropriate law enforcement official of a possible violation of the New Jersey Code of Criminal Justice.

In accordance with the provisions of N.J.S.A. 18A:37-2.1(b), whenever a teacher, administrator, Board member, other school district employee, or a labor representative on behalf of an employee makes an allegation in writing that the Board member or employee has been assaulted by a student, the Principal shall file a written report of the alleged assault with the Superintendent. The Superintendent shall report the alleged assault to the Board at its next regular meeting; provided

that the name of the student who allegedly committed the assault, although it may be disclosed to the Board members, shall be kept confidential at the public Board of Education meeting.

Any person who fails to file a report of an alleged assault as required pursuant to N.J.S.A. 18A:37-2.1 and N.J.A.C. 6A:16-5.7 may be liable to disciplinary action by the Board.

D. REMOVAL OF STUDENTS FOR ASSAULTS WITH WEAPON OFFENSES

(See Policy & Regulation 5613)

The Board of Education is committed to providing a safe and secure school environment to all students attending the public schools. To provide this environment, the Board of Education will implement policies and procedures regarding a student who commits an assault, as defined under N.J.S.A. 2C:12-1(a)1, with a weapon, which includes, but is not limited to, items enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined by N.J.S.A. 2C:39-1(f) and 18 U.S.C. § 921, upon a teacher, administrator, other school Board employee, Board of Education member, or another student on school grounds, pursuant to N.J.S.A. 18A:37-2.2 through 2.5.

A student, other than a student with a disability, who commits an assault as defined above shall be immediately removed from the school's general education program for a period not exceeding one calendar year and placed in an alternative education program according to the requirements of N.J.A.C. 6A:16-9. A student with a disability who commits an assault as defined above shall be immediately removed in accordance with the provisions of N.J.A.C. 6A:14 and applicable Federal regulations and shall receive a placement in accordance with N.J.A.C. 6A:14.

The Principal or designee shall remove the student in accordance with the requirements outlined in N.J.A.C. 6A:16-5.6(d), which includes notifying the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

If it is found that the removed student did not commit these offense(s), the student shall be immediately returned to the program for which he or she was removed.

If a student, other than a student with a disability, is removed from the general education program pursuant to N.J.A.C. 6A:16-5.6 and this Policy, and a placement in an alternative education program is not available, the general education student shall be provided home or other out-of-school instruction, according to N.J.A.C. 6A:16-10.2, until placement is available.

The Superintendent shall make the final determination on whether the general education student removed, in accordance with the requirements of N.J.A.C. 6A:16-5.6 and this Policy, is prepared to return to the general education program or will remain in an alternative education program or receive home or other out-of-school instruction based on the criteria outlined in N.J.A.C. 6A:16-5.6(i).

RULES AND REGULATIONS

A. AUTHORITY

1. School Personnel

Principal/Assistant Principal: The principal is the designated authority in the school. It is the principal's responsibility to enforce policies of the Board of Education and the State. Within the

principal's authority, he/she has the right to question pupils, investigate allegations of incidents, and to discipline offenders.

Teacher: Each teacher is responsible for enforcing the rules of the school. The teacher may question pupils, investigate incidents, and give specific directions to any pupil regardless of whether or not they are pupils assigned to that teacher or to that teacher's classroom.

The teacher may use reasonable disciplinary action when a pupil refuses to obey. Where violations of classroom rules warrant more severe disciplinary action, pupils may be referred to the school principal for other action.

Other School Personnel: Other school personnel includes aides, school counselors, child study team (CST) members, custodial staff, secretarial staff, authorized business personnel, food services staff and adult volunteers and others providing services to the school.

STUDENTS WHO VIOLATE RULES MAY BE REFERRED FOR OTHER APPROPRIATE ACTION.

2. Board of Education

According to state statutes, the Board of Education is the ultimate authority, and all disciplinary actions rest with the Board of Education. Only matters, which have been referred by the Superintendent for expulsion, will be dealt with by the Board of Education.

C. CONDUCT/DISCIPLINE - HARASSMENT, INTIMIDATION OR BULLYING

(See Policy & Regulation 5512 for the full Policy)

The Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment. Since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying as defined as action causing physical and/or emotional harm, creation of a hostile environment that infringes on the rights of other students by interfering with a student's education or by severely or pervasively causing physical or emotional harm."

"Harassment, intimidation, or bullying" means any gesture, written, verbal or physical act, or any electronic communication, that takes place on school property, at any school-sponsored function on or off a school bus and that substantially disrupts or interferes with the operation of school or the rights of other students. Acts of harassment, intimidation, or bullying may also be a pupil exercising power and control over another pupil, either in isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

"Electronic communication" means communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager.

Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils and staff members who commit one

or more acts of harassment, intimidation, or bullying, consistent with the code of pupil conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), and consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the code of pupil conduct. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

- | | |
|--------------------------------|--|
| 1. Admonishment; | 2. Temporary removal from the classroom; |
| 3. Deprivation of privileges; | 4. Classroom or administrative detention; |
| 5. Referral to disciplinarian; | 6. In-school suspension during the school week or the weekend; |
| 7. After-school programs; | 8. Out-of-school suspension (short-term or long-term); |
| 9. Legal action; and | 10. Expulsion. |

Reporting Procedure

Complaints alleging violations of this Policy shall be reported to the Principal or designee. All school employees as well as all other members of the school community including pupils, parent(s) or legal guardian(s), volunteers, and visitors are required to report alleged violations of this Policy to the Principal or designee. Submission of an Incident Report Form to the Principal or designee is required. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

1. Incidents must be reported, verbally, on the day of the occurrence and in writing within two days of witnessing or reports of same.
2. Investigation must be completed in 10 days with accompanying resolution. Incomplete information in investigations may be amended.
3. School to notify parents of all students involved in an incident, including the parents of the bully and the bullied student, and shall offer counseling and intervention services.

A school employee who promptly reports an incident of harassment, intimidation, or bullying in accordance with this Policy, and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident, as set forth in N.J.S.A. 18A:37-16.c.

