

# NEW JERSEY DEPARTMENT OF EDUCATION 2020-2021 SCHOOL PERFORMANCE REPORTS



April 28, 2022



# 2020-2021 School Performance Reports


- **The School Performance Reports** reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education.
- Communities are encouraged to use these reports to **learn more, start conversations, and engage.**
- In addition to meeting the federal report requirements under *ESSA*, NJDOE is committed to developing reports that **provide stakeholders with a broader picture of their schools and districts.**
- Along with the **detailed School Performance Reports** for each school, district, and state, **Summary Reports** for each school and district are also available.
  - Data in the Summary Reports are limited for 2020-2021 due to COVID-19.
- The reports and resources are also translated into Spanish.



# SCHOOL PERFORMANCE REPORTS HOMEPAGE

You can find the School Performance Reports at [njschooldata.org](https://njschooldata.org).

School Year2020-2021Resource DocumentsTake Feedback SurveyDownload DataContact UsLanguage: Eng



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**What's New:**


- 2020-2021 reports released March 2022.
- View the "Impacts of COVID-19 on Data Availability" resource to see how data in the reports was affected by the COVID-19 pandemic.

**Questions** about reports? Contact [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)

Search by County, School Name, District, or Zip Code

Schools A-Z

Districts A-Z





# COVID-19 IMPACT ON 2020-2021 REPORTS

- The ongoing COVID-19 pandemic has had a significant impact on the way the NJDOE was able to measure school performance and student achievement in both the 2019-2020 and 2020-2021 School Performance Reports.
- While some data that was missing in 2019-2020 will be available again for 2020-2021 (e.g. chronic absenteeism data), other data continues to remain unavailable or look different from prior years.
- The Elizabeth Public Schools and NJDOE recognize that our existing data can't begin to measure the hard work and perseverance of the students, families, educators, and community members during the past two years.
- The NJDOE emphasizes how important it is to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.





# 2020-2021 DATA AVAILABILITY NOTES

- The 2020-2021 School Performance Reports will not include the following data elements:
  - **Statewide assessment data:** Participation and performance on the New Jersey Student Learning Assessment (NJSLA) for ELA, mathematics, or science
  - **Growth Data:** Median Student Growth Percentiles and Progress toward English Language Proficiency
  - **Accountability Measures:** Summative ratings, indicator scores, and status in meeting annual targets or standards
- Notes are included throughout the reports to explain where data is missing or known to be impacted by COVID-19 and an updated [Impact of COVID-19 on Data Availability](#) resource is available to summarize this information.



# WHAT KINDS OF INFORMATION DO THE SCHOOL PERFORMANCE REPORTS TYPICALLY INCLUDE?

The New Jersey School Performance Reports typically contain hundreds of data points about schools and districts across New Jersey including:

- ✓ School and district overviews
- ✓ Demographic information
- ✓ Student growth\*
- ✓ Academic achievement\*
- ✓ College and career readiness
- ✓ Graduation and postsecondary information
- ✓ School climate and environment
- ✓ Staff information
- ✓ School Accountability\*
- ✓ School and district narrative information

\*Some data may not be available for the 2020-2021 school year due to COVID-19.



# ENHANCEMENTS TO THE 2020-2021 REPORTS

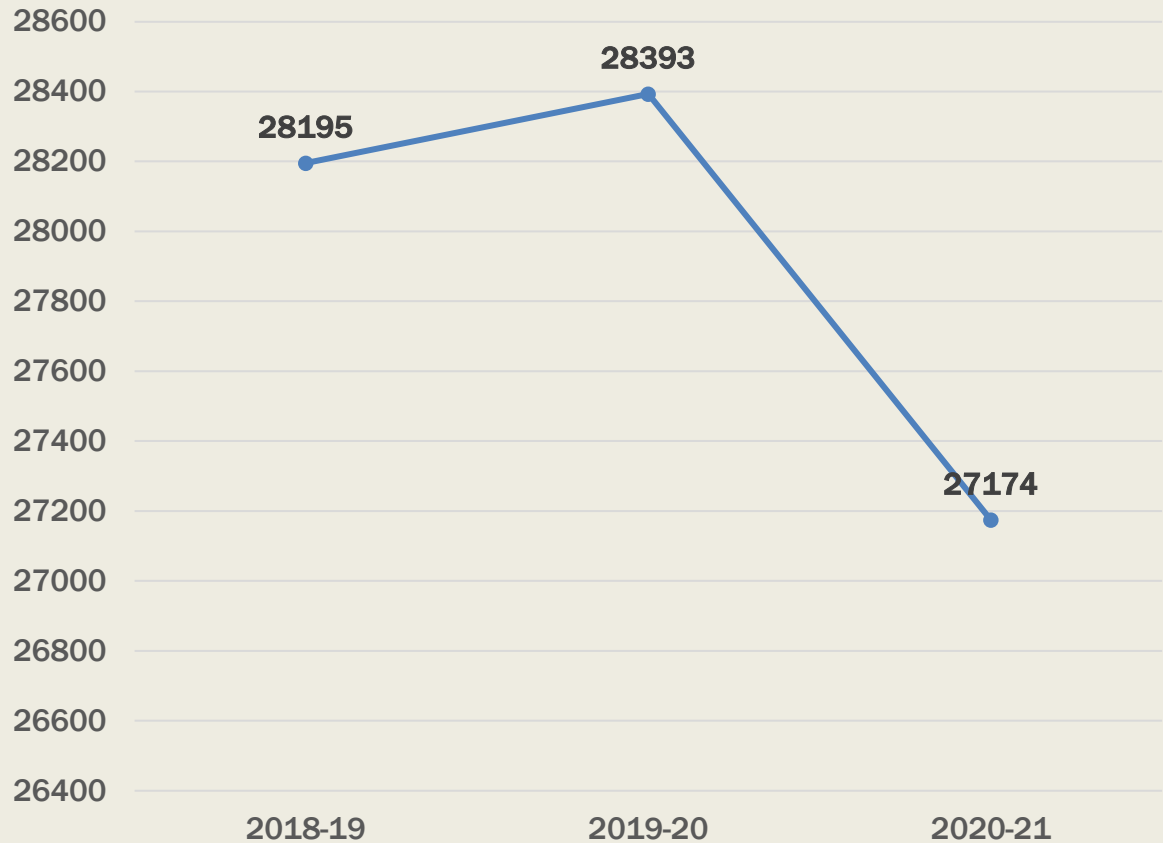
The 2020-2021 reports include changes that respond to stakeholder feedback, updated federal and state requirements, and the COVID-19 pandemic. These changes include:

