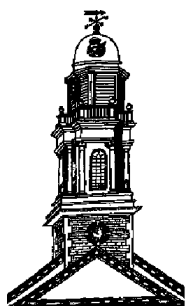


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Introduction

Welcome back to Highland Park High School

(HPHS)! Our diverse student body has a rich tradition of excellence in academics and athletics. We pride ourselves on this tradition and believe that each of you will contribute uniquely to our community.

Students are expected to exhibit respectful and responsible behavior online on school platforms and in personal digital spaces. Above all, please treat your fellow school community members with dignity and respect and be sure to seek support when needed.

HPHS is committed to supporting the mental health and well-being of our students. Counselors are available to provide support and resources. Please contact the school counseling office or the Teen Center for needed assistance. School administrators can also assist with issues, ideas, and concerns.

The Student Handbook provides students with the necessary information to succeed. Please read it carefully and contact a building administrator if you have any questions or concerns.

District Mission Statement

The mission of the Highland Park School District (HPSD) 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 values we cherish are respect and responsibility. We sincerely 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, courageously standing 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 an equal opportunity for success in all academic, extra-curricular, and personal pursuits.

Affirmative Action

Highland Park School District does not discriminate based on race, color, national origin, sex, age, or disability in admission to its programs, services, activities, treatment of individuals, or any aspect of its operations. Our linguistic diversity shall not hinder admission or participation in the district's activities and programs. HPSD 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 & Staff

Dr. Kristina Donovan, Principal	Ext. 4098
Mr. Kevin DiPane, Assistant Principal	Ext. 4097
Mrs. Carolina Broderick, Administrative Assistant	Ext. 4001
Mr. Chris Brzozowski, Administrative Assistant	Ext. 4002
Mr. Shawn Harrison, Youth Safety Specialist	Ext. 7999
Mrs. Jani Masur, Nurse	Ext. 4003
Dr. Marc Mortellaro, Athletic Programs & Sports	Ext. 4016
Medicine Administrator	
Ms. Gina Bridges-Colleton, Front Desk Para	Ext. 4005

School Counseling Department

Ms. Melissa Hayes, School Counselor	Ext. 4019
Ms. Jada Gore, School Counselor	Ext. 4017
Mrs. Dana O'Sullivan, School Counselor	Ext. 4018
Ms. Julia Dewhirst, Admin. Asst. to Counseling, Health & Wellness	Ext. 4007

Child Study Team

Ms. Katherine Leahy, School Psychologist	Ext. 5029
Ms. Julia Charben, School Psychologist	Ext. 5031
Mrs. Stephanie Bar, School Social Worker	Ext. 5032
Ms. Melanie Holmes, School Social Worker	Ext. 5028
Ms. Julianne Pieros, Occupational Therapist	Ext. 5003
Ms. Dorothy Farhy, Speech Therapist	Ext. 3019
Ms. Rachel Sachs, LDT-C	Ext. 4109

Community Teen Center

Mrs. Elizabeth Asamoah, Supv. of Counseling, Health & Wellness	Ext. 4020
Dr. Scott Roth, Supervising Psychologist	Ext. 4021
Mrs. Kimberly Holman, Family Support Manager	Ext. 4022
Ms. Karen Lane-Nerod, Student Assistant Counselor	Ext. 4024
<u>HPHS/HPMS Interns</u>	Ext. 4023

Kaylee Lacasse, Jayonna Evans, Jessica Strom,
Olivia Lesley, Nicole Facchiano

District Administration

Dr. Kristina Susca, Superintendent	Ext. 5813
Ms. Denise DeRosa, School Business Administrator	Ext. 5811
Dr. Derek Ressa, Executive Director of Personnel and Student Services	Ext. 5002
Ms. Michele Rodrigues, Executive Director of Curriculum & Instruction	Ext. 5848
Mrs. Lisa Sacca, Supervisor of Curriculum & Instruction	Ext. 5849
Ms. Amy Coppola, Supv. of Ed. Services	Ext. 5001

Athletic and Co-Curricular Eligibility

Any student who wishes to compete in interscholastic sports must meet the New Jersey Interscholastic Athletic Association (NJSIAA) course credit requirements. There is no credit requirement for incoming 9th-grade students. To be eligible for fall and winter sports and co-curricular activities, students must earn at least 30 credits during the preceding academic year. To be eligible for spring sports and co-curricular activities, students must have passed 30 credits earned during the prior academic year and be passing 15 credits for first-semester courses. **Repeating a previously passed course does not accrue credit toward future eligibility.** If the student is eligible at the start of a sports season or activity, they remain eligible for that entire season or activity.