Investigation

The Principal or Bullying Specialist is responsible for determining whether an alleged act constitutes a violation of this Policy. The Principal or designee shall conduct a prompt, thorough and complete investigation of the alleged incident. The Principal or Bullying Specialist will maintain a record of each investigation regarding allegations of harassment, intimidation, or bullying.

Response to an Incident of Harassment, Intimidation, or Bullying

An appropriate response will be provided to the individual who commits any incident of harassment, intimidation, or bullying. Some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that require a

response either at the classroom, school building or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

Reprisal or Retaliation Prohibited

The Board prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or designee after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures.

Consequences for False Accusation

The Board prohibits any person from falsely accusing another as a means of harassment, intimidation, or bullying. Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

SEXUAL HARASSMENT OF PUPILS

(See Policy & Regulation 5751 for the full Policy)

Sexual harassment is prohibited by the East Orange Board of Education. Sexually harassing conduct (as defined by the U.S. Department of Education, Office of Civil Rights (USDOE/OCR) is “conduct (which can include: unwelcome advances, requests for sexual favors, and other verbal, non-verbal, or physical contact of a sexual nature) by an employee, by another student, or by a third party that is sufficiently severe, persistent, or pervasive, to limit a student’s ability to participate in or benefit from an educational program of activity or to create a hostile abusive educational environment.”

All students in the East Orange School District must understand that sexual harassment is any unwanted advances from female to male, male to female, male to male, and/or female to female. Any students guilty of sexual harassment will be subject to the consequences per the District’s Code of Conduct.

A. Grievance Procedure

The following Grievance Procedure shall be used for an allegation(s) of Harassment of Pupils by School Employees, Other Pupils, or Third Parties:

1. Reporting of Sexual Harassment Conduct

- a. Any person with any information regarding actual and/or potential sexual harassment of a pupil by any school employee, other pupils, or third parties must report the information to the school Building Principal, their immediate supervisor or the Affirmative Action Officer.
- b. The school district can learn of sexual harassment through other means such as from a witness to an incident, an anonymous letter or telephone call.

- c. A report from the school Building Principal or an immediate supervisor will be forwarded to the school district Affirmative Action Officer within one working day, even if the school Building Principal or immediate supervisor feels sexual harassment conduct was not present.
- d. Upon receipt of an allegation and/or report, the Affirmative Action Officer shall immediately notify the parent(s) or legal guardian(s) of any alleged harasser(s) and victim(s) for which a report has been filed even if the Building Principal has previously notified the parent(s) or legal guardian(s).
- f. The Affirmative Action Officer shall notify the parent(s) or legal guardian(s) of all involved pupils and any other involved individuals of the process to be followed in investigating a report or complaint.

2. Affirmative Action Officer's Investigation

- a. Upon receipt of any report of potential sexual harassment conduct, the Affirmative Action Officer will begin an immediate investigation. The Affirmative Action Officer will promptly investigate all alleged complaints of sexual harassment, whether or not a formal grievance is filed and steps will be taken to resolve the situation, if needed. This investigation will be prompt, thorough, and impartial. The investigation will be completed no more than ten working days after receiving notice.

3. Investigation Results

- a. Upon the conclusion of the investigation, but not later than ten working days after reported, the Affirmative Action Officer will prepare a summary of findings to the parties.

4. Affirmative Action Officer's Investigation Appeal Process

- a. Any person found by the Affirmative Action Officer's investigation to be guilty of sexual harassment conduct, or any pupil who believes they were sexually harassed but not supported by the Affirmative Action Officer's investigation, may appeal to the Superintendent. The Superintendent will make his/her determination within ten working days of receiving the appeal.
- b. Any person who is not satisfied with the Superintendent's determination may appeal to the Board. The Board will make its determination within forty-five calendar days of receiving an appeal from the Superintendent's determination.

B. Office of Civil Rights (OCR) Case Resolution

Parents or pupils not satisfied with the resolution of an allegation of sexual harassment by the school district officials or the Board may request the Office of Civil Rights (OCR) of the United States Department of Education to investigate the allegations.

DATING VIOLENCE AT SCHOOL

(See Policy & Regulation 5519 for the full Policy)

The Board of Education believes a safe and civil environment in school is necessary for children to learn. A pupil who is a victim of dating violence suffers academically and the pupil's safety at school is jeopardized. Acts or incidents of dating violence at school whether they are verbal, sexual,

physical, or emotional will not be tolerated and will be dealt with in accordance with the school's pupil code of conduct.

All school staff members (administrative staff, instructional staff, support staff, and volunteers) shall take all reasonable measures to prevent acts or incidents of dating violence at school involving a pupil. All acts or incidents of dating violence at school shall be reported to the Principal or designee in accordance with the provisions outlined in Regulation 5519. A verbal report shall be made to the Principal or designee as soon as possible, but no later than the end of the pupil's school day when the staff member witnesses or learns of an act or incident of dating violence at school. A written report regarding the act or incident shall be submitting to the Principal or designee by the reporting staff member no later than one day after the act or incident occurred.

School staff members are required to report all acts or incidents of dating violence at school they witness or upon receiving reliable information concerning acts or incidents of dating violence at school. Acts or incidents may include, but are not limited to: those characterized by physical, emotional, verbal, or sexual abuse; digital or electronic acts or incidents of dating violence; and/or patterns of behavior which are, threatening or controlling.

Dating violence statements and investigations shall be kept in files separate from pupil academic and discipline records to prevent the inadvertent disclosure of confidential information. Every act or incident of dating violence at school that is reported shall be documented in an appropriate manner. This should include statements, planning actions and disciplinary measures as well as counseling and other support resources that are offered and prescribed to the victim or aggressor.

School administrators shall implement discipline and remedial procedures to address acts or incidents of dating violence at school consistent with the school's pupil code of conduct. The policies and procedures specific to acts or incidents of dating violence at school shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and alleged aggressor have been involved.