- **New career and college readiness data** including Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment participation by student group and work-based learning participation;
- **Expanded staff data** including staff counts and information about teachers by subject area, as requested by stakeholders;
- **New apprenticeship data** that shows how many students register in apprenticeship programs after high school graduation; and
- **Links to additional data** such as Start Strong assessment results and opportunity to learn data, which includes information about learning environments and device data during the 2020-2021 school year.



# STUDENT ENROLLMENT AND DEMOGRAPHICS

Total Enrollment



Student Group	2018-2019	2019-2020	2020-2021
Economically Disadvantaged	75.5%	75.5%	54.5%
Students with Disabilities	12.0%	11.9%	12.0%
English Learners	19.9%	21.4%	23.1%
Homeless Students	1.0%	0.9%	0.7%
Students in Foster Care	0.2%	0.2%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%



# STUDENT GROWTH

- Each student gets a **student growth percentile (SGP)** from 1 to 99 for English (4<sup>th</sup> to 8<sup>th</sup> grade) and Mathematics (4<sup>th</sup> to 7<sup>th</sup> grade) that explains their progress compared to students who had similar test scores in the past (“academic peers”). An SGP between 35 and 65 is considered “typical”.
- If the student growth percentiles for all students in a group (for example a school, a district, a student group, or a grade level), are ordered from smallest to largest, the **median student growth percentile (mSGP)** for that group is the percentile in the middle of the list. NJDOE’s standard for school and district accountability purposes is an mSGP of at least 40.

Due to the cancellation of statewide assessments in both spring 2020 and spring 2021, **SGPs were not calculated for 2019-2020 or 2020-2021** and the 2020-2021 School Performance Reports will not include mSGPs.



# MEDIAN STUDENT GROWTH PERCENTILES

Due to the cancellation of statewide assessment results in both spring 2020 and spring 2021, median student growth percentiles (mSGPs) were not calculated for either 2019-2020 or 2020-2021.

Performance	ELA 2018-19	ELA 2019-20	ELA 2020-21	Math 2018-19	Math 2019-20	Math 2020-21
Median Student Growth Percentile	63 Exceeds Standard			44 Met Standard		
Statewide Median Student Growth Percentile	50			50		



# STATEWIDE ASSESSMENT RESULTS

The School Performance Reports contain information about student participation and performance on statewide assessments, including the:

- **New Jersey Student Learning Assessment (NJSLA):** Assessment that measures student proficiency with the New Jersey Student Learning Standards for English language arts (ELA), mathematics, and science.
- **Dynamic Learning Maps (DLM):** Alternate assessment for students with the most significant intellectual disabilities in English Language Arts, Mathematics, and Science.
- **ACCESS for ELLs:** Assessment that measures the English language proficiency of English learners.

All statewide assessments were cancelled in spring 2020 and the NJSLA was cancelled in spring 2021. As a result, **NJSLA assessment data is not available in the 2020-2021 School Performance Reports.**



# STATEWIDE ASSESSMENT PROFICIENCY

Due to the cancellation of the NJSLA in both spring 2020 and spring 2021, participation and proficiency rates are not available for 2019-2020 or 2020-2021.

Performance	ELA 2018-19	ELA 2019-20	ELA 2020-21	Math 2018-19	Math 2019-20	Math 2020-21
Participation	99.4%			99.2%		
Proficiency Rate	52.8% Met Target			27.2% Not Met		
Statewide Proficiency	57.9			44.5		





# GRADUATION RATES AND PATHWAYS

Graduation rates are calculated using the adjusted cohort graduation rate calculation, which all states are required to use.

For state reporting purposes, a student is counted as a graduate in a given school year if they earn a state-endorsed (“regular”) diploma by August 31. A state-endorsed diploma is awarded to students who meet both [course requirements](#) and [graduation assessment requirements](#).

Governor Phil Murphy signed [Executive Order 214](#) on January 11, 2021, which waived the graduation assessment requirement for any student who had not yet met the graduation assessment requirements, but had met all credit, curriculum, and attendance requirements for graduation.



# GRADUATION RATES FOR FEDERAL REPORTING AND ACCOUNTABILITY

Beginning in 2021, the NJDOE is required by the United States Department of Education's (USED) FY 2019 Federal Performance Review Report to make changes to graduation rate calculations used for federal reporting and accountability.

For 2021, a separate federal version of the graduation rate will be reported in the School Performance Reports, that will not include students with disabilities as graduates if they have been exempted from meeting either the state course requirements and/or the attendance requirements for graduation per their Individualized Education Program (IEP).