If a student is ineligible at the beginning of the school year for yearlong athletic or co-curricular activities, they may gain eligibility by earning at least 15 credits by the start of the second semester.

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 they initially enrolled in has graduated.

Interscholastic Sports

<u>Fall Season</u>	<u>Winter Season</u>	<u>Spring Season</u>
Cheerleading	Cheerleading	Baseball
Football	Boys' Basketball	Boys' Tennis
Girls' Tennis	Girls' Basketball	Softball
Cross Country	Wrestling	Track and Field
Boys' Soccer	Track	
Girls' Soccer		
Girls' Volleyball		

Clubs, Organizations, Sports, and Activities

HPHS provides a unique environment where students can grow, pursue interests, exhibit creativity, express talents, and become a team player! Every student is urged to find at least one club, group, or sport they are interested in pursuing.

Tell a building administrator if you or a friend have additional ideas for creating new clubs or activities, and we will help you identify an advisor.

Clubs and Activities at HPHS:

ALBADOME

The Albadome is the school yearbook. Students help take pictures, create layouts and sell ads.

AFRICAN AMERICAN CULTURAL CLUB

TBD

ASIAN CULTURAL CLUB

ACC aims to foster diverse asian culture through educational activities, cultural celebrations, and social events mainly focussing on language, tradition, cuisine, and historical aspects of main Asian countries.

BUDDY BALL

A forum for students receiving special education services in Highland Park to build friendships, stay active, and engage meaningfully with their community. Dedicated HPHS students volunteer on Saturdays to help organize and run activities, fostering a spirit of inclusion and support.

CHESS 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 REPRESENTATIVES (9-12)

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

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

Band members perform various musical literature at concerts, festivals, and competitions throughout the year.

CONCERT CHOIR (credit courses)

Members prepare choral works for public performances and competitions

DAYS OF DIALOGUE

The Days of Dialogue club provides a platform for meaningful conversations around the issues that are happening within HPHS that impact our school's culture and climate. Students share their observations and experiences with issues based on race, gender, social class, etc., and are encouraged to engage with diverse perspectives while working to find solutions to these issues.

DEAD CENTER

Students prepare the literary magazine of student writing.

DECA (Delta Epsilon Chi)

Highland Park DECA is a competitive business club that encourages giving back while teaching fundamental business skills. Members develop leadership, management, and presentation skills in marketing and business.

Students hold officer and committee positions to organize socials and fundraisers and participate in leadership conferences. .

DRAMA

We produce a fall drama, spring musical and end of the year one acts festival.

ENVIRONMENTAL CLUB

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

FASHION CLUB

TBD

GLOBAL AWARENESS CLUB

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

K-POP DANCE CLUB

We meet every Friday after school to practice dance routines. We perform at pep rallies and various events throughout the school year. Sometimes we practice based on everyone's schedule outside of our meeting time.

MATHLETES

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

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

NATIONAL HONOR SOCIETY

Students in grades 10, 11, and 12 who have maintained a minimum of a 3.0 grade point average, have exhibited character, scholarship, and leadership, and completed at least 45 or 65 hours of service, depending on the grade level of entry, are eligible for induction to 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 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. Peer Mediators believe that

students can solve their own problems and that students are responsible people. Talking to the peer mediators is the student's choice.

SCIENCE BOWL

Weekly practice sessions after school to prepare students to compete in both local competitions as well as the NJ State Science Bowl and beyond.

RED CROSS CLUB

Members participate in various activities such as service projects and leadership training at HPHS and Chapter-sponsored activities. Responsible for coordinating and recruiting volunteers and donors for the bi-yearly blood drives as well as large fundraising events in December and February.

ROBOTICS

We meet every Thursday after school to build and code the Robot for our competition. Team members also meet on the weekends for competition. We also do various outreaches as a club starting in the summer and throughout the school year.

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

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

S.A.V.E PROMISE CLUB

Young leaders educate and empower their peers to prevent violence.

SPANISH CLUB

The club celebrates and promotes the linguistic richness of the Spanish language and the distinctive and diverse culture of the Spanish Speaking countries.