Consequences may include, but are not limited to: admonishment, temporary removal from the classroom, classroom or administrative detention, in-school suspension, out-of-school suspension, reports to law enforcement, and/or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the alleged aggressor based on the severity of the act or incident.

Remediation/intervention may include, but is not limited to: parent conferences, pupil counseling (all pupils involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive pupil interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements.

A pattern of behaviors may be an important sign a pupil is involved in an unhealthy or abusive dating relationship. The warning signs listed in Regulation 5519 shall educate the school community on the characteristics 'that a pupil in an unhealthy or abusive relationship may exhibit. Many of these warning signs make a connection to one pupil in the relationship asserting control and power over the other. Recognizing one or more signs of teen dating violence plays an important role in preventing, educating, and intervening in acts or incidents of dating violence.

The Board of Education shall make available to pupils and their families information on safe, appropriate school, family, peer, and community resources available to address dating violence.

The Board of Education shall incorporate age-appropriate dating violence education in grades seven through twelve through the health education curriculum in alignment with the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education. The educational program shall include, but is not limited to, a definition of dating violence, recognizing the warning signs of dating violence, and the characteristics of healthy relationships.

Guidelines/Protocols for Responding to At-School Acts or Incidents of Dating Violence

1. Protocol for All School Staff Members - Any school staff member who witnesses or learns of an act or incident of dating violence at school shall take the following steps:
 - a. Separate the victim from the aggressor;
 - b. Speak with the victim and the aggressor separately;
 - c. Speak with witnesses or bystanders separately;
 - d. Verbally report the act or incident to the Principal or designee no later than the end of the pupil's school day;
 - e. Prepare and submit a written report of the act or incident to the Principal or designee no later than one day after the act or incident occurred; and
 - f. Monitor the interactions of the victim and the aggressor with pupil safety being the priority.

2. Protocol for Administrators/Administrative Investigation — The Principal or designee upon receiving a report of a dating violence act or incident at school shall take the following steps:
 - a. Separate the victim from the aggressor, if applicable;
 - b. Meet separately with the victim and the alleged aggressor;
 - c. Take written statements from the victim and alleged aggressor;
 - d. Review the victim's and alleged aggressor's written statements to ascertain an understanding of the act or incident.
 - e. Further investigate the act or incident by speaking with bystanders/witnesses of the act or incident. All statements obtained from bystanders/witnesses shall be written and documented, when possible;
 - f. The school administrator may make a determination to involve the school resource officer or law enforcement, if appropriate;
 - g. Appropriate referrals should be made if after an assessment by a school social worker, Anti-Bullying Specialist, counselor, or psychologist determines the victim's or alleged aggressor's mental health has been placed at risk;
 - h. The Principal or designee shall contact the parents/ guardians of both the victim and the alleged aggressor. The Principal or designee shall require a meeting be held to discuss the act or incident; and
 - i. The Principal or designee will notify both parties in writing of the outcome/determination of the investigation into the act or incident of dating violence at school.
 - j. Due to the rights of other students involved, the Principal or designee is prohibited from providing a parent with information as to the consequences or services provided to anyone other than their own child.

3. Protocol For Working with the Victim of an Act or Incident of Dating Violence at School — The Principal or Assignee shall implement the following procedures for dealing with victims of a confirmed act or incident of dating violence at school:
 - a. A pupil's safety shall be the first priority in a dating violence act or incident. Interaction between the victim and the aggressor shall be avoided. The burden of any schedule changes (classroom, bus, etc.) should be taken on by the aggressor;

- b. A conference shall be held with the victim and their parents/guardians;
- c. Identify any means or actions that should be taken to increase the victim's safety and ability to learn in a safe and civil school environment;
- d. Alert the victim and their parents/guardians of school and community based resources that may be appropriate, including their right to file charges, if the act or incident violated the law;
- e. Monitor the victim's safety as needed and assist the victim with any plans needed for the school day and after-school hours (hallway safety, coordination with parents/guardians for transportation to and from school, etc.). The administration should develop a safety plan;
- f. The administration may develop a Stay-Away Agreement between the victim and the aggressor if deemed necessary;
- g. Encourage the victim to self-report any and all further acts or incidents of dating violence that occur at school in writing to the Principal or designee; and
- h. Document all meetings and action plans that are discussed. Keep a record of review, changes, and case closures in student's file.

Discipline Procedures Specific to At School Acts or Incidents of Dating Violence

1. Consequences may include, but are not limited to, the following:
 - a. Admonishment
 - b. Temporary removal from the classroom;
 - c. Classroom or administrative detention;
 - d. In-school suspension;
 - e. Out-of-school suspension;
 - f. Reports to law enforcement; and
 - g. Expulsion.
2. Retaliation toward the victim of any act or incident of dating violence shall be considered when administering consequences to the aggressor based on the severity of the act or incident.
3. Remedial procedures/interventions may include, but are not limited to, the following:
 - a. Parent conferences;
 - b. Pupil counseling (all pupils involved in the act or incident);
 - c. Peer support group;
 - d. Corrective instruction or other relevant learning or service experiences;
 - e. Supportive pupil intervention (Intervention and Referral Services - I&RS);
 - f. Behavioral management plan; and
 - g. Alternative placements.

Warning Signs of Dating Violence

1. A pattern of behaviors may be an important sign that a pupil is involved in an unhealthy or abusive dating relationship. Many warning signs make a connection to one pupil in the relationship asserting control and power over the other. Recognizing one or more *signs* of teen dating violence plays an important role in preventing, educating, and intervening in acts or incidents of dating violence.