Starting in 2022, students with disabilities who do not meet the state's graduation assessment requirements by demonstrating proficiency on one of the required graduation assessment or through the portfolio appeals process, but instead meet alternate requirements in their IEPs, will also not be included as graduates when calculating the federal version of the graduation rate.



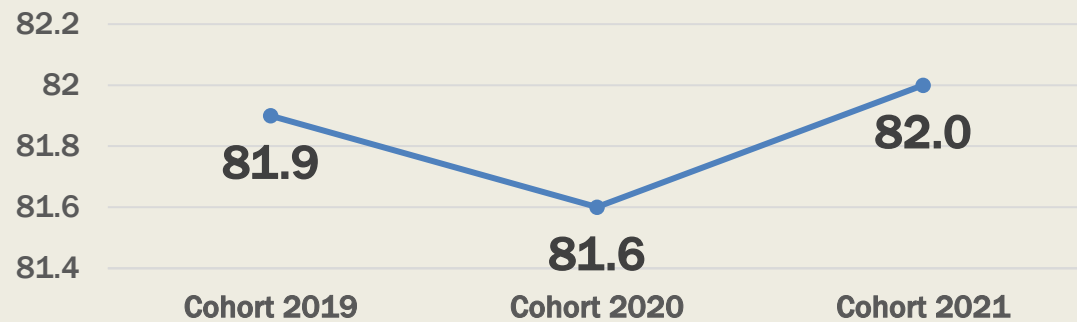
# FEDERAL CHANGES DO NOT IMPACT GRADUATION REQUIREMENTS

It is important to note that these required federal changes only change how graduation rates are calculated for federal reporting and accountability.

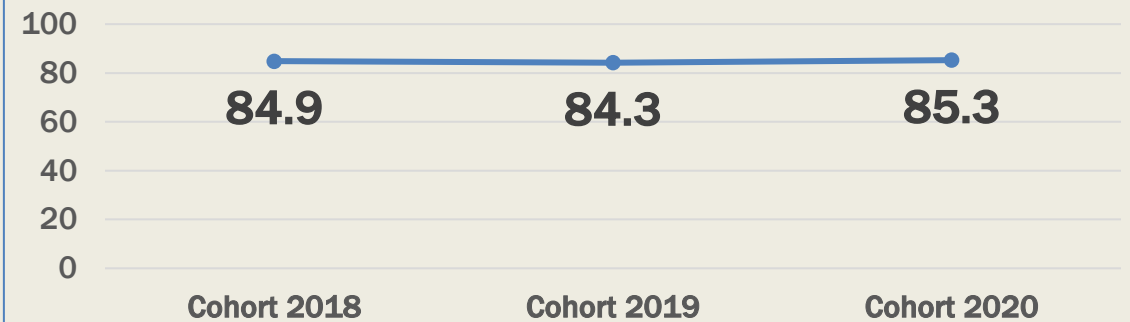
These changes do not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

# STATE GRADUATION RATES

## 4-Year Graduation Rate Trends



## 5-Year Graduation Rate Trends



Performance	Cohort 2019 4-Year Rate	Cohort 2020 4-Year Rate	Cohort 2021 4-Year Rate	Cohort 2018 5- Year Rate	Cohort 2019 5- Year Rate	Cohort 2020 5- Year Rate
Graduation Rate	81.9	81.6	82.0	84.9	84.3	85.3
State	90.6	91.0	90.6	92.5	92.2	92.6

# FEDERAL GRADUATION RATES

This table shows the federal version of the 2021 four-year and 2020 5-year graduation rates. For 2021, students with disabilities whose IEP includes a modification or exemption from meeting either the state course requirements and/or the attendance requirements for graduation will not be included in the graduates count (the numerator) when calculating the “federal version” of the adjusted cohort graduation rate.

Performance	Cohort 2021 4-Year Rate	Cohort 2020 5-Year Rate
Graduation Rate (Federal Version)	79.2	85.0
State Rate (Federal Version)	88.5	92.4



# GRADUATION PATHWAYS

How did students meet the graduation assessment requirement?

Subject	Pathways for Class of 2021	District	State
ELA	Statewide Assessment	55.8	59.8
ELA	Substitute Competency Assessment	11.9	17.1
ELA	Portfolio Appeals	0.0	0.6
ELA	Alternate Requirements specified in IEP	5.8	3.9
ELA	Requirements waived under Executive Order 214	26.4	18.6
Math	Statewide Assessment	52.4	59.0
Math	Substitute Competency Assessment	14.5	16.5
Math	Portfolio Appeals	0.0	0.5
Math	Alternate Requirements specified in IEP	7.3	4.1
Math	Requirements waived under Executive Order 214	25.8	19.9

# CHRONIC ABSENTEEISM AND ATTENDANCE

The School Performance Reports include information on chronic absenteeism and attendance for students.

