

**HIGHLAND PARK SCHOOL**  
**PROGRAM FOR SUCCESS**



**STUDENT HANDBOOK**

**2010-2011**

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**HIGHLAND PARK SCHOOL  
PROGRAM FOR SUCCESS**

**MISSION STATEMENT**

The Highland Park Program for Success is designed to address the needs of at-risk students by providing alternative educational programs intended to develop each individual's ability to use higher level thinking skills, logically solve problems, and make rational responsible decisions while promoting a positive self-image, fostering greater self-reliance and increasing self-control.

The program is open to 7<sup>th</sup> through 12<sup>th</sup> grade students from the Gloucester City School District. The ultimate goal of the program is for the students to complete 120 credits, pass the High School Proficiency Assessment (HSPA) and satisfy their personal attendance goals. The successful completion of those items shall lead to a high school diploma from the Gloucester City School District.

# STAFF

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**HIGHLAND PARK SCHOOL**

## **PROGRAM FOR SUCCESS**

# **ADMISSION PROCEDURE**

The Highland Park Program for Success admission procedures are based on open enrollment.

1. The identification of potential candidates will begin with a referral made by guidance counselors, teachers, administrators, parent(s)/guardian(s), or self-identification to the Guidance Chairperson of the Gloucester City Junior-Senior High School.
2. The application will be completed by the Guidance Department. All applications must be reviewed by the Guidance Chairperson.
3. All applications must be sent to the building principal for his/her signature.
4. Student Attendance, Discipline Record, Transcript and a copy of the Health Card must accompany each application.
5. The Guidance Chairperson will send all completed applications to the Principal of the Highland Park Program for Success.
6. Interviews will be scheduled with candidates who meet the criteria and have a completed application packet.
7. One or more observational visitations are required to help in the decision-making process.
8. The Program Principal will notify the students, parent(s)/guardian(s), Principal of the Junior-Senior High School, and the Guidance Chairperson, of one of the following decisions regarding the interview process:
  - 1) Student has been accepted.
  - 2) Student has not been accepted.
  - 3) Student has been placed on a waiting list for future openings.

## **PROGRAM FOR SUCCESS**

# **INDIVIDUAL PROGRAM PLAN**

An Individual Program Plan (IPP) will be prepared for each student enrolled in the Highland Park Program for Success in conformance with the program completion option authorized by the State Board of Education. The IPP serves as the vehicle for planning the educational program for each student. It provides the pupil, parent(s)/guardian(s), counselors, teachers and administrators with an overall program plan to guide the implementation of the agreed-upon educational experiences and program activities which were developed by the appropriate school staff and approved by the principal of the child's home school. It provides both a record of the credits earned and documentation that the student successfully meets locally established proficiencies, including but not limited to, the statewide core proficiencies.

The IPP will be developed in consultation with the principal, teacher, pupil, parent(s)/guardian(s), appropriate pupil personnel services specialists and other staff members who know the pupil's educational performance, including when appropriate, the individual(s) responsible for the Job Placement and Volunteer Service program components.

The chief school administrator or designee shall be responsible for placing pupils in conformance with the pupil's educational program. The program will be supervised by a certified teaching staff member. Individual Program Plans will be kept on file with the local school district, as per N.J.A.C. 6:8-7.1(D) 11.4 and are subject to review by the county office of education.

## **PROGRAM FOR SUCCESS**

# **7<sup>TH</sup> AND 8<sup>TH</sup> GRADE PROGRAM**

### **Overview:**

The 7<sup>th</sup> and 8<sup>th</sup> graders at Highland Park are in self-contained group that move from classroom to classroom. The enrollment of this class is limited to ten students. Small class size allows for individualized attention from each subject teacher.

The 7<sup>th</sup> and 8<sup>th</sup> grade class does not operate on credit hours but on completion of core classes. The 7<sup>th</sup> grade core classes will take one year each to complete. The 8<sup>th</sup> grade core classes will take another year to finish. Students must successfully complete a year at each grade level.

### **Passing Requirements:**

To progress to the next grade level, students must achieve a minimum average of 65% in all core subject areas.

Students must meet attendance goals established during their IPP meetings. These goals are agreed upon between the administrator(s), parent(s) and student.

Students in the 7<sup>th</sup> grade must take the NJ ASK7.

Students in the 8<sup>th</sup> grade must take the NJ ASK8.

## **PROGRAM FOR SUCCESS**

# **GRADUATION REQUIREMENTS**

Students must earn a minimum of 120 credits including:

- 20 credits in English  
(5 credits in American Literature)
- 15 credits in Mathematics
- 15 credits in Social Studies
- 15 credits in Science
- 20 credits in Health/Physical Education
- 35 elective credits

Students are required to pass the state-wide assessment test (HSPA) in order to satisfy the state's requirement for graduation.

Students must meet all attendance goals for graduation requirements.