STUDENT CONGRESS

Student body representatives meet with the administration to discuss student concerns and generate school spirit.

TECH CREW

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

THE HIGHLAND FLING

The Highland Fling is the school newspaper. We issue a new edition every other month and feature news articles, editorials, and student/faculty profiles.

TRI-M

Tri-M is a national music honor society that recognizes outstanding student musicianship, leadership, and service. Students must be actively enrolled in a school music ensemble (band, choir, or orchestra) to be eligible to audition for membership. Members are expected to maintain high academic and musical standards while contributing to the school and community through music-related service.

Attendance Policy

Classes begin at 8:10 AM and end at 3 PM. Students without a first block class must arrive at their second block class by 9:02 AM. 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 of instruction time 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. The Board of Education also requires students to attend all classes for at least 90% of the school year.

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 a medical professional has excused. Our Board of Education policy 5200 requires that tardiness and half absences be counted for attendance. Every class cut 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 must seek credit restoration through appeal or a credit recovery program. Students must not exceed:

1. 18 absences for a period A course.
2. 16 absences in a full-year course.
3. 8 absences in a semester course.
4. 4 absences in a marking period course.
5. 32 absences in a double-period course.

To avoid forfeiture of credit or municipal intervention, 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 review Genesis accounts if an 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 8:30 AM 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 municipal intervention. 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, and 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. Parent documentation will not be accepted after one school day from the first day of attendance after an absence.**

Credit Recovery

Students who fail a course must complete the full version of the course through Educere, pending approval from their school counselor and a building-level administrator. Otherwise, the student must repeat the course at HPHS. HPHS offers only a seat-time-based credit recovery program. However, students may be ineligible to participate if issues with absences or tardiness persist in their enrolled courses. Participation in the HPHS credit recovery program does not guarantee readmission in subsequent years. The Attendance Review Board (ARB) manages all approvals and appeals. Despite ARB intervention, students are automatically disqualified from participating in credit recovery if they miss 20% or more of the required attendance time for any course.

Denial of Credit Appeals

If a parent, guardian, or student wishes to appeal the 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. **The parent/guardian and student are responsible for locating documentation relative to appeals. Suppose it is determined that credit can not be restored. In that case, the denial of credit will be placed on the student's final transcript for the appropriate course(s).**

Arrival & Dismissal

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 must be dismissed early from school must submit written parental permission.** Students who take the school-provided transportation must wait in the designated area for their bus. The administration can issue disciplinary consequences for misconduct off school grounds during the reasonable time it takes for a student to get home.

Course Withdrawal and Transfer

Students may not move up or down a course level after the first day of the second marking period without the Principal's approval.

If classified during the academic year, students may have their second-semester grades used as first-semester grades, as decided in a conference with the Child Study Team. Withdrawals (W) may be recorded if a student is placed in a replacement, in-class support, or mainstream course with an IEP. Grades from marking periods without services will not count

towards the final average unless it benefits the student, as decided with the Child Study Team.

For students moving up a level upon teacher or administrator referral, the grade earned in the previous course will be recorded and included in the yearly average without exceptions.

Students entering a course requiring a summer assignment must complete it within 60 days. Failure to complete the assignment will be graded accordingly. All changes require the Principal's approval before taking effect.

Policy on Late Assignments

1. Teachers will create written late procedures tailored to their courses, classes, and assignments.
2. All written late procedures will be distributed to students during the first week of school and guardians at *Back to School Night*.
3. The school-wide late assignment procedure prevents late assignments from being accepted for grade improvement or grade change after the marking period ends.
4. The only exception will 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.

Grade Calculations

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

Full-Year Courses:

Each marking period is worth 25% of the overall average (100%).

Semester Courses:

Each marking period is worth 50% of the overall average (100%)

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.

School Counseling Services

The primary purpose of the School Counseling Department is to assist students in successfully adjusting to school. The counselors utilize student data to make informed school programming and future planning decisions. Please fill out an appointment slip if you wish to speak with a counselor and one is not available. Students must present a hall pass or appointment slip before being allowed to meet with their counselor.