Chronic absenteeism is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

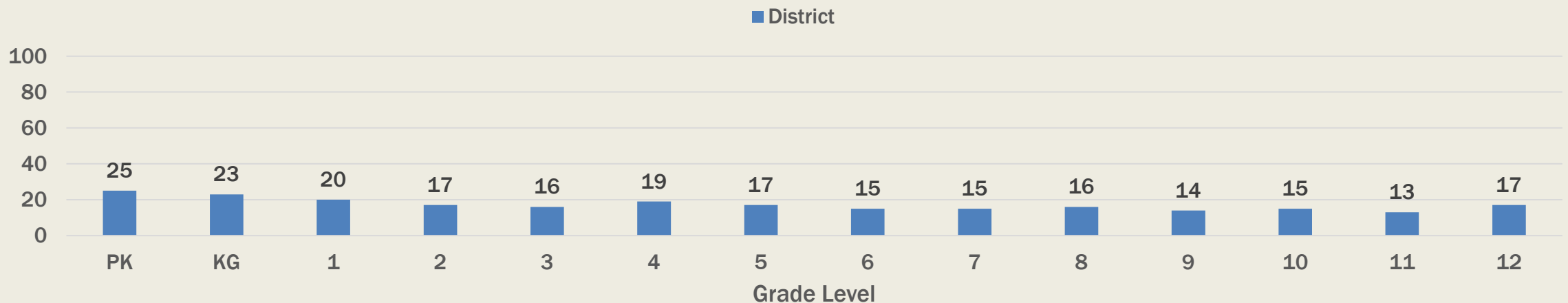
Due to a federal waiver, the NJDOE did not report chronic absenteeism in the 2019-2020 reports, but this data will be added back in the 2020-2021 reports.

Because the number of days students spent in in-person and remote learning environments during the school year differed, the NJDOE recommends caution in comparing 2020-2021 attendance data between schools and districts and to prior or future school years.

# CHRONIC ABSENTEEISM

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. Chronic absenteeism is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

**% Chronically Absent by Grade Level**

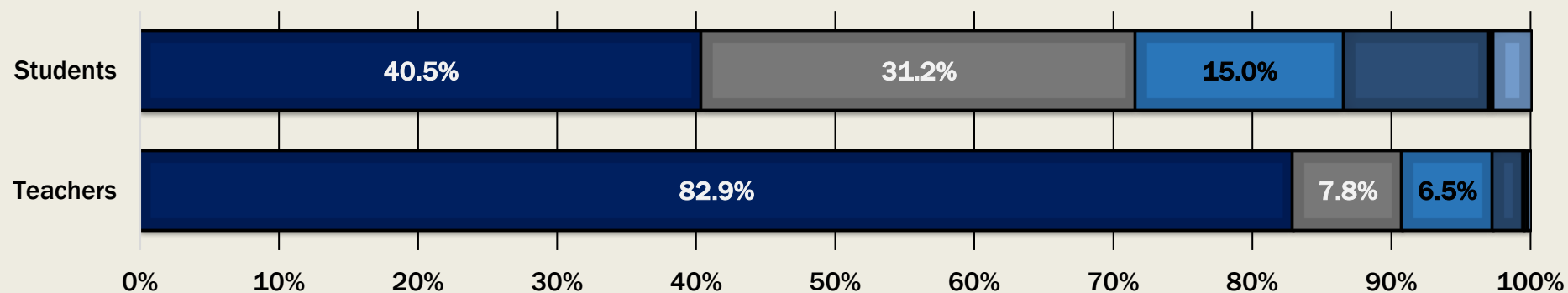




# STATEWIDE TEACHER DEMOGRAPHIC INFORMATION

Do the students in our classrooms have the opportunity to be led by diverse teachers?  
Teacher diversity improves outcomes for all students.

## Teachers and Students by Demographic Information – State Level

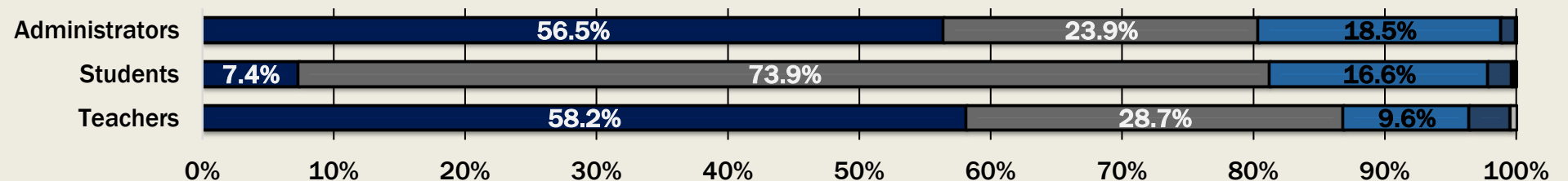


	Teachers	Students
White	82.9%	40.5%
Hispanic	7.8%	31.2%
Black or African American	6.5%	15.0%
Asian	2.2%	10.4%
Native Hawaiian or Pacific Islander	0.1%	0.2%
American Indian or Alaska Native	0.2%	0.2%
Two or More Races	0.2%	2.6%

# DISTRICT TEACHER DEMOGRAPHIC INFORMATION

Do the students in our classrooms have the opportunity to be led by diverse teachers?  
Teacher diversity improves outcomes for all students.

## Teachers and Students by Demographic Information – Our District



	Teachers	Students	Administrators
White	58.2%	7.4%	56.5%
Hispanic	28.7%	73.9%	23.9%
Black or African American	9.6%	16.6%	18.5%
Asian	3.1%	1.8%	1.1%
Native Hawaiian or Pacific Islander	0.4%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.1%	0.0%



# COLLEGE AND CAREER READINESS

The College and Career Readiness section of the reports shows information about college entrance exams, advanced coursework, career and technical education (CTE) programs, and participation in coursework across subject areas.

