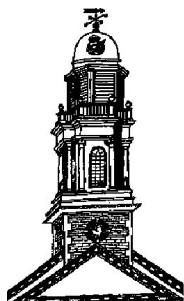


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Introduction

W

elcome back to Highland Park High School! If

you are new to our school, we are sure that you will find HPHS a great place to spend your high school years. Highland Park High School is recognized as one of the best high schools in the state of New Jersey. Our student body has a long tradition of excellent academic and athletic

performance. We pride ourselves on this tradition and know that you will continue to contribute to our excellent reputation.

HPHS is a small school with a diverse student population. The diversity of our student body is what makes our school so special. We pride ourselves on treating each other with dignity and respect and we seek to provide our peers with help when it is needed.

At HPHS we expect you to respect the rights of other persons, whether they are faculty members, secretaries, custodians, administrators, or fellow students. The value of our actions depends on how we make the recipient feel and whether our actions interfere with the rights and privileges of others. Our goal is to make everyone feel that he or she is a respected member of the HPHS community. We ask that you join us in meeting this most important goal.

To make HPHS a pleasant experience and to provide each student with the opportunity to express his or her feelings about the school, there are several forums available. Student Congress is the governing body for the student body. School administrators issue disciplinary dispositions and are available to assist students with issues and/or concerns as they arise. Additionally, teachers, counselors and the Community Teen Center are always available to discuss ideas and concerns, as is Mr. Lassiter, the Principal.

The Student Handbook is provided so that students may have the information necessary to be a successful student at HPHS. Please read it carefully since it details the many services available and provides students with accurate information about the rules and regulations at HPHS. Each student is responsible for adhering to the rules and regulations that are listed within the student handbook. It is recommended that you take the time to familiarize yourself with the contents of the book and, if necessary, discuss questions or concerns with a building level administrator.

District Mission Statement

The mission of Highland Park School district is to provide the community with the finest educational services through respect for diversity and

commitment to collaboration, continuous improvement, and achievement of excellence.

Our Community's Core Values & Beliefs

We value academic achievement for all students and believe the core human values we cherish are respect and responsibility. We genuinely care about each other, our community, and ourselves, emphasizing honesty and integrity. We show and receive respect by using kind actions and words, listening thoughtfully, having the courage to stand up for each other, and ourselves and taking responsibility for our behavior and learning. We value our diverse community and celebrate social harmony.

Highland Park High School's Mission Statement

By valuing openness, wisdom, leadership, and spirit, we strive to create a harmonious educational environment that fosters equal opportunity for success in all academic, extra-curricular, and personal pursuits.

Affirmative Action

Highland Park School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. Highland Park School District also does not discriminate in its hiring or employment practices.

Please refer to the District website for more information:

http://hpschools.net/district/affirmative_action

Highland Park High School Information

**Address: 102 North 5th Avenue, Highland Park, NJ
08904**

Main Phone Number: 732-572-2400

Fax Number: 732-819-7041

High School Administration

| | |
|--|-----------|
| Mr. Michael Lassiter – Principal | Ext. 4098 |
| Mr. Jason Richardson - Assistant Principal | Ext. 4097 |
| Mrs. Lori Anne Stevenson, Administrative Assistant | Ext. 4001 |
| Mrs. Carolina Broderick, Asst. Administrative Sec. | Ext. 4002 |

Guidance Department

| | |
|---|-----------|
| Ms. Melissa Hayes, Lead Counselor 4019 | Ext. |
| Ms. Jada Green, Guidance Counselor | Ext. 4017 |
| Ms. Dana Peterson, Guidance Counselor | Ext. 4018 |
| Ms. Julia Dewhirst, Asst. Admin. Sec. to Guidance | Ext. 4007 |

Student Support Services

| | |
|--|-----------|
| Ms. Elizabeth Rubarski | Ext. 4029 |
| Mr. Craig Girvan, Athletic Coordinator | Ext. 4245 |
| Ms. Juliana Luksa, Dean of Restorative Practices | Ext. 4325 |
| Ms. Elizabeth Rubarski, School Social Worker | Ext. 4015 |
| Ms. Stephanie Bar, School Social Worker | Ext. 4115 |
| Ms. Jani Masur, Nurse | Ext. 4003 |

Community Teen Center

| | |
|--|-----------|
| Ms. Elizabeth Asamoah, Project Manager | Ext. 4020 |
| Ms. Angie Harper, Asst. Admin. Sec. to C.T.C | Ext. 4125 |
| Dr. Scott Roth, Supervising Psychologist | Ext. 4021 |
| Ms. Kimberly Holman, Family Support Manager | Ext. 4022 |
| <u>Counselors and Social Workers</u> | Ext. 4023 |
| Brittany Hart and Paulina Calcaterra | |

District Administration

| | |
|--|-----------|
| Dr. Scott Taylor, Superintendent | Ext. 5812 |
| Ms. Linda Hoefele, School Business Administrator | Ext. 5811 |
| Ms. Susie Budine, Dir. of Ed. Services | Ext. 5000 |
| Dr. Kristina Nicosia, Dir. of Curriculum & Instruction | Ext. 5849 |
| Ms. Michele Rodrigues, Supv. of Humanities | Ext. 5848 |
| Ms. Brooke Baldizzone, Supv. of Funded Programs | Ext. 5847 |
| Ms. Didi Deitcher, Supv. of Ed. Services | Ext. 5001 |

Athletic and Co-Curricular Eligibility

Any student who wishes to compete in interscholastic sports must meet the minimum credit requirements established by the New Jersey Interscholastic Athletic Association (NJSIAA). To be eligible during the Fall and Winter sports and co-curricular activities, students must have passed 30 credits during the preceding academic year. **Repeating a course that was previously passed does not accrue credit toward future eligibility.** To be eligible for spring sports and co-curricular activities, students must have passed 30 credits earned during the preceding academic year and be passing 15 credits for first semester courses. If the student is eligible at the start of a sports season or activity, he or she remains eligible for that entire season or activity.

In yearlong athletic or co-curricular activities, if the student is ineligible at the beginning of the school year, he or she may gain eligibility by passing 15 credits by the start of the second semester. There is no credit requirement for 9th grade students.

Students will not be eligible for high school athletics after eight consecutive semesters following their entrance into the 9th grade. Students become ineligible for high school athletics when the class in which they originally enrolled has graduated.