Health Services

A registered, certified nurse is available during regular school hours and may be contacted by calling 732-572-2400, ext. 4003. If a student wishes to make a non-emergency visit to the nurse, the student must do so with a pass or appointment slip. Emergency care is always provided during the day. If a student is ill, that student must sign out with the nurse and be 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 their chances for success. The Intervention and Referral Service includes the child study team members, the school nurse, the school counseling coordinator, the Assistant Principal, and the Principal or Principal's designees. Certified school staff, students, or the parent/guardian may make referrals. Referral forms are available in the school counseling 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 resolve those problems peacefully and with long-term effects, peer mediators are available to assist them. Student disputants, who go to peer mediators for help, do so voluntarily. If disputants choose, peer mediators will use a problem-solving process to clarify the nature of the dispute and reach a satisfactory solution for both disputants. There are cases when students must 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

Students use study hall to work on assignments and get help with work if needed during their study hall if assigned.

Identification Cards

Throughout the school day, students and staff are **required to hold an identification card in their possession. 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 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. They 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 8:05 a.m. to 3:00 p.m. Closures for faculty meetings, and other events will be posted. Students may use the LMC with a pass from their subject teacher during class time. Unless accompanied by a teacher, all students **must** sign in at the Circulation Desk and show a pass and 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 are threatened or if 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 cleanouts will be held to ensure cleanliness.

Visitors

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

Working Papers

Working papers are only available online at the following URL:

<https://www.nj.gov/labor/youngworkers/find-a-job/working-papers/getstarted.shtml>

High School Expectations for Student Behavior

We believe 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. Those who uphold the aforementioned standard will adhere to the following expectations:

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

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

Responsibilities and Rights of Students

Students have the right to a quality education and the obligation to do their best with that opportunity. Students have the right to have their concerns heard, and treated with respect while treating others with respect. Students have a right to due process and a responsibility to act honestly in communication with school officials.

Academic Dishonesty

Students are responsible for their work. The HPHS staff will help students prevent and reduce academic dishonesty and provide an environment conducive to learning. Academic dishonesty is the improper representation of another person's or artificial intelligence's work and using non-authorized tests, homework, quizzes, reports, or papers from previous classes, other students, or A.I. Allowing your work to be accessible (publicly or privately) by another student will also result in disciplinary action. Consequences include but are not limited to, forfeiture of assignment credit, loss of privileges, RISE, and mandatory conferences with students, guardians, and administration.

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 to improve the citizenship of an individual student, enhancing the overall quality of life at HPHS. We also work to develop community expectations and effective classroom environments through proactive restorative approaches such as circle discussions.

Restorative practices will be considered if students disobey school rules or do not abide by the Standards for Student Behavior. Fair and consistent practice involving students and parents in modifying or adjusting inappropriate behavior will help students develop strategies for maintaining responsible and acceptable behavior. Several methods are used in HPHS 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 are deemed appropriate, an administrator or other appropriate personnel will facilitate all aspects of the process.

Harassment Intimidation & Bullying Policy

The Highland Park BOE adopted harassment policies (Bd. Policy 5512)) that apply to all school community members. 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 the 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 that alleges sexual harassment or bullying by staff members or students may complain directly to their 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 student-to-student cases, incidents may result in 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 one's 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 per the law and administrative procedures. All professional staff members shall be alert to students' drug and alcohol use and be responsible for reporting incidents of the real or suspected use of drugs or alcohol." If students are suspected of using drugs or alcohol, they 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 our Student Assistant Counselor (SAC) and 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 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 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 a complete Communication / Internet Policy.
2. Users are responsible for their accounts.
3. Computers are tools for all students.
4. Do not modify hardware/software.
5. Game playing and game installation 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.***

Policy 5516-Use of Electronic Communication Devices

The use of mobile phones by the student body is a privilege and may be denied at any time. Students are extended the privilege of possessing and responsibly using portable electronic equipment on school grounds or at any school-related activity. Students should guard against theft as they would in any public building or area. School personnel and administrators are not responsible for the loss or damage of any cell phone or device brought on school property. If brought to campus, these devices are the student's sole responsibility.

Per HPBOE [R 5516 USE OF ELECTRONIC COMMUNICATION DEVICES](#)

The following provisions govern student use of electronic communication devices on school grounds.

A. Use of Electronic Communication Devices

High School

1. Students are permitted to use an electronic communication device during the school day only during the following non-instructional times:

- at lunch time;
- on a school bus during a school sponsored field trip designated by the Principal or designee;
- during passing time between classes; and
- study hall.

Devices will be placed in secured locations for the duration of instructional periods in which they are prohibited.