College and Career Readiness Measures	District	State
% of 12 <sup>th</sup> graders that took SAT in high school	88.0	45.4
% of 12 <sup>th</sup> graders that took ACT in high school	0.0	8.8
% of 11 <sup>th</sup> and 12 <sup>th</sup> graders enrolled in one or more Advanced Placement (AP) or International Baccalaureate (IB) course	51.1	35.7
% of students enrolled in AP who took one or more AP exam	42.2	27.2
% of 11 <sup>th</sup> and 12 <sup>th</sup> graders enrolled in dual enrollment coursework	2.7	22.3
% CTE concentrators	12.3	11.0
% of students earning industry-valued credentials	0.2	0.9
Number of students earning a Seal of Biliteracy	36 (Spanish)	4,953

# VISUAL AND PERFORMING ARTS

The College and Career Readiness section includes participation in visual and performing arts coursework for students in grades 6 through 12.

99.0% of students in grades 6 through 8 enrolled in an arts course  
(State = 87.5%)

- **77.8%** enrolled in Music courses (State = 60.7%)
- **12.6%** enrolled in Dance courses (State = 3.2%)
- **0.0%** enrolled in Drama courses (State = 6.7%)
- **74.0%** enrolled in Visual Arts courses (State = 68.6%)

35.0% of students in grades 9 through 12 enrolled in an arts course  
(State = 49.9%)

- **10.2%** enrolled in Music courses (State = 16.1%)
- **3.8%** enrolled in Dance courses (State = 2.3%)
- **1.4%** enrolled in Drama courses (State = 3.4%)
- **22.1%** enrolled in Visual Arts courses (State = 33.2%)



# STUDENT SAFETY IN THE DISTRICT

- The health and safety of the entire EPS learning community is the district's top priority. EPS continues to keep its all-encompassing Crisis Response Plan updated, which it provides to all schools and offices to stay prepared for the threat of any security challenges.
- The district uses a district-wide school security drills online reporting system to streamline recordkeeping, provide greater accountability, and provide timely, accurate reports to the NJDOE.
- The Elizabeth Board of Education administers an automated phone messaging system, to instantly alert its entire learning community in the case of an emergency or special event. EPS received a \$494K Federal Violence Prevention grant from the U.S. Department of Justice for improving security at schools through evidence-based school safety programs. EPS also became the first school district in the U.S. to mandate Harmony Power Awards as part of its character and anti-bullying education programs.

## Violence, Vandalism, HIB, and Substance Offenses

Incident Type	Number of Incidents: District	Number of Incidents: State
Violence	5	728
Vandalism	3	193
Weapons	1	138
Substances	2	681
Harassment, Intimidation, Bullying (HIB)	22	1,467
Total Unique Incidents	32	3,151
Incidents Per 100 Students Enrolled	0.12	0.23



# EARLY CHILDHOOD EDUCATION IN THE DISTRICT

- Pre-kindergarten classes for three and four-year-olds are available both in-district and in partnership with local childcare providers.
- All classes are taught by certified team members and class sizes are kept small with no more than 15 students to each teacher.
- Training in the High/Scope Approach to Early Childhood Education is provided to all new Early Childhood team members, along with refresher courses for more experienced professionals.
- The High/Scope approach to preschool education enables young children to take initiative and develop their social, intellectual, and physical capacities.

## Enrollment Trends by Full/Half Day PK and KG in our District

Type of Pre-K	2018-2019	2019-2020	2020-2021
PK - Half Day	0	0	0
PK - Full Day	3,478	3,488	2,790
KG - Half Day	0	0	0
KG - Full Day	1,913	1,923	1,800



# STUDENT SUPPORTS AND SERVICES

- Children in grades K-3 who score in the lowest 25% on formative and summative assessments are provided various interventions including tutoring.
- Students identified as in need of assistance receive intensive and specifically focused small group instruction.
- Teachers are trained to diagnose the areas of difficulty of the student and to assist him/her with overcoming these roadblocks in order to foster his/her learning and to help him/her stay on grade level in the area of reading development.

## Student and Staff Ratios

Category	District
Students to Teachers	12:1
Students to Administrators	295:1
Teachers to Administrators	24:1
Students to Librarian/Media Specialists	2265:1
Students to Nurses	485:1
Students to Counselors	578:1
Students to Child Study Team	27:1



# POSTSECONDARY ENROLLMENT

Postsecondary enrollment data comes from the National Student Clearinghouse. It is reported that undergraduate enrollment was down nationwide in 2021 compared to the same time last year due to COVID-19.

- At many district schools, EPS uses Advancement Via Individual Determination (AVID), a research-based instructional model that encourages students to prepare for and participate in a challenging college preparatory curriculum.
- In addition to enrolling in Honors and Advanced Placement level courses, students receive academic support through a specially designed AVID elective, taught by AVID-trained instructors.

## Postsecondary Enrollment Rates: 16-month

Student Group	District	State
Total Population	<b>59.9%</b>	73.7%
White	<b>64.9%</b>	80.5%
Hispanic	<b>59.0%</b>	60.3%
Black or African American	<b>59.5%</b>	61.7%
Asian, Native Hawaiian, or Pacific Islander	<b>80.6%</b>	91.9%
American Indian or Alaska Native	<b>N</b>	67.3%
Two or More Races	<b>N</b>	74.8%
N = No Data available to Display		





# OUR SCHOOLS IDENTIFIED AS COMPREHENSIVE SUPPORT AND IMPROVEMENT OR TARGETED SUPPORT AND IMPROVEMENT

## Comprehensive Support and Improvement

- George Washington Academy School No 1
- Admiral William F. Halsey Academy

## Targeted Support

- Nicholas Murray Butler School No 23 (White)
- Thomas Jefferson Arts Academy



# HOW WERE OUR SCHOOLS IDENTIFIED?

- **New Jersey's *ESSA* school accountability system** provides a formula to determine a summative score, which is based on various measures of progress (accountability indicators).
- **The accountability indicators are:**
  - **Academic Achievement:** measured by ELA and math proficiency on the statewide assessment
  - **Academic Progress:** measured by median student growth percentiles in ELA and math
  - **Graduation:** measures by four-year and five-year graduation rates
  - **Progress toward English Language proficiency:** measured by the percentage of English Learners making expected progress toward English language proficiency
  - **School Quality and Student Success:** measures by chronic absenteeism
- **Our school has been identified** based on its relative low performance across all these indicators.