Interscholastic Sports

Fall Season

Cheerleading
Football
Girls' Tennis
Cross Country
Boys' Soccer
Girls' Soccer
Girls' Volleyball

Winter Season

Cheerleading/Dance
Boys' Basketball
Girls' Basketball
Wrestling
Track
Swimming

Spring Season

Baseball
Boys' Tennis
Softball
Track and Field

Clubs, Organizations, Sports and Activities

Highland Park High School's extracurricular program provides a special environment in which to grow, to manage life activities, to pursue interests, to exhibit creativity, to express talents, to develop responsibility, and to encourage teamwork! Every student is urged to find at least one club, group, or sport he or she has an interest in pursuing.

Make a commitment to yourself to find an activity and do it well. If you and others you know have additional ideas for creating new clubs or activities, let us know so that we may help you identify an advisor.

Below is a sample of activities offered here at Highland Park High School:

MASTERS SINGERS/CONCERT CHOIR (credit courses)

Members prepare choral works for public performances and competitions.

A SEAT AT THE TABLE

The purpose of this group is to serve both the black community and the community as a whole by informing others of cultural and social struggles of the minority communities that are often overlooked. We feel as though in the

past our voice has not been heard and now we will use this opportunity as a vessel for conveying our message. We feel that the lack of information about a group leads to preconceived notions of people as well as gaps in the understanding of one another. Part of our mission is to involve others in our effort to close those gaps so that we may work together for a greater cause.

ALBADOME

Students prepare pictures and text for the Highland Park High School yearbook.

CHESS/GAMING CLUB

A student organization whose purpose is to promote and educate students about the art, science, sport and discipline of chess and other games.

CLASS ACTIVITIES (9-12)

Each class sponsors events to raise money for senior year expenses (prom, trip, caps & gowns, yearbook).

CONCERT BAND, PEP BAND, JAZZ ENSEMBLE (credit courses)

Band members perform a wide variety of musical literature for performance at concerts, festivals, and competitions throughout the year.

DEAD CENTER

Students prepare the literary magazine of student writing.

DECA (Delta Epsilon Chi)

Members develop leadership, management, and presentation skills in marketing and business. Students hold officer and committee positions to organize socials, fundraisers, and participate in leadership conferences.

DRAMA

Members participate in three - four productions a year. Productions include musicals and dramatic plays as well as student created plays.

ENVIRONMENTAL CLUB

The Environmental Club is a student-run organization focused on educating the HPHS community about sustainability and conducting environmental community service.

GLOBAL AWARENESS CLUB

Members work to ensure a clean and safe environment in the building on the grounds and in the community, and to increase awareness of other global issues.

KEY CLUB

Members perform acts of service in their schools and communities such as cleaning up parks, collecting clothing, and organizing food drives. Students also learn leadership skills by running meetings, planning projects, and holding elected leadership positions at the club, district, and international levels.

MATHLETES

Interested students who are enrolled in Algebra II or a higher level of math may compete statewide on a series of eight tests per year.

MOCK TRIAL CLUB

Mock Trial is an academic team that competes in the New Jersey Mock Trial Competition. Each year, students are tasked with trying a criminal or civil case, taking on the roles of witnesses and lawyers to compete against other schools in front of judges in real courtrooms.

MODEL UNITED NATIONS/MODEL CONGRESS

An organization dedicated to providing students in Highland Park with a quality United Nations simulation and Congressional simulation to increase their awareness of and participation in global and domestic issues and politics.

MOVIE CLUB

Students attend meetings where they watch a movie together and discuss and debate the film of choice.

NATIONAL HONOR SOCIETY

Students in grades 11 and 12 who have maintained a minimum of a 3.4 grade point average, have exhibited character, scholarship, leadership, and completed at least 45 or 65 hours of service, dependent on the grade level of entry, are eligible for induction into the National Honor Society. Once selected by the faculty council, members must pledge to maintain these characteristics, their grade point average, and be involved in community service activities such as tutoring in the society's homework center. Honor Society members who commit serious violations of the district and/or building code of conduct will face disciplinary action or expulsion by the faculty council of the society.

PEER MEDIATION

The Peer Mediation Program believes that conflict is a natural process and seeks to find peaceful solutions to problems. Students are trained to help other students resolve conflicts for themselves.

PEP BAND

This music group plays for the High School football team. The students perform contemporary, lively music to get the crowd moving.

ORCHESTRA CLUB

Members perform a variety of repertoire and present numerous concerts a year, including competitions.

RED CROSS CLUB

Members participate in a variety of activities such as service projects and leadership training at HPHS and in Chapter sponsored activities.

ROBOTICS

Students design robots and showcase why they are the most optimal against other schools. They compete in competitions throughout the year.

SCIENCELETES

Interested students in Biology, Chemistry, or Physics are coached to compete statewide up to four times a year.

S.A.G.A. (Sexuality and Gender Alliance)

Students identify concerns and provide support for peers and plan outreach activities for the school and community.

STUDENT CONGRESS

Representatives of the student body meet with the administration to discuss student concerns and ways to generate school spirit.

TECH CREW

Members provide lighting, sound, and technical assistance for drama productions, general events, assemblies, and outside building use events.

THE HIGHLAND FLING

Members train in the various phases of newspaper production in order to prepare and produce the school newspaper.

Attendance Policy

Students are expected to attend all of their classes regularly. Students are also expected to be on time to class. Classes begin at 7:48AM and end at 2:40PM. Students without a first block class must arrive at their second block class by 8:45am. Students are considered tardy if they are not in class before the late bell sounds. The State of New Jersey defines a full school day as a minimum of 4 hours according to Title 6A:32-8.3. Our Board of Education requires student attendance for a minimum of 4 full hours for students to participate in any extracurricular activities. Additionally, the Board of Education requires that a student attend all of their classes for 90% of the school year. In order to meet this standard with the rotating schedule:

1. Students cannot be absent more than 12 days in a full year course.
2. Students cannot be absent more than 6 days in a semester course.
3. Students cannot be absent more than 3 days in a marking period course.
4. Students cannot be absent more than 24 times in a double period course like AP science, ESL, or English Read 180.