2. Under no circumstances is a student permitted to use an electronic communication device to communicate or take videos or photographs in a restroom, locker room, shower area, or any other area where any person is removing or changing clothes and/or in any other area or location where a person has a reasonable expectation of privacy. Student use of an electronic communication device for communicating or recording is also subject to the provisions of Policy 5516 and this Regulation.
3. Students are encouraged not to bring electronic communication devices to school. If a student chooses to bring an electronic communication device(s) to school, the device(s) shall be turned off by the student and passcode protected to prevent any unauthorized use of the device.

A classroom or other instructional space may have a designated location where students are required to turn off, ensure the electronic communication device is passcode protected, and store the electronic communication device until the student leaves the classroom or other instructional space.

4. If a student brings an electronic communication device to school, the student assumes the risk of damage, theft, or loss of the electronic communication device. The school district is not responsible for lost, stolen, or damaged devices.
5. If a student needs to be in contact with their parent(s) during a time the student is not permitted to use an electronic device, the student shall request permission from a teaching staff member to go to the main office to use the school phone. If a parent(s) needs to be in contact with their student for an emergency, the parent(s) shall contact the main office.

B. Discipline

1. First Offense in a School Year
 - a. The following discipline will be imposed on a student for a first offense of the provisions in Policy 5516 and this Regulation:

High School: Staff member will give a verbal warning to student and document with parent.

2. Second Offense in a School Year
 - a. The following discipline will be imposed on a student for a second offense of the provisions in Policy 5516 and this Regulation:

High School: Staff member takes non-school issued electronic devices from students and returns it at the end of the period.

3. Third Offense in a School Year
 - a. The following discipline will be imposed on a student for a third offense of the provisions in Policy 5516 and this Regulation:

High School Student: The electronic communication device shall be taken

from the student by the school staff member and turned into the Principal or designee's office for the remainder of the academic school day. The electronic communication device must be picked up at the Principal or designee's office by the student at the end of the day.

4. Fourth Offense in a School Year

- a. The following discipline will be imposed on a student for a fourth offense of the provisions in Policy 5516 and this Regulation:

High School Student:

The electronic communication device shall be taken from the student by the school staff member and turned into the Principal or designee's office for the remainder of the academic school day. The electronic communication device must be picked up at the Principal or designee's office by a parent no sooner than the end of the current, academic school day. If the parent cannot pick up the electronic communication device by the end of the academic school day, the parent may pick up the electronic communication device before the end of the next or any subsequent school day

Students that do not meet those expectations will receive disciplinary action including, but not limited to, Youth Safety Specialist intervention, device confiscation, restorative conference, and RISE.

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 the said item or the payment of a fine. Seniors owing obligations will not receive their diplomas until all obligations are fulfilled.

Grade Level Meetings, Privileges, and Events

Student grade level is determined by how many credits they earn. Please use the following table as a reference:

Grade Level	Range of Earned Credit
Freshman	0 - 29
Sophomore	30 - 59
Junior	60 - 89
Senior	90 - 125

Privileges are earned, not given. Students will forfeit their grade level privileges and be considered ineligible for grade level events if they do not meet the expectations below:

- Students are expected to attend the grade level meeting associated with the number of credits they have earned by the first day of semester 1 or 2.
- Grade level privileges (i.e., open lunch, senior study hall attendance exceptions) are determined by the number of credits earned by the first day of semester 1 or 2, and the student must continue to be in good (attendance, academic, and behavioral) standing.

Grade-level events, except open lunch (see Open Lunch Privilege), require eligible students to be projected to meet or surpass the number of credits required for grade-level promotion (or graduation) by June of that year at least 1 week prior to the event date. Students can still forfeit their opportunity thereafter if they are not in good academic standing or do not meet required behavioral expectations in the days leading to (and during) the event.

For instance, suppose the senior prom takes place on June 1st. Eligible senior attendees must have earned at least 95 credits by the first day of semester 2 and be projected to graduate by June of that year to purchase a ticket. Once the ticket is purchased, the senior (and their guest) are required to remain in good academic and behavioral standing to retain the privilege of attending said prom.

All students may attend grade-level sponsored events that are open to the school community for fundraising purposes. However, grade-level sponsored end-of-year celebrations can only be attended by students in good academic standing and projected for grade-level promotion or graduation.