# COMPREHENSIVE OR TARGETED SUPPORT?

- Schools identified for comprehensive support are identified based on overall school performance.
  - However, the calculations of the summative scores used to identify schools also factor in student group performance.
- Schools identified for targeted support and improvement are identified based on the performance of one or more student group.
- The student groups included in accountability calculations are:
  - Racial and Ethnic Groups;
  - English Learners;
  - Students with Disabilities; and
  - Economically Disadvantaged Students.



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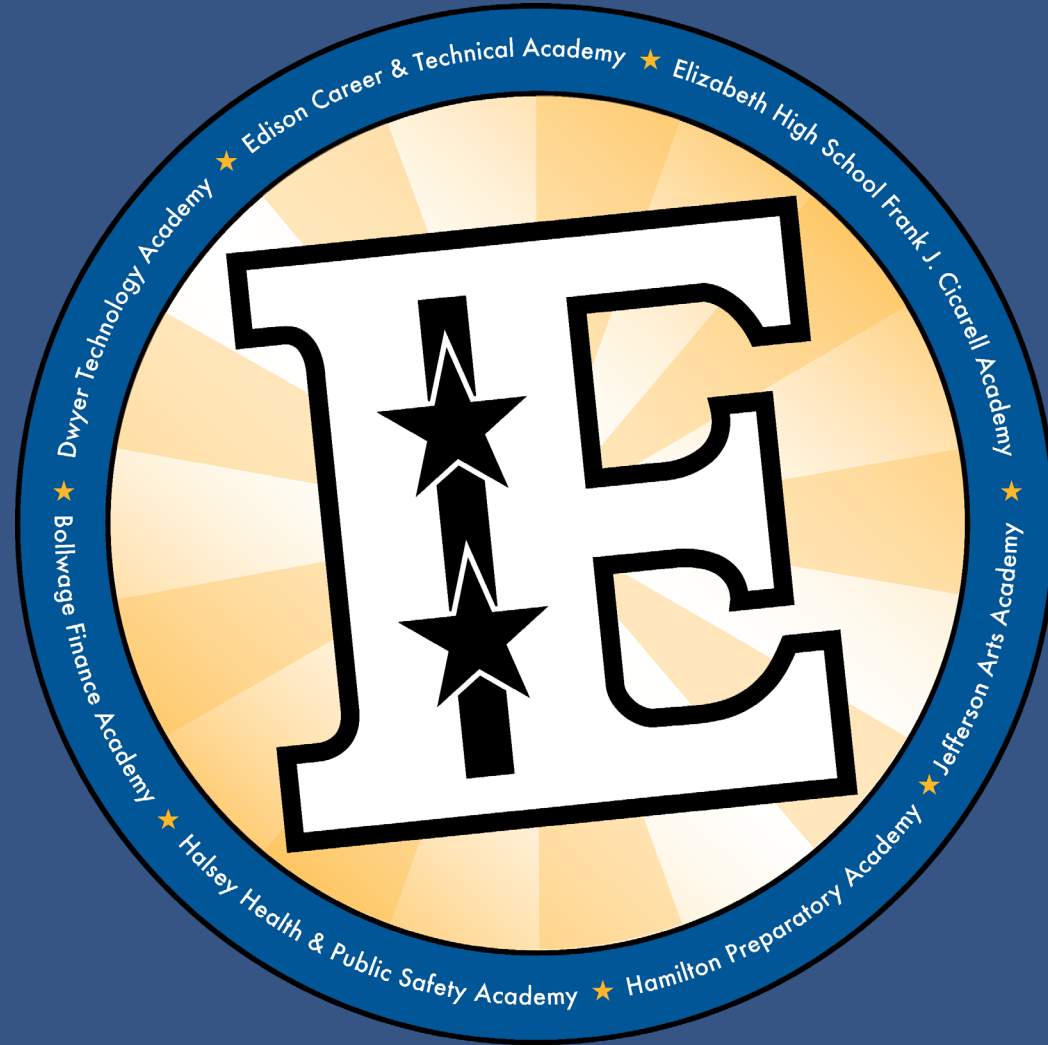
ELIZABETH PUBLIC SCHOOLS

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**ANNOUNCEMENTS**

**April/May 2022**

# 29th Annual Excellence Awards Dinner



## Thursday May 26, 2022

# 8<sup>th</sup> Grade Promotion & High School Graduation/ Class Award Ceremonies Schedule





# 8<sup>th</sup> Grade Promotion Ceremonies

## Friday, June 24, 2022 – 9:00 am

School
Toussaint L'Ouverture – Marquis de Lafayette School No. 6
Benjamin Franklin School No. 13
Christopher Columbus School No. 15
Dr. Antonia Pantoja School No.27
Juan Pablo Duarte – José Julián Martí School No. 28
Dr. Albert Einstein Academy School No. 29
Chessie Dentley Roberts Academy School No. 30