According to the State Administrative Code, students can accumulate absences for each day they miss school or each class they do not attend for all reasons except religious holidays, court appointments, or illnesses/appointments that has been excused by a medical professional. **Our Board of Education policy 5200 requires that tardiness and half absences are counted for attendance purposes as well. Every two half absences and every three tardies count as full absences.** When a student accumulates more absences than the maximum allowed in a course, they will be denied credit and will have to seek credit restoration through appeal or a credit recovery program if offered. In order to possibly avoid loss of credit or truancy charges, parents, guardians, and students are encouraged to do the following:

1. Review the attendance letters mailed throughout the year to stay informed of total absences.
2. Keep track of lateness and absences on a school calendar, or by reviewing Genesis accounts if internet connection is available in the home. If not, please contact your counselor or the attendance secretary.
3. Schedule appointments outside of the school day and vacations after the school year or during school vacation days.

4. Provide written documentation for all medical visits or other necessary absences such as college visits, funerals, or any other absence upon the student's return, to the Attendance Office.
5. Sign out in Center Hall for appointments or illness as determined by the school nurse and provide written documentation.
6. Sign in from appointments or any tardiness to school in Center Hall and provide written documentation to the Attendance Office.
7. Call the attendance office by 8:30AM for absences and **submit a written explanation upon return to school.**

State Administrative Code 6A: 16-7.8 & 18A: 38-27 requires that more than ten undocumented absences for a student necessitate Municipal Court involvement for truancy. All efforts will be made to avoid court involvement; however, parents and guardians are urged to provide **proper documentation** (i.e. documentation from medical professionals, court, colleges related to visits, the DMV) for absences because phone calls will not suffice to allow for an **absence to be excused. Written documentation from parents regarding student illnesses will be excused for up to 15 cumulative absences. Additional documentation will be required for extended consecutive absences or absences beyond 15 total. Parent documentation will not be accepted after 1 school day from the first day of attendance after an absence.**

Denial of Credit Appeals

If a parent, guardian, or student wishes to appeal denial of credit or truancy notification, they must submit all documentation of absences to the Attendance Review Board for review to determine if credit restoration can be made. **It is the responsibility of the parent/guardian and student to locate documentation relative to appeals. If it is determined that credit can not be restored, the denial of credit will be placed on the student's final transcript for the appropriate course(s).**

Arrival & Dismissal

Students arrive at school and are dismissed from school at different times according to the school calendar. Students, Parents and Guardians should be aware of the district calendar provided. All students should proceed to school as quickly as possible. Students should also proceed home upon dismissal unless supervised by a faculty member in a school activity. **Students who need to be dismissed early from school need to submit written parental permission to do so.** Students who take the school provided transportation need to wait in the designated area for their bus. The administration can issue disciplinary consequences for misconduct that occurs off of school grounds, during the reasonable amount of time it takes for a student to get home.

Course Withdrawal and Transfer

Except for reasons of classification, a student may not move up or down a level in any course after the first day of the second marking period unless approved by the Principal. Students who are classified during any portion of the current academic year shall be entitled to:

1. If the student is classified after the first semester, the teacher may allow the grades earned for the second semester to be used as the first

- semester grades. This decision should be made in conference with the Child Study Team.
- The student's grades may be calculated as (W) to indicate that the child withdrew from a course and was placed in a replacement course, in-class support course, in-class assistance course or who is mainstreamed with an IEP.
 - The marking periods in which the child did not receive services will not count towards the child's final average unless the child will receive a greater benefit from one (1) or two (2) above. This decision should be made in conference with the Child Study Team.

Students who have been placed in an Honors or Advanced Placement course at the request of a parent are not eligible to receive a WP or W in place of the grade earned. The grade earned will be recorded and will become part of the cumulative average for the new course.

Students who move up a level are entitled to the following provided a teacher or administrator refers the student:

The grade earned in the regular level course will remain as recorded and will become inclusive in the student's yearly average. There will be no exceptions.

Students who move into a course requiring a summer assignment remain responsible for completing the assignment. In accordance with the length of a typical summer vacation, students will be granted 60 days to submit the completed summer assignment. Students who fail to complete the summer assignment are to be graded accordingly.

Note: All changes are subject to the approval of the Principal and will not take place before such approval is granted.

Policy on Late Assignments

- Each teacher will create written late procedures that are tailored to their course, class, and assignments.
- All written late procedures will be distributed to students the first week of school and to parents during **Back to School Night**.
- The school-wide late assignment procedure prevents late assignments from being accepted, for purposes of grade improvement or grade change of any kind, after the respective marking period has ended.
- The only exception would be if a student has received an incomplete (I) for the marking period. In that case, a student will have **a maximum of two weeks**, after the end of the marking period, to submit any work. The late work will be graded and is subject to penalties stated in the individual teacher's late procedures.

Exam/Culminating Experience Regulations

Exams are given twice a year, during the last two weeks of the second marking period (mid-terms) and during the last two weeks of the fourth marking period (finals). Please be aware of the specific regulations governing exams that are listed below:

1. All students will have a culminating experience in which their performance will be measured.
2. Students are required to remain in each exam room for the full exam period. Students are only permitted to leave the room for an emergency.
3. Students who are late more than 15 minutes into an exam period must obtain an admit slip from the Assistant Principal to enter the exam room. No additional time will be granted for **unexcused tardies**.
4. The sum of each exam is equal to no more than 15% of the final grade.
5. In the event that a student is ill or there is a family emergency, the parent/guardian must call the school immediately. **In addition**, the parent/guardian must provide a written explanation of the absence, which the student will submit, to the Building Administrator on the first day the student returns to school. Parent documentation will not be accepted after 1 school day from the first day of attendance after an absence. If a student was absent for illness, they must report to the nurse for approval to return to school.
6. Students who are legitimately absent as indicated in the attendance policy, have the right and responsibility to make up a culminating experience/exam. The student must make arrangements **with the subject teacher**.
7. Students who miss exams due to unexcused absences or for reasons other than those classified as legitimate by the administration forfeit their right to complete a make-up exam. Students must see the Building Administrator to receive permission to complete a make-up exam.
8. *Completing the College Board Advanced Placement Examination does not provide an exemption from final exams.* Final examinations in Advanced Placement, Support Classes, Electives, and Physical Education may be alternative in nature and may include portfolios, projects, presentations, or skills tests to take place during the scheduled final exam. Final exams for all College Prep and Honors Courses will follow a traditional exam format, including but not limited to multiple choice, matching, true/false, short answer and/or essay-type questions.
9. **Students in grades 9-12 are eligible to exempt the final examination if they have acquired an overall average of 90% or above.** Students enrolled in Advanced Placement (AP) and Honors courses must have earned a grade of 90% or above before any additional weighting is considered. *As in the past, exemptions from final exams are at the sole discretion of the teacher. Their decision, as it relates to completing final examinations, will be honored and supported by the administration.*
10. **Students must plan vacations and camps around the Exam schedules.** Students are NOT allowed to complete examinations early to accommodate vacation requests. Students who fail to follow this guideline will be issued a failing grade.