2. The warning signs listed below are to educate the school community on the characteristics a pupil in an unhealthy or abusive relationship might exhibit. Warning signs may include, but are not limited to, the following:
 - a. Name-calling and putdowns - Does one pupil in the relationship use name-calling or putdowns to belittle or intimidate the other pupil?
 - b. Extreme jealousy - Does one pupil in the relationship appear jealous when the other talks with peers?
 - c. Making excuses - Does one pupil in the relationship make excuses for the other?
 - d. Canceling or changing plans - Does one pupil cancel plans often, and at the last minute? Do the reasons make sense or sound untrue?
 - e. Monitoring - Does one pupil call, text, or check up on the other pupil constantly? Does one pupil demand to know the other's whereabouts or plans?
 - f. Uncontrolled anger — does one of the pupils in the relationship lose his or her tempers or throws and breaks things in anger?
 - g. Isolation - Has one pupil in the relationship given up spending time with family and friends? Has the pupil stopped participating in activities that were once very important?
 - h. Dramatic changes -- Has the appearance of the pupil in the relationships changed? Has the pupil in the relationship lost or gained weight? Does the pupil seem depressed?
 - i. Injuries - Does the pupil in the relationship have unexplained injuries? Does the pupil give explanations that seem untrue?
 - j. Quick Progression - Did the pupil's relationship get serious very quickly?

D. IDENTIFICATION

1. A student must identify himself/herself upon the request of school personnel.
2. All persons other than assigned pupils and staff entering a school building must first report to the school office for permission to remain in the building. Violators will be subject to legal action.

E. PROPERTY

1. Each student has the right to freedom from unauthorized search of his/her person, property, or locker, except in the following cases: (1) emergency, (2) prior notice, (3) situations where a staff member has reasonable cause to believe that the student might possess stolen objects or other objects in apparent violation of the rules.
2. Each student has the right to have possession free from theft and damage. No pupil shall steal, damage, or destroy another person's or school property. Damage to personal possessions or to school property shall be assessed to the parent/guardian and/or student, **either in money or in work**.

F. SCHOOL SAFETY

The general safety of all students entering a school building shall be provided at all times. All students shall be protected from bodily harm and property damage through the maintenance of a safe school facility. All students shall be provided this protection through the maintenance of good conditions of buildings and grounds, proper security precautions and a close cooperation between local police and school.

1. Each student has the right to experience regularly scheduled safety drills (i.e., fire drills, etc.) and the responsibility to practice proper behavior during such drills.

2. The student has the right to know of the responsibility to adhere to the school's playground rules or rules at the school-sponsored activities during scheduled recess times.
3. No student shall possess, store or transfer any kind of weapon or look-alike weapon or use any object in a dangerous manner on school property, at any school-sponsored functions or on school buses. (*Violation of this rule will automatically start the expulsion process.*)

G. NUTRITION PROGRAM

The student has the right to an orderly lunchroom period and the responsibility to adhere to the school's lunchroom rules. The East Orange School District takes part in the National School Lunch and Breakfast Program to assure that all children in the District receive proper nourishment.

The District serves breakfast free of charge to all students of the East Orange School District regardless of their household income eligibility status.

Lunch is provided daily and there are three categories for lunch payment: full price, reduced price and free lunch. All parents, whether or not they want their child to participate in the free or reduced priced lunch program, must submit a lunch application to the school. The application will be reviewed and eligibility will be determined under the regulations of the National School Lunch Program. For further information, call the School Business Administrator or Ms. Beth Coleman, 973-266-5700.

DURING THE CURRENT SCHOOL YEAR, FOODS WITH SUGAR ARE PROHIBITED FROM BEING SOLD OR GIVEN TO STUDENTS IN SCHOOL.

N.J.A.C. 2:36-1.10 Competitive Food Policy

The sale or free promotion of extra food items of minimal nutritional value on the school property at any time before the end of the last lunch period shall not include those items prohibited by regulations promulgated by the United States Department of Agriculture for the administration of child nutrition programs and as contained in the department's nutritional standards as referenced in N.J.A.C. 2.36.

All income derived from the sale of food and beverage items within a school during the hours when the school lunch and school breakfast programs are in operation must accrue to the accounts of said programs.

H. SUBSTANCE ABUSE

Any use, possession or sale of drugs/alcohol by or to a minor is a violation of state law.

1. Board of Education policy prohibits smoking in the school building, at school-sponsored activities, on school buses or on school property.
2. A student shall not possess, use, or be under the influence, or appear at a school or school-sponsored activity after having used illegal drugs, alcoholic beverages, anabolic steroids, other controlled substances or unauthorized prescription drugs or look-alike or synthetic substances. Dependent on the nature of the incident, violations of this policy may result in suspension, referral to law enforcement officials, required counseling/treatment, and referral for assessment at an outside facility at their own expense, removal from participation in school athletics or activities and/or expulsion from school.

3. A student shall not give, sell or transfer illegal drugs, alcoholic beverage, anabolic steroids, other controlled substances or unauthorized prescription drugs or look-alike synthetic substances in any school, on school buses or school-sponsored activity. Violators will be referred to law enforcement officials and are subject to expulsion from school.
4. Students referred for suspicion of or actual violation of #2 above shall be referred to the district's Safe and Drug-Free Schools program. They may be provided alternative educational services until such time as required documentation is submitted. Failure by parents to provide required assessment of student will result in possible referral to the Division of Youth and Family Services or Family Court or other law enforcement or judicial entities.

I. LOCKERS

In order to ensure students health, safety, and welfare, notice is hereby given in accordance with N.J.S.A. 18A: 36-19.2, that lockers or any other storage facilities provided for use by students are subject to unannounced locker inspection/search by school authorities.

1. Any closed containers kept in lockers may be opened and their contents examined.
2. Any firearms or other dangerous weapons, illicit drugs, or other forms of contraband discovered during the course of a locker inspection or search will be turned over to law enforcement authorities pursuant to state and federal laws and regulations for appropriate handling by prosecutors and police.

J. SPECIAL SERVICES

Each student has the right to special services when needed or requested by parents/guardians and supported by district regulations, such as health services, home bound instruction, special education, gifted/talented, and bilingual education programs, guidance or social work services, drug and alcohol prevention and intervention, and special classes for pregnant students.

K. STUDENT RECORDS

Each student enrolled in the East Orange School District shall have a Cumulative Record Folder (PCRF-Permanent Record Form) filed in the school of his/her attendance.