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 floors 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 RISE or Out of School Suspension as determined by the administration.***

Open Lunch Privilege (Grades 10-12)

Students must have earned at least 30 (total) credits by the first day of semester 1 or 2 to be eligible for open lunch. All students allowed to participate in Open Lunch must sign the appropriate form agreeing to abide by the rules of 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 fairly serves all tenth through twelfth-grade students, students must follow the procedure outlined:

1. Students must be in positive (attendance, academic, and behavioral) standing. Students who have lost course credit can have their open lunch privileges revoked.
2. Students must present their **Student Identification Card** for review by the staff member on duty every time they sign in and 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 disciplinary action.
3. 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.
4. Students are afforded the Open Lunch Privilege as long as they comply with the signed agreement and comply with the Standards for Student Behavior.
5. Students **MUST** sign back in when the bell rings, not after. If a student returns late, their privilege will be revoked for a certain 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 rescinding 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 poor academic performance in classes. While these areas are essential for all students, they become greater issues as seniors prepare to graduate. Considering this, everyone must be 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 attend four hours of instructional time on the day of the prom. Students who do not attend school for four hours will be excluded from the prom. There shall be no exceptions.
2. 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.

3. No one can leave school without submitting a written parental request. Phone calls are unacceptable.
4. Seniors and their HPHS guests are expected to arrive at 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.
5. Everyone **MUST** report to school on the Monday following the prom. There will be no exceptions except for 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 absence on the Monday following the prom.

Seniors who violate either portion are subject to disciplinary action that may include but are not limited to the following:

1. **Assignment to Restorative In School Environment**
2. **Assignment to Community Service**
3. **Exclusion from participating in the graduation exercises.**

Note: Students attending the Junior Prom are also allowed to sign out of school after attending school for four hours 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. Upon receipt, you should try on both the cap and gown. See your class advisor if there is a problem with the fit of your cap and gown. In addition, please press your gown to eliminate the folding and wrinkling associated with packaging and shipping. Students must complete all restorative conferences, in-school suspensions, and community service hours on or before the date of graduation. Failure to do so will result in immediate exclusion from the ceremony.

Cultural attire is welcome and encouraged.

Graduation rehearsals will be scheduled and announced in June of each year. 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, or drugs of any kind, or who exhibit evidence of drinking alcoholic beverages or use of drugs will not be permitted to participate in the graduation exercise. If this occurs, we will follow the protocol outlined in our student handbook and BOE policies, including, but 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 restorative conferences 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 to seniors who continue to owe an obligation to the school.

Note: Seniors are not eligible for any senior privileges unless they are also eligible for graduation.

Grievance Procedure

The HPHS 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 group of students has 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. **BOE**

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

Code of Conduct Expectations

Students

- Arrive at school on time, ready to engage and contribute to the learning community.
- Act in a way that reflects personal growth and respect for others.
- Demonstrate behaviors that build trust, respect, and responsibility within the school community.
- Honor the dignity, property, and rights of others through empathy and understanding.
- Take responsibility for actions, acknowledging how they affect others and the broader community.
- Refrain from using profanity and obscene language during daily communication on school grounds or off campus while attending school sponsored activities
- Refrain from remarks likely to offend others based on their race, ethnicity, sex, or membership in a legally-protected group
- Recognize the role each person plays in shaping the school's culture and climate, and work together to foster a positive and inclusive environment

Staff

- Support the health, safety, and social-emotional well-being of students through care and understanding.
- Create a safe, welcoming learning environment that fosters connection and growth.
- Take proactive steps to nurture positive behaviors and prevent challenges before they arise.
- Model respectful and compassionate behavior to encourage positive interactions and relationships.
- Maintain open and transparent communication with students and caregivers to build trust and strengthen the school community.
- Always notify parents and log interventions and results in the Genesis Notes tab.
- Maintain composure when disciplining students and avoid verbal or physical confrontation
- Respond to disciplinary situations in the school, on school grounds or at school-sponsored events

Administration

- Prioritize the safety and well-being of all staff and students when addressing disciplinary matters, ensuring every voice is considered.
- Foster the use of restorative practices both in and outside the classroom to strengthen relationships and community.