Grade Calculations

According to Board of Education Policy Regulation #2624, which establishes the grading system for the district, the following percentages will be used to calculate grades for semester and year-long courses.

Full-Year Courses:

Each marking period is worth 21.25% of the overall average (85%)
The midterm and final exams are worth 7.5% each (15%)

Semester Courses:

Each marking period is worth 45% of the overall average (90%)

The final exam is worth 10%

Calculation of Grade Point Average:

As per Board policy #2624, each final letter grade will be assigned quality points according to the following scale:

| | | |
|----------------|----------------|----------------|
| A+=4.3 | B-= 2.7 | D = 1.0 |
| A = 4.0 | C+=2.3 | D-= 0.7 |
| A-= 3.7 | C = 2.0 | F = 0.0 |
| B+=3.4 | C-= 1.7 | |
| B = 3.0 | D+=1.3 | |

Positive Incentives & Awards

Students are recognized for various academic, athletic, and character awards during the school year. Each quarter, students receive certificates for honor roll and high honor roll achievements. At the end of each sports season, students are congratulated by their coaches and teams for achievements in assemblies for their particular sports. Additionally, every month, a student from each grade level is selected by a faculty committee and honored for their outstanding character and sense of community.

Guidance Services

The primary purpose of the Guidance Department is to assist students in successfully adjusting to school and life by making a variety of services available. Programs are provided to acquaint students with school policies, programs of study, extra-curricular activities, library materials, health, and guidance services. Personal, social, and career information resources are also available for student's use. Counselors employ both individual and group methods to assist in choosing an appropriate program of studies geared to individual interests, abilities, and future plans. The counselor assembles all pertinent data about students including such items as standardized test results, report card results, teacher evaluations, extra-curricular and/or academic achievement, etc. This information will assist in making wise decisions regarding the future. If a student has a scheduling concern, wishes to speak to a counselor about college, problems students are having, or any other concern, **FILL OUT AN APPOINTMENT SLIP**. Students must present a guidance appointment slip before being allowed to meet with their counselor.

Health Services

A registered, certified full-time nurse is available during regular school hours and may be contacted by calling 572-2400, ext. 4003. If a student wishes to make a routine visit to the nurse, the student is required to do so during an unassigned time. Emergency care is provided always during the day. If a student is ill, that student must sign out with the nurse and in attendance before leaving the building. A written release from the student's parent or guardian is also required. *This written release can be provided at the beginning of the school year.*

Intervention and Referral Services (I&RS)

Students experiencing educational, emotional, or adjustment problems may be referred to the Intervention and Referral Services Committee to determine the need for and type of intervention(s) necessary to help the student improve his or her chances for success. The Intervention and Referral Service includes members of the child study team, the school nurse, the guidance coordinator, the Assistant Principal, and the Principal or Principal's designees. Certified school staff, the student, or the parent/guardian may make referrals. Referral forms are available in the guidance office, the nurse's office, and the Assistant Principal's office.

Peer Mediation

If students are having problems with other students in school and wish to come to resolve those problems peacefully and with long-term effects, peer mediators are available to assist you. Student disputants, who go to peer mediators for help, do so voluntarily. If disputants so choose, peer mediators will use a problem-solving process to clarify the nature of the dispute and to reach a solution satisfactory to both disputants. There are cases when students are required to undergo Peer Mediation as part of their disciplinary disposition. The Assistant Principal will schedule such cases. Since the program's inception, students who have used peer mediation have successfully found ways to get along much better.

Study Hall

This will be offered in conjunction with the first period this school year (Period A). Students may come in to work on assignments and get help with work, if needed. Breakfast will be available to students and Study Hall will be in the High School Cafeteria. Because of the first period Study Hall, there will **not** be a senior privilege for signing out early.

Identification Cards

Throughout the course of the school day, all students and staff are required to hold, in their possession, an identification card. **This card must be surrendered upon request.** Student identification cards are required when purchasing lunch in the cafeteria. Students may use their card for a discount at any home athletic event. Failure to surrender the identification card or properly identify yourself upon request of any member of the faculty/staff, will result in a disciplinary action.

Library Media Center

The Library Media Center (LMC) offers information resources in print and electronic formats, access to the Internet, a range of nonfiction and fiction titles, and a place to study. Students are urged to review policies regarding the acceptable use of computers in school and are reminded that technology resources in the LMC are available only for school-related uses. Students are responsible for the full replacement value of any lost or damaged LMC property, including books, magazines, computers, and other technology equipment. Students may not bring food or beverages into the LMC. The LMC is open Monday through Friday from 7:45 a.m. to 3:00 p.m. Closures for faculty meetings and other events will be posted. Students may use the LMC

during class time with a pass from their subject teacher. Unless accompanied by a teacher, all students must sign in at the Circulation Desk and show a pass and/or Student ID.

Lockers

Most students will be assigned a hallway locker and a locker in the physical education area. At times, locker shortages may occur and alternate arrangements will be made for students. Lockers are for student use but are owned by the Highland Park Board of Education.

The administration may inspect the contents of a student's locker without notice if there is a possibility that the safety and well being of the school community is threatened or there is a serious infraction of school rules. The administration may also routinely search lockers at their discretion.

Students will be held responsible for any damage to the assigned locker and are expected to keep it clean at all times. Students are not permitted to share a locker with another student. Announced locker clean outs will be held to ensure cleanliness.

Visitors

All visitors to the school must sign in at Center hall and receive a visitor badge before proceeding to the area of their visit. Students are not permitted to bring visitors in the building during school hours.