The following student records are mandated:

1. Personal data, which identifies each student, enrolled in the school district.
2. Record of daily attendance
3. Description of student's progress.
4. History of status of physical health
5. All records required to be kept by the State Board of Education, including those pursuant to N.J.A.C. 6:28-1 et. seq, regarding the education of handicapped students, and;
6. All other records required by the State Board of Education:
 - a. Availability: Student records shall be made available to the parent/guardian, adult student and certain other persons in accordance with the procedure of the district at a reasonable fee, not to exceed the actual cost to the Board of Education for producing such copies.
 - b. Confidentiality: All pupil records shall be maintained and secured in accordance with N.J.A.C. 6: 3-2, and with the established procedures which will ensure their educational relevancy, proper accessibility and confidentiality.

ACADEMIC STANDARDS FOR ELIGIBILITY FOR ATHLETICS AND CO-CURRICULAR ACTIVITIES POLICY

All students will be expected to have successfully completed academic courses amounting to the normal progression expected of students toward meeting Board academic requirements for graduation. In other words, a student entering his/her second semester as a freshman will be expected to have successfully completed one-eighth (12½%) of the District requirement. Thereafter, as a student progresses through his/her secondary career, he/she will be expected to have completed satisfactorily one-eighth of the District requirement for each semester of attendance in a secondary school (e.g., twenty-five percent of the requirement entering his/her second year and seventy-five percent of the requirement upon entering his/her fourth year of secondary school).

It must be emphasized that these academic standards are minimal requirements.

1. According to regulations of the New Jersey State Board of Education, credits must be assigned equally to all secondary school courses. Thus, courses which at one time were considered "minor" e.g., physical education, art, music, industrial arts, etc., must be included in the determination of academic credits.
2. It is recognized that students may accelerate their academic programs during their first three years of secondary schooling. Consequently, such students may be eligible in the second semester of their senior year even when they carry less than 12½% of the state minimum during the first semester provided they are meeting their school district's graduation requirements and are passing all courses in which they are enrolled.
3. Schools will not be permitted to "average" academic achievement for students so as to allow them to be eligible even though they have not accumulated the requisite proportion of the state minimum according to their semester of attendance (e.g., a school may not allow a student who failed two (2) courses in his/her first semester because he/she received an "A" in the remaining courses, so as to constitute an average of "C" or above for all courses).
4. If a student is to be graduated in June, has left school, but has re-enrolled, he/she will be eligible thirty (30) calendar days from the date of re-enrollment. However, the student must meet requirement as delineated in the local attendance policy.
5. If a student has continued enrollment while absent from school, he/she will be eligible provided he/she is enrolled in and attends at least one course.
6. An athlete whose education is interrupted after his/her entrance into the 9th grade and who does not pass the required courses at the end of the semester, being readmitted at the beginning of the next semester, is ineligible for failure to meet the requirements of this section.
7. An athlete who is ineligible under Section 6 of this policy may become eligible for the remainder of the winter sports season on February 1 if he/she meets the requirements as described in the opening paragraph of this policy.
8. Any summer work for make-up purposes, completed and approved by the school before the sixth (6th) school day, in the semester starting in September, may be used for eligibility purposes.
9. Students who are suspended for suspected alcohol, tobacco and other drugs violations shall not participate in athletics and co-curricular activities until cleared for return.

HOMEWORK/TEXTBOOKS

Parents are encouraged to help their children with homework by establishing a homework time and monitoring the process daily. *If there is no homework assigned, the designated homework time should be used for Independent Reading.*

A. HOMEWORK

PURPOSE OF HOMEWORK: Assignments are given to students by teachers to be completed outside of regular class time. Homework is given:

- ❖ to extend and explore concepts introduced during class time
- ❖ to review class work
- ❖ to stimulate new interests & critical thinking
- ❖ to develop initiative
- ❖ to increase independent thinking
- ❖ to develop good work and study habits

Each student should:

1. Carefully plan to provide sufficient time for the homework assignment to be completed without undue haste.
2. Willingly assume responsibility for completing all homework assignments.
3. Make certain that he/she understands the purpose and the requirements of the homework assignment.

Each parent should:

1. Making available proper conditions, time and facilities for effective home study.
2. Encouraging the student to complete assignments neatly, accurately, promptly and independently.
3. Indicating interest in the student's total school responsibility and the place of homework as part of his/her obligation.
4. Feeling free to confer frequently with the teachers so that the school and home can work cooperatively toward the highest achievement of which the child is capable.

B. TEXTBOOKS

Every student will be issued textbooks for those courses/programs required. Students are held responsible for covering and maintaining their textbooks. Computerized records will be kept of the number and condition of textbooks when issued, and the condition when returned. All books are to be returned at the end of the course or at the time of transfer from the course. Student(s) must pay for damages to books. If a student leaves school before the end of the year, he/she is to leave the books with the subject teacher in charge of each textbook. Textbooks are to be treated with the greatest of care, as they are public property.

An act that mars, defaces, or destroys personal or school property constitutes vandalism (**full restitution payment will be expected**).

C. HOME INSTRUCTION

1. When a pediatrician or other appropriate physician certifies that a student will be absent from school **no less than two (2) weeks**, a medical form will be mailed to that physician or given to the parent by the school nurse for completion and signature. The physician and/or parent should be instructed to return this form directly to the school nurse.
2. Students having chronic medical conditions are required to have a medical form filled out annually by the examining physician. Forms are to be forwarded to the Department of Special Education and a copy to the nurse in the student's home school.
3. Home instruction **WILL NOT COMMENCE UNTIL THESE PROCEDURES HAVE BEEN FOLLOWED.**
4. Home Study: Parents/Guardians who wish to instruct their children at home must have the proposed programs approved by the Board of Education.

HEALTH & WELFARE

A. MEDICINES

Since it is impossible for schools to know the medical history, possible allergic reactions, religious convictions, etc. of every student, school personnel may **not give or apply medicine to students**. An exception is made only in the case of external application of antiseptics to minor abrasions.