# 8<sup>th</sup> Grade Promotion Ceremonies

## Friday, June 24, 2022 – 1:00 pm

School
Nicholas S. LaCorte – Peterstown School No. 3
Joseph Battin School No. 4
Terence C. Reilly School No. 7
iPrep Academy School No. 8
Victor Mravlag School 21
Sonia Sotomayor School No. 25



# 8<sup>th</sup> Grade Promotion Ceremonies

## Monday, June 27, 2022 – 9:00 am

School
George Washington Academy School No. 1
Abraham Lincoln School No. 14
Madison – Monroe School No. 16
Robert Morris School No. 18
Woodrow Wilson School No. 19
John Marshall School No. 20
Dr. Orlando Edreira Academy School No. 26

# 8<sup>th</sup> Grade Promotion Ceremonies

## Tuesday, June 28, 2022 – 9:00 am

School
Winfield Scott School No. 2
Mabel G. Holmes School No. 5
Jerome Dunn Academy School No. 9
Elmora School No. 12
William F. Halloran School No. 22
Nicholas Murray Butler School No. 23

# High School Graduation/ Class Award Ceremonies

## Dunn Sports Center

High School	*Date	Time	Arrival
Admiral William F. Halsey, Jr. Health & Public Safety Academy	June 28	9:00am	8:00am
J. Christian Bollwage Finance Academy	June 28	1:00pm	12:00pm
Thomas A. Edison Career and Technical Academy	June 28	5:00pm	4:00pm
John E. Dwyer Technology Academy	June 29	9:00 am	8:00am
Thomas Jefferson Arts Academy	June 29	1:00pm	12:00pm
Alexander Hamilton Preparatory Academy	June 29	5:00pm	4:00pm
Elizabeth High School – Frank J. Cicarell Academy	June 30	9:00am	8:00am

# John E. Dwyer Technology Academy Students Accepted to Yale, Harvard





# Top 300

## Most Challenging High Schools in United States

Jay Mathews Challenge Index  
High School Rankings

Elizabeth High School  
Frank J. Cicarell Academy

#192



**BEST**  
HIGH SCHOOLS

& WORLD REPORT  
**U.S. News**  
RANKINGS

**Elizabeth High School**  
**Frank J. Cicarell Academy**

**No. 13 in NJ**  
**No. 262 in US**

**Alexander Hamilton**  
**Preparatory Academy**

**No. 45 in NJ**  
**No. 1,116 in US**



# GRADUATION REQUIREMENTS UPDATE

## Class of 2022

### Community Service Hours

- The requirement for graduation will be 30 Community Service Hours for the class of 2022.
- Students that exceed the 30+ hour requirement will be highlighted at graduation with a cord that will be covered by the district.







# AUTISM AWARENESS



*April is Autism Awareness Month*





# **EPS Students Participate in Environmental Week - "It Is Up to Us, Resilience/Climate Change"**





**Division 1 Signings**







**Gregory  
McQueen**

**signs with**



**Rutgers University**



**Mathew  
Giraldo**

**signs with**



**Fairleigh Dickinson University**





**Elizabeth Varsity Competition Cheerleading Team  
1st Place — High School Game Day NCA Division**





**EPS Nurse Coordinator Marie Noonan Named President of the  
Union County School Nurses Association & Union County Representative  
to the New Jersey State School Nurses Association**



ELIZABETH PUBLIC SCHOOLS  
*Every child, Achieving Excellence*

# TEACHER & STAFF APPRECIATION WEEK

**MAY 1-7**

**CELEBRATE OUR FAVORITE SUPERHEROES!**





ELIZABETH PUBLIC SCHOOLS

*Every Child, Achieving Excellence*

*Wishing You a Happy*

**Eid Al-Fitr!**



*Thank you!*



# NATIONAL NURSES WEEK

**MAY 6-12**



**MAY 10-14**



# SPECIAL EDUCATION WEEK





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*Every Child, Achieving Excellence*

# ASIAN PACIFIC AMERICAN HERITAGE MONTH



MAY is



MENTAL  
HEALTH  
AWARENESS  
MONTH

  
ELIZABETH PUBLIC SCHOOLS  
*Every child, Achieving Excellence*



MAY is...

