

EXIT CRITERIA

The Twilight Program will create an Exit Committee consisting of the Principal, faculty and guidance counselor. Exit criteria will be established such as academic performance, student behavior, attendance, etc. If the Committee feels that the student has satisfied the exit criteria, a recommendation will be made to the parent/guardian that the student return to daytime high school with probation, move on to night school, or remain in the program one additional year.

CLASSROOM OBJECTIVES

1. To maintain a "small school" atmosphere that is warm, friendly, personal, non-competitive and non-punitive.
2. To effect an attitudinal change in one's approach to school, its rules, regulations and responsibilities.
3. To effect accountability in each student.
4. To offer individualized instruction in the basics, striving for improvement and passage in standardized tests.
5. To pursue the value of work, good work ethics and pride in accomplishments.
6. To pursue diplomas at all levels or GED attainment.
7. To stress counseling, peer interaction and acceptance of direction.
8. To restore pride in one's self and to raise the student's self-esteem.
9. To encourage achievement of self-discipline.

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Bayonne High School Alternative Education



TWILIGHT PROGRAM

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TWILIGHT PROGRAM

PHILOSOPHY

The Bayonne Public School District has recognized the fact that not all students progress, learn or reach their full potential in a traditional classroom environment. Realizing, however, that all students need a sense of importance, a positive self-image, and an awareness that their education is valuable, the Alternative Education Program was designed to meet the needs of these non-traditional students in order to alleviate the effects of disaffection and disruption.

It is in the Alternative Education Program that each student is looked upon individually by the entire staff to meet his/her needs and help direct his/her goals to a successful completion. It is designed to remediate and motivate academic skills that will have a potential for a student's adult life.

PROGRAM GOALS

1. To develop in each student a feeling of self-worth, respect for others, and positive attitude.
2. To develop each student's motivation to remain in school and assist in establishing reasonable goals.
3. To improve and promote reasonable behavior, attendance and effort in the curricular areas.

4. To provide an individualized program of instruction to help each student meet short term goals.
5. To create an atmosphere that assists the troubled student to confront his/her problems.
6. To restore pride in accomplishment.
7. To strive to achieve a high school diploma.

ADMISSIONS CRITERIA

A student is eligible for the Alternative Education Program if he/she meets one or more of the following criteria. Student eligibility is determined and documented by grades, achievement test scores, referrals for suspension or other disciplinary action, rate of absences, anecdotal records.

Eligibility Criteria

- A student exhibits persistent behavior which interferes with his/her own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide.
- A student exhibits consistent behavior resulting in frequent conflicts of a disruptive nature while the student is under the Jurisdiction of the school either in or out of the classroom.
- A student exhibits disruptive behavior which severely threatens the general welfare of the student or other members of the school population.
- Disciplinary actions by school administration

have not brought about a change in behavior or a cessation of disruptive activities.

- The school's resources have been unsuccessful in its effort to resolve the student's problems and improve his/her ability to cope with school without being disruptive.
- A student exhibits excessive absences and/or tardiness.
- A student has serious personal problems which impede learning.

REFERRAL PROCESS

1. Any school personnel can make a student referral to the Alternative Education Program - Teacher, Guidance Counselor, Student Center, Vice Principal, I&RS Team, CST, Attendance Committee.
2. The referral will be made to the student's Vice Principal. The Vice Principal will then become the lead person in the referral process.
3. The Vice Principal will then convene a meeting consisting of the Principal, referring Vice Principal, Guidance Counselor, one additional administrator, and one additional faculty member.
4. The Committee will review the student's academic process, disciplinary record, and all other pertinent information. The Committee will then invite the parent/guardian for a consultation and recommendation.
5. Upon admission, an IPP will be prepared.