1. Dispensing of Medications by School Nurses
 - a. The Board of Education policy states that school nurses **may not** dispense internal medication to children unless a written doctor's prescription is provided by parent and countersigned by the school physician.
2. Self-administration of medication
 - a. A student may self-administer his/her medication for Asthma, insect sting or other potentially life threatening illnesses/condition as needed, when a request for self-administration of medication has been completed by the physician and parent, and submitted to the school nurse.

B. ACCIDENTS & FIRST AID

In case of injury or sudden illness of a student, the following procedures will be followed:

1. The school nurse or another trained person shall be responsible for administering first aid.
2. When an illness or an injury appears in any way serious, every effort shall be made to contact the parent or guardian immediately.
3. The school nurse/school physician or principal may make arrangements to transfer a student immediately to the nearest emergency medical facility or the facility designated by student's treating physician for life threatening emergencies.

4. No student who is ill or injured shall be sent home alone, nor shall any adult student, unless the illness/injury is minor. A student who is ill or injured shall not be taken home unless it is known that someone is there to receive him/her.
5. Emergency medical information is on file in the nurse's office.

If parents have religious objections against any phase of the Health/Welfare Programs, an affidavit to this effect must be signed and witnessed by the building principal. (The East Orange Board of Education will follow all rules and regulations pursuant to N.J.A.C. April 9, 1990).

C. CHILD ABUSE/NEGLECT

As required by state law, the school district will report all suspected cases of child abuse and neglect. The Superintendent has developed procedures for compliance with the statutory requirements. Such procedures shall:

1. Inform all staff members having contact with students of their responsibility to report all cases of abuse, abandonment, cruelty or neglect resulting in physical or emotional injury by other than accidental means through the proper procedures. This shall include the issuing of a copy of the relevant statutes.
2. Require all school personnel having reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse to report the same promptly to the Division of Youth and Family Services (DYFS) by telephone or other immediate means.
3. Require prompt action to secure treatment of such injuries as a result from abuse, abandonment, cruelty or neglect so as to protect the child's health.
4. Require that a written report of each suspected case be reported to DYFS in accordance with the law.
5. Require that the Student Personnel Services staff follow the child's progress and maintain communication with DYFS on his/her behalf.
6. Require that an appropriate district official report each case to the County Superintendent.
7. Require the cooperation of all school personnel in the investigation by DYFS including submission of appropriate school records, interviews of the child or children and school personnel.

D. PROMOTION/RETENTION/GRADUATION ELIGIBILITY REQUIREMENTS

The East Orange Board of Education has adopted as a district goal the provision of an instructional program to secure maximum opportunities for students.

1. **Grades K-8:** East Orange students, K-8, must demonstrate specified levels of competency in areas of reading, writing and computational skills in order to progress from one grade to the other.
2. The Board believes that a student's promotion from one grade level to the next must depend both on the student's academic progress and his/her social, emotional and behavioral readiness to profit from instruction at the next grade level. Academic and personal progress shall be measured in terms of achievement of district goals and objectives.
3. Grades 9-12: Students must have acquired 120 credits before graduation can take place.
4. At grades 9-12, grade placement will be determined by the number of credits completed.*

NJ HIGH SCHOOL GRADUATION REQUIREMENTS – CLASSES OF 2016, 2017, 2018

Demonstrate proficiency in English Language Arts and mathematics to meet graduation requirements. For the graduating classes of 2016, 2017 and 2018 students could use their PARCC scores to meet graduation requirements or they could get a passing score on the following state approved standardized tests:

SAT Critical reading and/or math: **Passing score 400 in each area**

PSAT reading and/or math: **Passing score 40 in each area**

ACT Reading and/or math: **Passing score 16 in each area**

ACT Aspire reading and/or math: **Passing score 422 in each area**

ASVAB-AFQT military test: **Passing score at least 13**

Accuplacer- Write Placer: **Passing score at least 6**

Accuplacer-Elementary Algebra: **Passing score at least 76**

Please note: The East Orange School District can submit for review portfolios of students **who do not demonstrate competencies through the PARCC or a substitute test in language and/or math.**

It is important that I emphasize, your child must demonstrate proficiency in English and mathematics to graduate from high school. **It is mandatory that all students participate in state sanctioned assessments.** Therefore, it is strongly recommended that our high school students participate in PARCC. **If you chose to “opt out” your child, this decision can affect his/her graduation eligibility for a state-endorsed diploma.**

Mandated Courses/Graduation Test Requirements
(Based on 9th Grade Entry Year)
New Jersey High School Graduation Requirements (N.J.A.C.6A: 8-5)
Number of Credits for State Endorsed Diploma

Student's year of entry into Grade 9	2010 & 2011 (Classes of 2014 & 2015)	2012 and on (Class of 2016, and on)
NJ Department of Education Required Assessments	NJ HSPA (11 th grade)	Beginning in 2014-2015 PARCC Exam* (9 th , 10 th , 11 th)
English/Language Arts Literacy	20 credits (Including English I-IV)	
Health & Physical Education	At least 3.75 credits per year in physical education, health & safety during each year of enrollment, distributed as 150 minutes per week	
Mathematics	15 credits (including Algebra I, Geometry)	
Science	15 credits (Including Lab Biology; Lab Chemistry and/or Environmental Science; plus a third laboratory/inquiry-based science)	
Social Studies	15 credits (including Modern World History/Geography, U.S. History I & II)	
World Language	5 credits	
21st Century Life & Careers (Family/Consumer Science, Business Administration & Technology, Technology Education)	5 credits	
Financial, Economic, and Entrepreneurial Literacy	2.5 credits	
Visual and Performing Arts (Art, Music, Drama, Dance)	5 credits	
Electives	15 credits	
Total number of required credits	120 credits	

**The New Jersey Department of Education has not yet indicated when proficiency on the PARCC Exam will be required for graduation.*

Placement in Grade

10
11
12

Minimum Credits Required

25
51
86

PUPIL GRIEVANCE

(See Policy & Regulation 5710 for the full Policy)

Official avenues for the expression and correction of grievances are available in the East Orange School District. Each school shall establish procedures for the consideration of pupil problems and for processing pupil complaints and appeals. These procedures should be developed through the cooperative efforts of pupils, faculty, and administrators and shall be included in the Student/Parent Handbook. The Superintendent shall establish and maintain procedures for appeals beyond the decision of the Principal. Procedures implementing this policy shall be made known to pupils, and staff, parent/guardian, and pupils who wish to use them will be assured of access to the appropriate personnel within a reasonable period of time.