Working Papers

Any employer who hires the services of a minor less than 18 years of age must, according to State labor laws, have the minor secure working papers. Students must plan their work hours around the hours of the school day. All forms for securing working papers are available in the attendance office. ***Students must plan their work hours around the hours of the school day.***

High School Expectations for Student Behavior

W

E, in Highland Park High School community, firmly believe that all

students must be willing and committed to accepting responsibility for their behavior in a concerted effort to maintain a positive learning environment that respects the needs of all students. A positive learning environment requires that we have a safe and orderly school climate. It is the right of every student and staff member to work/attend class and work in a safe environment.

Students who uphold Standards for Student Behavior will follow these **Three Cardinal Rules:**

1. **Respect and responsibility are expected at all times.**
2. **Arrive to school and to class on time with required materials; pen, pencil, notebook, binder, and text.**
3. **All non-academic items must be stored in lockers or backpacks at all times.**

***Unclean Hands Policy** - Students will not be absolved from consequence due to an infraction committed in response of any wrongdoing--perceived or otherwise--by another party.

Responsibilities and Rights of Students

Students have the right to a quality education and the responsibility to do their best with that opportunity. Students have the right to have their concerns heard and the responsibility to use proper school channels. Students have a right to be treated with respect and a responsibility to treat others with respect. Students have a right to due process and a responsibility to act honestly in communication with school officials. Students are responsible for their own work. The Highland Park High School staff will help students prevent and reduce academic dishonesty and will provide an environment that is conducive to learning. Academic dishonesty is the improper representation of the work of another person, the use of non-authorized tests, homework, quizzes, reports, or papers from previous classes and/or other students.

Restorative Practices

The primary goal of restorative practices is to foster a participatory and cooperative community in which challenging behavior is addressed. The most critical function of Restorative Practice is restoring and building relationships in order to improve the citizenship of an individual student resulting in the enhancement of the overall quality of life at Highland Park High School. We also work to develop community expectations and effective classroom environments through the use of proactive restorative approaches such as circle discussions.

In the event students disobey school rules or do not abide by the Standards for Student Behavior, restorative practices will be considered. Fair and consistent practice in involving students and parents in modifying or adjusting inappropriate behavior will help students develop strategies for maintaining responsible and acceptable behavior. There are several methods used in Highland Park High School to assist students in correcting their behavior. The choice of method to use with a student depends on the severity and frequency of the infraction. All students are expected to follow the rules and regulations of the high school.

A Restorative Practice approach to discipline engages in asking four key questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?

- How can people behave differently in the future.

When Restorative Practices is deemed appropriate, the Dean of Restorative Practices or the Assistant Principal will ensure that all aspects of the process are facilitated

Harassment & Bullying Policy

The Highland Park Board of Education adopted harassment policies (Bd. Policies #5512.01 & #5751) that apply to all members of the school community. The actual policies can be found on our District Website (<http://www.hpschools.net>). The following summarizes the policy. These policies prohibit:

- **Unwelcome sexual advances**
- **Requests for sexual favors**
- **Other inappropriate verbal or physical intimidation**
- **Cyberbullying**

Any of these actions are considered harassment or bullying when made by any member of the district staff to a student, by any member of district staff to another staff member, or by any student to another student when such conduct, on or off school grounds, has the purpose or effect of substantially interfering with an individual's emotional safety and well-being or interferes with the requirements of appropriate discipline in the operation of the school.

Any person who alleges sexual harassment or bullying by any staff member or student may complain directly to his or her immediate supervisor, building Principal or the Anti-Bullying Specialist. A substantiated charge against a staff member or student will result in appropriate disciplinary action. In cases involving student-to-student, charges may result in in-school suspension or out of school suspension. Depending on the severity of the charge, a police complaint may be filed.

The following are examples of harassment/bullying/intimidation. This list is not all-inclusive and only serves as a guide:

Physical:

- Hitting
- Pushing
- Taking someone's possessions
- Damaging or destroying someone's property
- Physical acts that are humiliating, but not bodily harmful

Verbal:

- Name calling
- Hurtful teasing
- Threatening a person

Social:

- Gossiping

- Starting/sharing rumors
- Writing hurtful comments to, or about, someone
- Excluding someone in a hurtful way from a group
- Creating imbalances of power between peers

Racial/Ethnic/Gender

Identity/Sexual Orientation:

- Jokes about race, ethnicity, gender, or sexual orientation
- Racial or ethnic slurs or put-downs regarding sexual orientation

- Physical or verbal attacks against an individual or group due to race, ethnicity, gender or sexual orientation

Sexual Harassment:

- Any unwanted or inappropriate physical or verbal behavior of a sexual nature

Imbalance of Power:

- Harming or threatening relationships by

removing the feeling of acceptance, friendships, or group inclusion.

- Any act in which a relationship is used as a weapon, including manipulation. Includes the silent treatment, damaging ones self-esteem, rumor spreading, body language, etc.

Alcohol or Drug Use

According to the law, "Students who are suspected of being under the influence of drugs or alcohol while under the jurisdiction of the schools shall be identified, evaluated, and reported in accordance with the law and administrative procedures. All professional staff members shall be alert to signs of drug and alcohol use by students and be responsible for reporting incidents of real or suspected use of drugs or alcohol." If students are suspected of using drugs or alcohol, students will be excluded from school pending verification that the student has submitted to a drug screening by a N.I.D.A. approved facility. The student will be referred to the I&RS team and will be provided the help needed to overcome the use of alcohol or drugs. Please see the Drug and Alcohol Policy (#5530) available in the main office or in our district central office.

Acceptable Use Policy for Computers

If a student discovers any problem with a computer, please report it to your teacher immediately. Any act, which makes computer hardware or software inoperative in any way, will be considered vandalism. Copying software and /or files from a school computer, for personal use, will be considered stealing. Copying files created by other students for personal credit will be considered cheating.

1. Refer to the BOE Policy for complete Communication / Internet Policy.
2. Users are responsible for their own individual account.
3. Computers are tools for all students to use.
4. Do not modify hardware/software in any way.
5. Game playing, and/or the installation of a game are not allowed on any computer, unless it is part of a class assignment.
6. ***Food and drink are not to be consumed while working on a computer.***

School Provided Books & Other Obligations

If a student does not return textbooks, library books, athletic uniforms, or has accrued any other obligation due to damage to school property, loss of school property, or money owed for any school function, they will not receive their final report card, a schedule or textbooks for the next year's classes until the obligation is fulfilled by the return of said item or the payment of a fine. Seniors owing obligations will not receive their diplomas until all obligations are fulfilled.