- Educate staff, students, and caregivers about social-emotional learning (SEL) and restorative practices to build a supportive and empathetic school culture.
- Establish clear, restorative guidelines for addressing and remediating challenging student behaviors, focusing on growth and repair.
- Develop thoughtful responses to Code of Conduct violations that consider the severity of the offense, the developmental stages of students, and their behavioral histories, with the aim of promoting accountability and growth.
- Ensure parents and students are afforded the appropriate rights of due process prior to suspensions

Caregivers

- Model respectful, compassionate behavior and good manners to set a positive example.
- Collaborate with school staff to support the well-being of all children in the community.
- Encourage their child's regular and timely attendance in alignment with State policy (18A:38-25).
- Demonstrate respect and civility in all interactions with staff, students, and community members.
- Engage in open discussions with their child about the Code of Conduct, helping them understand its importance.
- Encourage their child to uphold the Code of Conduct in a supportive and understanding manner.
- Provide emotional, social, and academic support to their child to help them thrive in school.
- Attend conferences related to their child's academic performance or behavior
- Honor and follow all district policies and procedures, contributing to a positive school community.

Level	Description	Possible Interventions
1	When a student engages in an initial incident, it should first be addressed by the staff member directly involved. After an appropriate “cooling off period,” the staff member will speak with the student about the behavior and how it may have caused harm to the school community or to themselves. Staff may engage the student in a restorative conversation and utilize Tier 1 interventions to support reflection, repair, and resolution. The parent/guardian will be contacted by an adult about the incident and the school's response. The student will have had no prior incidents, and/or interventions may not have already been put in place	• Teacher/student conversation • Verbal warning • Confiscation • Loss of class privileges • Conference with appropriate staff • Teacher consequence • Parent contact/documents in Notes Tab • Teen Center referral • Restorative Practice
2	The student's behavior may be persistent and may have continued to cause harm to the community or to himself. In addition to Level 1 interventions, the following steps can be taken. An informal conference between the student and direct staff member to review behavior and expectations. A suspension of a privilege (e.g., open lunch, participation in certain activities, etc.) can occur. The parent/guardian will be contacted by an adult about the incident and the school's response.	• Level 1 Interventions • Administration involvement • Write up in Genesis • Restorative Meeting • Peer Mediation • Restorative Lunch (No recess/open lunch)

3	This response will result if the student has continued to violate the code of conduct and/or has continued to cause harm to the community or to himself. Any Level 1 or 2 interventions with the addition of Restorative In School Environment (RISE) or short-term suspension (1-4 days). A parent/guardian meeting will be requested with an intervention team in attendance, to discuss appropriate referral services to the Teen Center	• Level 1 & 2 Interventions • RISE/OSS • SSDS • Parent Meeting • CST involvement/UBHC referral • Municipal-Level Contact/Conference
4	This response will result if the 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. In addition to any Level 1, 2, or 3 interventions, there may be a long-term suspension (5+ days). It may require municipal interventions and referral to the Teen Center. A re-entry conference will occur and will be facilitated by a fully-trained restorative practitioner.	• Levels 1-3 Interventions • Long-Term RISE/OSS • Municipal Intervention

Municipal Intervention- The student has violated the law. This is determined case-by-case, and the principal must be consulted before 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, 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.

Conduct Action 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 deem necessary. These consequences may vary because of the infraction's frequency and intensity. 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 of each major infraction.

Note: The "X" denotes the maximum (not minimum) action available for the corresponding occurrence. Habitual occurrences may lead to an elevated level of action that may (or may not) be listed below.

	Level 1	Level 2	Level 3	Level 4	SSDS Report Referral	Municipal Intervention
Behavioral Occurrence						
5+ per marking period.	X					
10+ per marking period.		X				
15+ per marking period.			X			
20+ per marking period				X		X

Bullying and Harassment (Verbal and Physical)						
Bias Incidents but unconfirmed HIB				X	X	X
Racial Remarks but unconfirmed HIB			X			
Confirmed incident of HIB				X	X	
Extortion				X	X	X
Decency						
Lewd or profane act toward student or staff			X			
Inappropriate sexual conduct on school grounds			X		X	
Sexual assault				X	X	X
Sexual harassment			X		X	X

Student verbally or physically provoking another student.	X	X				
Possession of Weapons: (prop/toy weapons and tools, such as hammers, nails, etc. are considered weapons and will be confiscated per policy)				X	X	X
Damage to Personal or School Property or School Safety						
Arson				X	X	X
Bomb threat/ or threat of violence to school				X	X	X
Activating a False Alarm				X	X	X
Horseplay that causes a class or school disruption		X				
Leaving the building without permission			X			