The primary purpose of these procedures is to clarify channels of communication available to pupils when they have grievances about certain actions, policies or procedures of the school district, and to provide ways for pupils to present suggestions for the improvement of the system.

Discrimination complaints should proceed as follows:

- | | |
|--|-------------------------------------|
| 1. Classroom Teacher | 2. Department Chair (if applicable) |
| 3. Assistant Principal | 4. Principal |
| 5. District Affirmative Action Officer | 6. Superintendent |
| 7. Board of Education | 8. County Superintendent of Schools |
| 9. State Commission of Education | 10. State Board of Education |

Grade Complaints

- | | |
|--|-------------------------------------|
| 1. Classroom Teacher | 2. Department Chair (if applicable) |
| 3. Assistant Principal | 4. Principal |
| 5. District Affirmative Action Officer | 6. Superintendent |
| 7. Board of Education | 8. County Superintendent of Schools |
| 9. State Commission of Education | 10. State Board of Education |

Discipline/Attendance Complaints

- | | |
|--|-------------------------------------|
| 1. Classroom Teacher | 2. Department Chair (if applicable) |
| 3. Assistant Principal | 4. Principal |
| 5. District Affirmative Action Officer | 6. Superintendent |
| 7. Board of Education | 8. County Superintendent of Schools |
| 9. State Commission of Education | 10. State Board of Education |

A time interval shall be applied to each step in this grievance procedure. At the school, a time limit of ten school days will be applied to each step in the grievance procedure. At higher levels, appropriate time intervals shall be applied to each step in this grievance procedure.

EDUCATIONAL SUPPORT SERVICES & PARENT RELATIONS

A. Goals of the District's Parent Relations department are to:

1. Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support students at each age and grade level.

2. Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
3. Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.
4. Involve families with their children in learning activities at home, inclusive of homework, curriculum-linked activities and decisions.
5. Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.
6. Coordinate access to school-based and community resources for families and students to improve student achievement.
7. The Director of the Educational Support Services & Parent Relations serves as the Superintendent's Liaison to the Parent Advisory Council.

B. The Educational Support Services & Parent Relations Department provides the following services:

1. **Guidance & Counseling – Social Workers**

All Guidance Counselors and School Social Workers abide by the professional ethics of guidance and counseling as advocated by the *American School Counseling Association* and the *New Jersey School Counseling Association*. Counselors and School Social Workers advocate for the educational equality, access to a rigorous College and Career Readiness curriculum, and academic success for all students.

Counselors/Social Workers provide comprehensive guidance and counseling services for all schools in the district. Counselors/Social Workers are also prepared to conduct large group lessons in the development of interpersonal skills, conflict resolution, career orientation, motivating academic achievement and other affective support services. Services are also available to support classroom management, scheduling, and testing.

All elementary and middle schools have a full time Guidance Counselor and/or Social Worker who provide a comprehensive, developmental guidance and counseling program for students. The counselor structures activities to meet the needs of his/her assigned caseload; consults with teachers, staff and parents to enhance their effectiveness in helping students; and works in conjunction with school staff to promote age appropriate educational programs.

Guidance Counselors at the high school level also promote age appropriate education programs with a focus on student academic progress, scheduling, college/vocational awareness, and the college application/entry process. School Social Workers provide a link between home, school, and community service to enable students and their families to overcome social and academic issues that may impede learning. Counselors also coordinate special school projects, assist school staff in implementing interventions with fidelity, monitor student progress and evaluate effectiveness.

It is highly recommended that all parents ensure that they meet and establish a working relationship with their child's Guidance Counselor and/or School Social Worker during the first marking period of the school year.

2. **Community Outreach Coordinators**

The goal of the Community Outreach Coordinator (COC) is to foster a cooperative relationship between the school, parents and the community. The COC directs all parental and community support towards creating and maintaining a positive learning environment. The COC informs the parents and community regarding school activities, provides learning opportunities for interested parties and encourages parent participation.

3. **The Safe and Drug-free Schools Program (SDFS)**

Location – Central Office – 199 Fourth Avenue, 3rd Level, East Orange, NJ Telephone: (973) 266-5652 Office Hours: (8:30 a.m. - 4:30 p.m.)

The SDFS program provides a comprehensive spectrum of programs and services that promote resiliency in students and foster safe, disciplined, and drug-free school climates that are conducive to student success. The SDFS program assists the district, schools, and community partners in planning, developing, and implementing programs and strategies directed toward:

- Preventing the illegal use, possession, and distribution of tobacco, alcohol, and illegal drugs by students
- Preventing violence in and around schools and promoting school safety
- Responding to the needs of students affected by substance abuse or violence
- Promoting the involvement of parents and the community in prevention efforts
- Encouraging multi-system emergency response/crisis management plans that address needs utilizing prevention, intervention, and strategies within a holistic community context
- Promoting positive student social and emotional development

The program also provides information and referral, case management, community advocacy and outreach, consultation to parents, staff, and students; workshops, professional development for staff, coordinates wellness/prevention programs, activities, and assemblies for students; provides short-term counseling for students by SDFS certified staff, and a lending library of books, tapes, and other materials for use by students, staff, and parents.