Dress Code

The student dress code is intended to provide standards of dress, which are school appropriate. Although the code allows for great flexibility, the following are not allowed:

- Bare feet.
- Sunglasses worn inside unless medically required.
- Clothing that advertises alcohol or drugs, or which is offensive, obscene, sexual, immoral, or promotes membership in groups whose behavior is inconsistent with the mission of Highland Park High School.
- Clothing that excessively exposes the body – bare midriff, crop tops which expose the abdominal area, halter tops, tube tops are not permitted. Exposure of cleavage is not permitted.
- Excessively short shorts and skirts
- Visible undergarments of any kind. Pants should be securely fastened around the waist.

Students in violation of this policy will be sent to the Assistant Principal's office, where the final determination will be made. The Assistant Principal will give the student an opportunity to change into more appropriate dress. If the student does not have an appropriate change of clothing, they will be required to return home after the parent/guardian is called. Students who continue to violate the dress code may be suspended from school and a parent conference is necessary before they can return.

The Dress code applies to all school-sponsored activities as well as during school hours.

Cafeteria Privileges

Eating in the cafeteria is a privilege. It is absolutely critical that students clean up after themselves long before the period has ended. That means that all surfaces, tables, chairs and floor should be free of food, drink and paper products by the time students exit the dining hall. Furthermore, students are expected to abide by the same school rules in the cafeteria as in the classroom and treat all cafeteria staff and faculty on duty with respect. ***Any horseplay or throwing of food in the cafeteria will result in automatic In School Suspension or Out of School Suspension as determined by the administration.***

Open Lunch Privilege (Grades 11-12)

Through the policy of Open Lunch Privilege, we, in Highland Park High School, expect students to be self-directed, able to guide and discipline themselves, and work willingly with those in the school and community in a cooperative, interdependent way.

All students afforded the privilege to participate in Open Lunch must sign the appropriate form agreeing to abide by the rules pertaining to the Open Lunch Policy. This form must also be signed by the parent/guardian of the student. These forms are available in the main office.

To ensure that the Open Lunch Privilege serves all eleventh and twelfth grade students fairly, students must follow the procedure outlined:

1. Students must present their **Student Identification Card** for review by the staff member on duty every time they sign in and sign out of the building. **Students must exit and enter through the front doors of the main entrance ONLY.** Failure to sign in and out properly will result in a disciplinary action.
2. Students are advised to consume all meals before re-entering the building. However, students who return with food must sign-in at the front desk and report directly to the cafeteria. Students who fail to report to the cafeteria are subject to losing the Open Lunch Privilege.
3. Students are afforded the Open Lunch Privilege as long as they comply with the signed agreement and comply with the Standards for Student Behavior.
4. Students **MUST** sign back in when the bell rings, not after. In the case that a student returns late, their privilege will be revoked for a determined amount of time.

If a student is suspected of violating the signed agreement that the student and the parent/guardian have made or have violated the policy in any way, the Open Lunch Privilege will be revoked for a determined amount of time. Other incidents included in the discipline table will also result in the rescinding of the Open Lunch privilege.

Prom Expectations

The administration and staff have made a concerted effort to follow the NJ State Statutes and Board Policies as they pertain to attendance and/or poor academic performance in classes. While these areas are essential for all students, they become greater issues as seniors prepare to graduate. Considering this, it is necessary that everyone is aware of important procedures as they relate to the prom season. Additionally, any significant misconduct resulting in a suspension can cause a student to be excluded from attending a prom.

1. All seniors and their HPHS guests must be in attendance for four hours of instructional time on the day of the prom. The current rotating schedule indicates that an acceptable time of dismissal is 12:38PM.
2. Students who do not attend school for four hours will be excluded from the prom. There shall be **no exceptions**.
3. Parental permission must be obtained, in writing, on the date indicated for students who wish to leave early on the day of the prom. This applies to all students, regardless of age.
4. No one will be allowed to leave school without submitting a written parental request. Phone calls are unacceptable.
5. Seniors and their HPHS guests are expected to arrive in school at the beginning of the first class period on the day after the prom (Friday). Students, whose attendance is satisfactory, may choose to accept an unexcused absence.
6. Everyone **MUST** report to school the Monday following the prom. There will be no exceptions except in the case of a written doctor's note, pre-approved college visit, religious holiday, or court appearance. Written documentation must be presented if an exception is to be allowed. Parental notes **will not** be accepted for any absence on the Monday following the prom.

Considering the above, seniors who violate either portion are subject to disciplinary action that may include, but is not limited to the following:

1. **Assignment to Restorative In School Environment**
2. **Assignment to Community Service**
3. **May be excluded from participating in the graduation exercises scheduled in June.**

Note: Students attending the Junior Prom are also allowed to sign out of school at 12:40PM on the date of the Junior Prom. Written parental permission is required. They must, however, report to school the date following the prom and are not eligible for any other exclusion listed for seniors.

Graduation Ceremony Criteria and Senior Activities

Caps and Gowns will be issued in June. It is recommended that you try on both the cap and gown upon receipt. See your class advisor if there is a problem with the fit of your cap and/or gown. In addition, please press your gown to eliminate the folding and wrinkling associated with packaging and shipping. Students must complete all detentions, in-school suspensions, and/or community service hours on or before the date of graduation. Failure to do so will result in immediate exclusion from the ceremony.

The dress code expectations for graduation is as follows:

Students shall have the right to dress in accordance with their gender identity that is asserted at school, within the constraints of the dress codes adopted at their school site. All students should be permitted to wear any clothing that is appropriate for students with the same gender identity. For example, all students with a female gender identity should be permitted to wear clothing that is appropriate for any girl students to wear based on the criteria below. All students with a male gender identity should be permitted to wear clothing that is appropriate for any boy student to wear based on the criteria below.

- Dress shirt or blouse
- Slacks, skirt, or dress (no jeans or shorts)
- Socks and dressy/casual shoes (no sneakers, sandals, or flip flops)

Note: *The dress code for graduation follows the precedent that has been established for other school ceremonies or performances.*

Graduation rehearsals will be scheduled and announced in June of each year. **Attendance is mandatory for school on the days when rehearsals are scheduled.** Likewise, attendance is mandatory if you wish to participate in the commencement ceremony.