Threat against another student or school personal				X	X	X
Electronic Devices						
Recording or publishing a fight			X			X
Using electronic device when not permitted	X					
Refusal to put electronic device away		X				
Refusal to submit it to teacher /administrator			X			
Use of electronic device that leads to a threat or direct harm				X	X	X
Fighting						
Fighting without injury			X			

Fighting with serious injury				X	X	X
Physical Assault of student or staff				X	X	X
Non-Compliance without harm to others						
Out of class w/o a pass		X				
Bus misconduct		X				
Cheating/plagiarism		X				
Cutting class		X				
Driving/riding in a car during school hours without signed form			X			
Forgery of notes and or signatures			X			

Gambling			X			
Horseplay		X				
Student refuses to follow school rules, directions, policies, procedures		X				
Substance Abuse						
Confirmed drug/alcohol use			X		X	
Possession of paraphernalia			X		X	
Possession of Narcotics				X	X	X
Selling or distribution of Narcotics/Substances				X	X	X
Use of Tobacco on school property				X	X	X

Theft						
Theft <\$10	X					
Theft>\$10		X	X	X	X	X
Vandalism						
Misuse of school property without damage	X					
Vandalism of another student's property		X			X	
Vandalism of school property			X	X	X	X
Vandalism or destruction of student or school property more than \$100				X	X	X

To access the complete Student Discipline/Code of Conduct policy 5600 and regulation R5600 click the following link and enter the code number in the search bar: <https://www.straussesmay.com/seportal/Public/pubElanOnline.aspx?id=036100f752da4943b2ed0e3b0326564b>

Consequences for Code of Conduct Violations

Loss of Open Lunch Privilege

Open Lunch Privilege is offered to students (grades 10-12). However, students who violate school policies and procedures are subject to loss of this Open Lunch privilege. The duration of loss varies depending upon the misconduct but may last a minimum of two weeks or maybe permanently revoked. The discipline table provides details on which student behaviors warrant the loss of open lunch. Students who have lost the Open Lunch privilege **MUST** sign in at the cafeteria daily with the faculty/staff member on duty.

Restorative Accountability Meetings

If a student is assigned a restorative accountability meeting, they must attend that restorative meeting regardless of work, practice, rehearsals, games, or other previously scheduled activities.

Teacher Restorative Meeting

1. The time, place, and duration of a teacher-assigned restorative conference are at the individual teacher's discretion.
2. If a student misses a teacher restorative conference, your teacher may call your parent/guardian and reassign the restorative conference **or** refer to the Assistant Principal for office restorative conference.
- 3.

Student Accountability Time-(S.A.T.)

S.A.T. is an opportunity for students to reflect on their choices, take responsibility for their actions, and work toward repairing any harm caused to the school community. While Tier 1 interventions have been consistently implemented, this additional support is necessary to further promote student growth, accountability, and behavioral development.

Guidelines:

1. Assigned by an administrator
2. After school from 3-4pm
3. Student and Caregiver will be notified
4. Extra-curricular activities become secondary and student must notify their coaches/advisors of their absence for that day
5. Successful completion of S.A.T. is required otherwise the following may be considered;
 - a. Reassigned day of S.A.T.
 - b. Progressive disciplinary actions (e.g. Increased days of S.A.T. or RISE)
 - c. Intervention meeting with student, caregiver, support services, and/or administration

The goal of S.A.T. is to help students grow from their experiences, strengthen relationships, and contribute positively to the school environment.

RISE

1. If a student is assigned to RISE, the parents of the student will be notified immediately.
2. The Assistant Principal or the Principal will make RISE assignments. 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 RISE, 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 of the assignment to RISE 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 a student does not adhere to the protocols set in place for RISE, the student will be assigned additional time in RISE, 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.

The goal of RISE is to help students grow from their experiences, strengthen relationships, and contribute positively to the school environment

Out-of-School Suspension (OSS)

If a student is suspended from school, they have the following rights:

1. Students may not be marked absent from class or school during the days of the suspension.
2. It is the student's responsibility to make up work missed during the suspension. Please see teachers upon return from out-of-school suspension and before 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 evidence suggests that they have been mistreated.
4. A student may not be suspended for more than nine consecutive days without the 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. Students are not permitted to be on school grounds during and after school hours, including weekends during the suspension period. 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.