4. **Workplace Readiness**

Provides district resources to ensure cumulative progress of cross-content workplace readiness standards are incorporated in all core content areas with a special emphasis on:

- Career Planning and Workplace Readiness skills
- Use of technology, information and other tools
- Use of critical thinking, decision-making and problem-solving skills
- Instilling self-management skills
- Application of safety principles
- Working Papers

*Students are eligible for working papers at age 16. Students should contact their school-based Community Outreach Coordinator or Guidance Counselor for working papers applications. **Students must have proof of employment prior to being issued working papers.***

No Child Left Behind Act of 2001 – Highly Qualified Teachers

Dear Parent/Guardian:

The *Elementary and Secondary Education Act* is our country's most important federal education law. In 2001 this law was reauthorized and is now called the *No Child Left Behind Act of 2001 (NCLB)*. *NCLB* was designed to make changes in teaching and learning that will help increase academic achievement in our schools.

The law requires that all schools receiving Title I funds must inform parents of their right to ask schools about the qualifications of their child's teachers. Our schools receive Title I funding and we are happy to share this information with you at your request.

We believe that nothing is more important to your child's education at school than having a well-prepared and highly qualified teacher. The law requires that all teachers who teach in core content areas must meet a specific legal definition of "highly qualified" in order to teach in schools that receive Title I funding. The legal definition of a "highly qualified teacher" has three parts. It states that the teacher must have the following:

1. A four-year college degree
2. A regular teaching certificate/license
3. Proof of his/her knowledge in the subject they teach

New Jersey has some of the most qualified teachers in the country, and we are extremely proud of the quality of the teaching staff in the East Orange School District. All our regular teachers have college degrees and many have advanced degrees. The state of New Jersey has always required a teaching certificate/license for all teachers. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to make sure that their teaching skills remain at the highest possible level.

Most teachers already meet this legal definition of highly qualified. Teachers in the state of New Jersey are required to meet this definition.

To ensure that every child in every classroom has a highly qualified teacher, the state of New Jersey and our school district are working together to help teachers meet the requirements of the federal law by providing several options. Teachers may take a content Praxis test, or they can demonstrate their expertise through a college major in the content.

A highly qualified teacher knows what to teach, how to teach, and has a full understanding of the subject matter being taught. We believe that every teacher in our district is fully qualified and dedicated to teaching your child, and we will do everything possible to help our teachers who may not yet meet the legal definition required by the federal government.

I encourage you to support your child's education and communicate with your child's teacher(s) on a regular basis. For more information on *NCLB*, and the role of parents, please visit the United States Department of Education (USDE) Web site at www.ed.gov/nclb.

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

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

September 2015

To Parents, Students, Employees and East Orange Community:

For your information, the East Orange School District assures its compliance with the following affirmative action regulations:

1. Title 18A, New Jersey Statutes, prohibits discrimination against students and other persons because of sex, race, color, creed, religion, ancestry, national origin, social or economic status or sexual orientation.
2. Title IX of the Federal Education Amendments of 1972 prohibits sex discrimination in any educational program or activity receiving federal financial assistance. This law requires all local school districts to designate someone to coordinate its requirements. It also requires all local school districts to develop and publish a grievance procedure for use by students and employees who have complaints alleging sex discrimination.
3. Title VI of the New Jersey Administrative Code contains the regulations of the State Board of Education and complements the requirements of the Federal Law. Title VI requires local school districts to ensure that all students regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status are provided equal access to educational programs and services by district boards of education.
4. 504 Code - Rehabilitation Act of 1973. Americans with Disabilities Act

(Affirmative Action) Equity Officer

Dr. Deborah Harvest
Assistant Superintendent
Division of Operations, Compliance &
Educational Support Services
199 Fourth Avenue
4th Floor
East Orange, New Jersey 07017
(973) 266-5776

504 Compliance Officer

Ms. Tonya Santos
Director
Department of Special Education
199 Fourth Avenue
1st Floor
East Orange, New Jersey 07017
(973) 266-5785

Title IX Officer

Ms. Yukima Vannoy
c/o Tyson Middle/High School
Department of Education
35 Winans Street
East Orange, New Jersey 07017
(973) 266-2385

**East Orange School District
Parent/Student Acknowledgement Code of Student Conduct**

**PLEASE SIGN THIS FORM AND SEND IT BACK TO SCHOOL
YOUR SIGNATURE MEANS THAT YOU HAVE RECEIVED THIS DOCUMENT AND
KNOW WHAT THE RULES ARE.**

Student Name (Please Print)	Grade	School
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Students, parents, administrators, and staff all have important roles to play in our schools. With so many people working together, problems may occur from time to time. Rules have been made to address these problems. Like laws, rules apply to everyone, and they work only when everyone knows what they are.

The East Orange Student and Parent Handbook list the rules for students in the East Orange School District. The rules apply to all activities and for any vehicles authorized for the transportation of students. Please obtain a copy of this handbook from your school administrator. Enclosed with this document is a summary of acceptable and unacceptable behavior for East Orange students.

Since parents can be held responsible for the actions of their children, it is important that they are aware of the rules and consequences if the rules are broken.

Parents need to be involved in the education of their children and have the responsibility to provide the school with current emergency contact person and/or telephone numbers. They also have the responsibility to notify the school of anything (such as medical information), which may affect their child's ability to learn, to attend regularly, or to take part in school activities. Parent(s) should take special notice of the Attendance and Tardy sections of the handbook as well as the Suspension and Expulsions provisions, which are in accordance with School Board Policy.

Federal and state laws require local school districts to notify parents, through the Student Conduct Code, that any student who is determined to have brought a firearm (as defined in Federal law 18 U.S.C s921) to any school function, or on any school-sponsored transportation will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year and referred for criminal prosecution.

The school system must have proof that every student and every parent or guardian has had a chance either to read the Code of Conduct or hear it read aloud. Signed forms must be part of every student's record. Your signature means that you have received this document and know the rules. (It does not mean that you agree or disagree with them.)

Parent/Guardian Signature

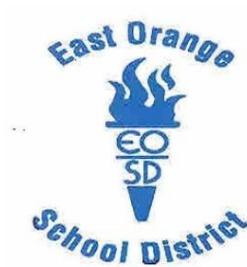
Date

Student Signature

Date

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Mr. Victor Demming, School Business Administrator
Dr. Gayle Griffin, Assistant Superintendent
Dr. Deborah Harvest, Assistant Superintendent