Commencement tickets: Each graduating senior will receive four (4) commencement tickets to guarantee priority seating during the out-of-doors ceremony. In the event of inclement weather, the ceremony will be held in the auditorium. Only guests possessing a ticket will be admitted into the auditorium. All other guests must assemble in the cafeteria where the event will be simulcast. Tickets will be distributed after the last graduation rehearsal. *Seniors in possession of alcoholic beverages, drugs of any kind, or who exhibit evidence of drinking alcoholic beverages or use of drugs will not be permitted*

to take part in the graduation exercise. In the event this occurs, we will follow the protocol as outlined within our student handbook and Board of Education Policies which includes, but is not limited to, notifying the police.

Obligations: It is important that each senior understands that all obligations must be met prior to graduation. Diplomas will not be distributed to students nor will final transcripts be mailed for students who owe financial/equipment obligations. This includes, but is not limited to the following:

- **Library books and fines**
- **Textbooks and fines**
- **Athletic equipment returned**
- **All School property returned**
- **All detentions served**
- **All community service hours completed**

Seniors should report to the main office to take care of obligations and to retrieve diplomas. Under no circumstances will diplomas be issued before all obligations are satisfied. In addition, we will not forward final transcripts for seniors who continue to owe an obligation to the school.

Grievance Procedure

The Highland Park High School Board of Education recognizes that individual students or groups of students at times have concerns/ complaints/ grievances that need consideration or resolution. To this end, the Board of Education has established below the functional and orderly procedure in which student(s) problems and concerns can be discussed and resolved quickly and equitably. In the event that any student or groups of students have a concern/ complaint / grievance, the matter should be discussed with the school staff member immediately concerned. If the problem is not resolved through this process, the student(s) may address their concerns to the next higher authority in the school building, preferably in writing. The successive order of appeal shall follow the following chain of command:

1. **Staff Member**
2. **Assistant Principal**
3. **Principal**
4. **Superintendent**
5. **Board of Education**

The student(s) at any level should feel free to be represented by a person of his or her choosing. The Superintendent of Schools is authorized to promulgate rules and regulations necessary for the implementation of this policy. Such rules and regulations should state suggested time periods in the appeal procedure.

Highland Park School District Code of Conduct

Level 1- Initial incidents by students that can be addressed by the staff member involved. The staff member(s) in question speaks with the student about the action that may have caused harm to the community or to themselves after the "cooling off" period and may use provided "sentence starters." The parent/guardian may be contacted about the incident by the

teacher or staff member. Student has had no prior incidents, and/or interventions have not been put in place.

Level 2- Student behavior has been repeated and has continued to cause harm to the community or to him/herself. In addition to Level 1 interventions and restorative practices, parent/guardian must be contacted. Informal conferences with the staff member and student will be held or a formal circle conference will occur as needed and will be facilitated by a fully-trained restorative practitioner. Student will be assigned suspension of a privilege (detention, off-campus lunch, etc.) or Restorative In School Environment (RISE).

Level 3- The Code of Conduct violation that causes direct harm to another person or the student. Also, violations that are continuous; Restorative In School Environment (RISE) or short-term suspension (one to four days). Parent/guardians meeting will be requested. Will involve a response with an intervention team and administration leading the meeting. Teen Center referral as necessary.

Level 4- Student has violated the law and/or has caused such harm to another member of the school community as to require mental health support and/or medical attention; long-term suspension (five or more days). Requires police notification and referral to Teen Center as necessary. A restorative conference will occur and will be facilitated by a fully-trained restorative practitioner.

Law Enforcement Contact- Student has violated the law. This is determined on a case by case basis and the principal must be consulted prior to communication.

Student Safety Data System (SSDS)- The mechanism utilized to report discipline infractions to the state. SSDS will collect incidents occurring on and off school grounds of: harassment, intimidation, or bullying, and any other incident leading to student removal from school.

Note: Multiple discipline infractions by students can result in alternative placement depending on the severity of the discipline infractions. The administration will refer such cases to the office of the Superintendent for review. Alternative placements are made with the approval of the Superintendent and the Board of Education.

Code of Conduct Table:

The enclosed table represents the most common infractions of school regulations and guidelines for determining consequences. The table is not all-inclusive and only serves as a guide for the building administrators. The Principal and Assistant Principal have the right to augment the dispositions, as they deems necessary. These penalties may vary because of the frequency and/or the intensity of the infraction. All discipline matters will be handled on an individual basis, and administrative discretion will be used in the final adjudication of the discipline. The student's parents will be notified for each major infraction.

| | Level 1 | Level 2 | Level 3 | Level 4 | Notes | SSDS Report Referral |
|---|---------|---------|---------|---------|---|----------------------|
| to ore | X | | | | | |
| (10 | X | X | | | Level depends on number of classes impacted | |
| (20 | X | X | | | Referral to Municipal Court | |
| Assessment (Verbal and Physical) | | | | | | |
| | | | | X | | |
| | | X | X | | Level of response depends on severity | |
| f | | | X | X | Level of response depends on severity | X |
| | | | | X | | X |
| ying | | | | X | | X |
| | | | | | | |
| | | | X | | | |
| | | X | X | | Level 3 depending of | |

| | | | | | severity against student | |
|---|---|---|---|---|--|---|
| for School Property or School Safety | | | | | | |
| | | | | X | | X |
| nt of | | | | X | | X |
| of | | | | X | | X |
| es a | X | X | | | Level 2 if continuous | |
| nd f | | | X | | | |
| er | | | X | X | | X |
| | | | | | | |
| ing | | X | X | | Once published it becomes a Level 3 offense | |
| onic | | X | | | | |
| o r | | | X | | | |
| rice | | | X | X | Level determined by severity of the threat or harm | X |

| | | | | | | |
|---------------------------|---|---|---|---|--|---|
| | | | | | | |
| ce | X | | | | Device confiscated | |
| | | | | | | |
| ry | | | X | | | |
| | | | | X | | X |
| | | | | X | | X |
| to ent | | | | X | | X |
| out harm to others | | | | | | |
| | X | X | X | | Level 1, 2, or 3 is determined by the number of occurrences | |
| | X | X | X | | Level 1, 2, or 3 is determined by the number of occurrences | |
| | | X | X | | Level 3 if a repeat offense – Student receives a “0” for grade | |
| | | X | X | | Level 3 if continuous | |
| | X | X | | | Level 2 if continuous | |