Kindness  
AWARENESS



MONTH



MAY IS  
**BETTER**  
**SPEECH**

**& HEARING**

**MONTH**



**MAY IS**

**NATIONAL  
MILITARY**

★ **APPRECIATION** ★  
**MONTH**



ELIZABETH PUBLIC SCHOOLS

*Every Child, Achieving Excellence*

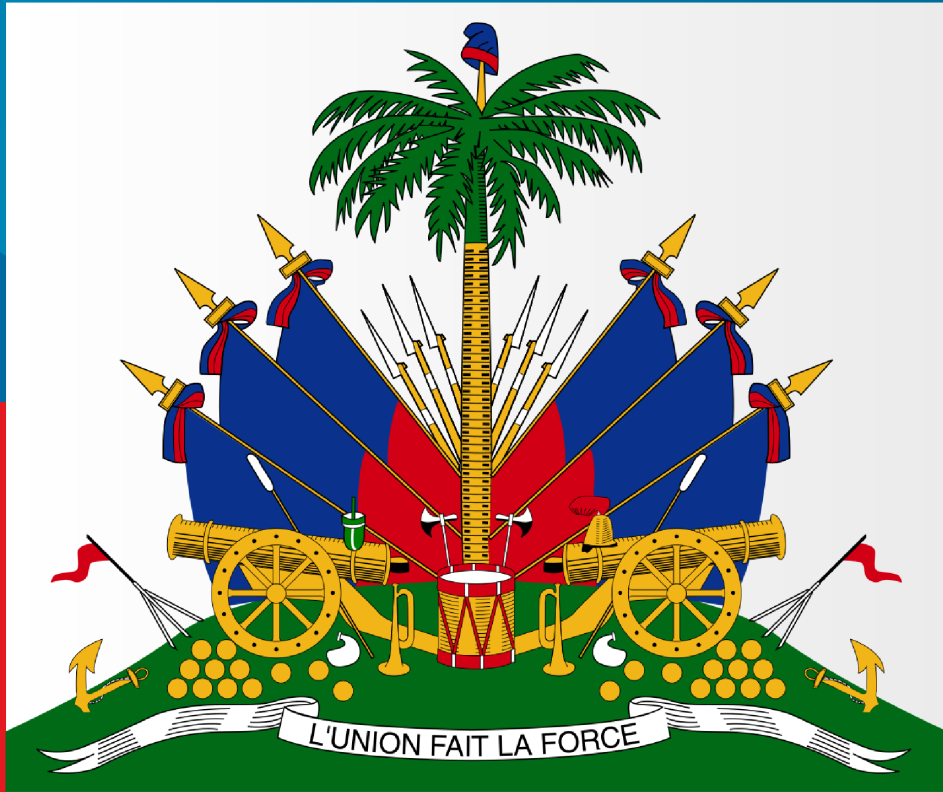
# **Upcoming Celebrations & Events**





# *Haitian Flag Day*

— May 18<sup>th</sup> —





# CUBAN *Flag* Day

*May 20<sup>th</sup>*



  
ELIZABETH PUBLIC SCHOOLS  
*Every Child, Achieving Excellence*



*Celebrate*  
**Portugal**  
**Day**  
*June 10<sup>th</sup>*

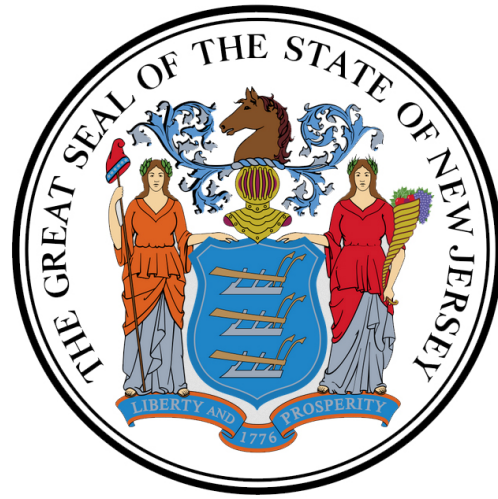


June is

**National**

**Gun Violence**

**Awareness Month.**



# Legalization of Cannabis



# Legalization of Cannabis

On February 22, 2021, Governor Murphy signed three bills into law that legalize marijuana in New Jersey.

At issue is the impact these laws will have on the schools and student/staff discipline. Here are some of the details about how it will affect the school community.

# Legalization of Cannabis

**Q: Do the laws specifically address public schools?**

**A:** Yes. The laws prohibit the advertising of cannabis items or cannabis paraphernalia within 200 feet of any elementary or secondary school, excluding advertisements within the premises of cannabis retailers.

The new laws are not intended to permit any person to possess, consume, use, display, transfer, distribute, sell, transport, or grow or manufacture cannabis or cannabis items in school.

Finally, there are heightened penalties for individuals who commit offenses that are specifically prohibited by the laws while on school property, within 1,000 feet of school property, or on a school bus.



# Legalization of Cannabis

**Q: Can the Administration still send a staff or pupil out for a drug test if the individual is suspected of being under the influence of marijuana?**

**A.** Yes, being under the influence of marijuana while on school grounds or at a school sponsored event or activity is still prohibited. This is analogous to alcohol, which can legally be consumed by individuals 21 years of age or older but is still prohibited at school. Simply put, if there is reasonable suspicion that a student or staff member is under the influence, that individual must be sent out for a test.



# Legalization of Cannabis

**Q: Should the Administration report to law enforcement if a student is found to be in possession of marijuana or paraphernalia?**

**A:** Yes, although it appears that possession of marijuana by students in school will be merely a documentation process for law enforcement.

# Legalization of Cannabis

**Q: Should the Administration report to law enforcement if a staff member is found to be in possession of marijuana or paraphernalia?**

**A:** This is still an open question. It is recommend erring on the side of caution and making the report, although it is doubtful that law enforcement will take action unless there is evidence that the marijuana is being distributed or consumed with students.

# Legalization of Cannabis

**Q: Does a school still retain the right to discipline a student who is found to be under the influence of marijuana or in possession of marijuana paraphernalia at school or a school sponsored event or activity?**

**A:** Yes, nothing in the new laws prohibits a school from taking disciplinary action in these circumstances (unless there is a medical exemption). Schools still maintain the right to ensure that students are not under the influence at school and to take action when they violate the code of conduct.

# Legalization of Cannabis

**Q:** Does a school still retain the right to discipline a staff member who is found to be under the influence of marijuana at school or a school-sponsored event or activity?

**A:** Yes, nothing in the new laws prohibits a school from taking disciplinary action in these circumstances (unless there is a medical exemption). Schools still maintain the right to ensure that staff are not under the influence at school and to take action when they are.



# Legalization of Cannabis

**Q: Can a school board refuse to hire an employee who admits to using marijuana in their leisure time (not during the workday, etc.)?**

**A:** No. The law prohibits an employer from terminating or refusing to hire an employee or prospective employee for recreational marijuana use on their own time.



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ELIZABETH PUBLIC SCHOOLS

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**ANNOUNCEMENTS**

**April/May 2022**