| | | | | | | |
|------|---|---|---|---|---|---|
| r | | | X | | | |
| or | | X | X | | Level 3 if continuous | |
| | | | X | | | |
| es a | X | X | | | Level 2 if continuous | |
| | | X | X | | Level 3 is accompanied with an intervention team | |
| | | | | | | |
| | | | X | X | Level depends on type of conduct | X |
| | | | | X | | X |
| | | | X | X | Level depends on harm to victim | X |
| | | | | | | |
| hol | | | X | X | Level 4 involves potential harm to self or others | X |
| | | | X | X | Level 4 depends on quantity | X |
| tics | | | | X | | X |

| | | | | | | |
|------------|---|---|---|---|--|---|
| n of s | | | | X | | X |
| | | | | X | | X |
| | | | | | | |
| | | | X | X | Level depends on value of property and if it is continuous | X |
| | | | | | | |
| | X | X | | | Level 2 based on severity | |
| | | X | X | X | Level 3 based on severity and cost of property | X |
| | | X | X | X | Determined by severity & value of property | X |
| nt or e | | | | X | | X |
| | | | | | | |
| | | | | | | |
| | X | X | | | Level 2 if continuous | |
| | | | | | | |
| ons | | | | X | | X |

Consequences for Code of Conduct Violations

Community Service for Students

The program focuses on providing service opportunities for students who may have ordinarily been suspended or for students who are assigned to either in-school or out-of-school suspension for more major infractions. Considering the infraction, students may be assigned to one of several service locations that have been established. The length of service and place of service is determined by the building administrator who is assigned to the individual student. Students will NOT be required to complete tasks that are demeaning. The purpose of the service alternative is to foster a greater understanding of the importance of serving one's community while providing a more viable alternative to missing school or class. Please note that each case will be reviewed separately and that certain infractions will result in the student being assigned to Community Service. A variety of service options will be presented to parents and students. As often as possible, students and parents may be able to choose the service assignment. However, the Principal and/or Assistant Principal reserve the right to make such an assignment that is deemed to be more appropriate considering the infraction, recurrent behavior of the student or other extenuating circumstances that may arise.

Loss of Open Lunch Privilege

Open Lunch Privilege is offered to students (grades 11-12). However, students who violate school policies and procedures are subject to loss of this Open Lunch privilege. The duration of loss varies dependent upon the misconduct but may last a minimum of two weeks or may be permanently revoked. The discipline table provides details on which student behaviors warrant loss of open lunch. Students who have lost Open Lunch privilege MUST sign in at the cafeteria daily with the faculty/staff member on duty until the privilege is restored.

Detention

There are two types of detention at HPHS, teacher detention and office or lunch detention. If a student is assigned to a detention, he or she must

attend that detention regardless of work, practice, rehearsals, games or other previously scheduled activities.

Teacher Detention

1. The time, place and duration of a teacher-assigned detention are at the discretion of the individual teacher.
2. If a student misses a teacher detention, your teacher may call your parent/guardian and reassign the detention or refer to the Assistant Principal for office detention.

Office or Lunch Detention

1. A member of the administrative team will determine office detention. Notification of the detention and the date will be given to the student.
2. Assignment to office detention means that all other activities, such as, work, practice, games, etc., become secondary. It is the students' responsibility to notify the advisor or coach that they are unable to attend the activity because of detention.
3. Students assigned detention may be given a day's notice so that they may inform their parents/guardians, coach or advisor. A Parent/Guardian will be notified prior to detention.
4. Failure to attend an hour detention may result in either of the following:
 - a. **Dates reassigned at the discretion of the Assistant Principal.**
 - b. **Original number of days doubled, and detention reassigned. For example, a student who misses two regularly scheduled detentions may be scheduled to attend four detentions.**
 - c. **Placement in ISS for either one-half or one full day – at the discretion of the Assistant Principal.**
 - d. **Assigned Community Service for a duration determined by the Assistant Principal.**
5. It is important that students fulfill their responsibilities and attend all detentions scheduled by either a teacher or the Assistant Principal. Failure to do so will not cause the disposition to disappear but could result in further disciplinary actions.

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| <h3>Restorative In School Experience (RISE)</h3> |
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1. If a student receives in-school suspension, the parents of the student will be notified immediately.
2. Restorative In School Experience (RISE) assignments will be made by the Assistant Principal or the Principal. No student is allowed to be in the room unless accompanied by an authorized adult or in possession of written authorization from an administrator or attendance/discipline teacher.
3. While assigned to in-school suspension, students are not permitted to talk without permission. Students must bring lunch from home or must purchase lunch from the school cafeteria. The primary purpose for assignment to the ISS room is to make productive use of discipline-related time. To this end, students are to use their time to work on materials provided by classroom teachers.

4. If one fails to obey in-school suspension regulations, the student will be assigned additional time in ISS, or they may receive an immediate out-of-school suspension.
5. Students may not participate in extra-curricular or co-curricular activities when assigned in-school suspension.

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|---------------------------------------|
| Out of School Suspension (OSS) |
|---------------------------------------|

If a student is suspended from school, he or she has the following rights:

1. Students may not be marked absent from class or school during the days of the suspension
2. It is the students' responsibility to make-up work missed during the suspension. Please see teachers upon return from out-of-school suspension and prior to in-school suspension to obtain work. Please keep in mind that teachers are not required to give extra help.
3. A student may appeal the suspension if there is evidence that suggests that he or she has been treated unfairly. When the Assistant Principal suspends the student, they may appeal to the Principal. If the student believes they continue to be treated unfairly, they may appeal to the Assistant Superintendent.
4. A student may not be suspended for more than nine consecutive days without approval of the Superintendent and the Board of Education.
5. During the period of the suspension, students may not participate in or attend any school related activities.
6. During the period of suspension, students are not permitted to be on school grounds during and after school hours including weekends. Failure to remain off school grounds may result in the student being cited for trespassing.
7. Parent(s)/guardian(s) must bring the student back to school upon the conclusion of the suspension and meet with an administrator or their designee for a post-suspension re-entry conference.