**HIGHLAND PARK SCHOOL  
PROGRAM FOR SUCCESS  
COURSE OPTIONS 2010-2011**

**English**

English I  
English II  
English III  
English IV  
HSPA Reading and Writing

**Mathematics**

Math I  
Math II  
Math III  
Algebra I - Part A  
Algebra I - Part B  
Geometry  
Algebra II  
HSPA Math

**Social Studies**

World History  
U.S. History I  
U.S. History II

**Science**

General Science  
Physical Science  
Life Science  
Environmental Science  
Independent Study Science

**Health and Physical Education**

Health and Physical Education I  
Health and Physical Education II  
Health and Physical Education III  
Health and Physical Education IV

**Electives**

Keyboarding	Sociology
Computer I	Child Care
Computer II	Art I
Computer III	Art II
Yearbook	
Media	
Work Credits (maximum 15 credits per year)	
Volunteer Experience	

**COURSE SUMMARIES**

## **7<sup>th</sup> and 8<sup>th</sup> Grade**

- **Creative Writing**
- **English**
- **Health and Physical Education**
- **Mathematics**
- **Reading**
- **Science**
- **Social Studies**

**HIGHLAND PARK SCHOOL  
PROGRAM FOR SUCCESS**

**7<sup>TH</sup> & 8<sup>TH</sup> GRADE COURSE SUMMARIES**

**Creative Writing :**

Students will use and improve their writing skills using a literature based approach.

**English - 7th:**

Students will learn parts of speech and language usage. They will also learn to implement the writing process.

**English - 8th:**

Students will be expected to implement using the writing process. They will be able to edit and revise their own writing. They should also show understanding of parts of speech and language usage.

**Health/Physical Education - 7<sup>th</sup> and 8<sup>th</sup> grade:**

Students will study effects of drug and alcohol use, stress, and diet on the body. They will also study basic body functions. Physical Education class will be held off campus in the form of field trips.

**Math - 7th:**

Students will study arithmetic, basic algebra and basic geometry and prepare for the NJ ASK 7.

**Math - 8th:**

Students will study all concepts covered on the NJ ASK8. They will build upon skills taught in 7<sup>th</sup> grade.

**Reading - 7<sup>th</sup>:**

Students will read literature in workbooks and novels. Throughout the year, students will gain proficiency in comprehension, vocabulary, ability to analyze, reading speed and listening skills. Students will actively read independently for a minimum of 20 minutes daily. They will prepare for the NJ ASK 7 through practice and sample tests.

**Reading - 8th:**

Students will gain proficiencies in the same areas but at a higher reading level. They will also prepare for the NJ ASK8 through practice and sample tests. Students will actively read independently for a minimum of 20 minutes daily.

**Social Studies - World Geography 7th:**

Students will learn the themes of geography, which are: location, region, movement, human/environment, interaction and place.

**Social Studies – Civics 8th:**

Civics is a required course designed to help students increase their knowledge and understanding of a broad perspective of politics and government. This course will take a topical approach to American and world politics and governmental structures.

**Science - 7th:**

Science is a hands-on course. It will emphasize Life Science. Students will study such things as: use of microscopes, dissections, sight, vision and light.

**Science - 8th:**

Science is a hands-on course. It will emphasize Earth Science. Students will study such things as: water, erosion and deposition and natural disaster phenomenons including: volcanoes, earthquakes and tidal waves.

**HIGHLAND PARK SCHOOL  
PROGRAM FOR SUCCESS**

**CHILD CARE  
COURSE SUMMARY**

**Child Care Program:**

“Teddy Bear Care” is for students who are interested in assisting the child care aide. Responsibilities include, but are not limited to: playing with toddler aged children, feeding and caring for infants, and providing a positive role model in a safe environment.

\* This course is a requirement for students who bring their young children to “Teddy Bear Care.”

## HIGHLAND PARK SCHOOL PROGRAM FOR SUCCESS

# ENGLISH COURSE SUMMARIES

All English classes are mixed with English I, II, III, IV, and HSPA Reading and Writing students.

### English I:

Reading and writing are a vital part of this class. Each English I student will complete a variety of assignments in an English I literature workbook. All major types of literature are represented - fiction, nonfiction, poetry, and drama. Two major works, such as novels and dramas, are studied as a whole group. Research and technology projects are assigned regularly. In addition, all students must participate in classroom activities and discussion.

### English II:

Reading and writing are a vital part of this class. Each English II student will complete a variety of assignments in an English II literature workbook. All major types of literature are represented - fiction, nonfiction, poetry, and drama. Two major works, such as novels and dramas, are studied as a whole group. Research and technology projects are assigned regularly. In addition, all students must participate in classroom activities and discussion.

### English III:

English III is an American Literature class. Reading and writing are a vital part of this class. Each English III student is required to complete a variety of assignments in an American Literature workbook. All major types of literature are represented - fiction, nonfiction, poetry, and drama. Two major works, such as novels and dramas, are studied as a whole group. Research and technology projects are assigned regularly. In addition, all students must participate in classroom activities and discussion.

### English IV:

English IV is a British Literature class. Reading and writing are a vital part of this class. Each student is required to complete a variety of assignments in a British Literature workbook. All major types of literature are represented - fiction, nonfiction, poetry, and drama. Two major works such as novels and drama are studied as a whole group yearly. Research and technology projects are assigned regularly. In addition, all students must participate in classroom activities and discussion.

### HSPA - Reading/Writing:

This is a preparatory class to help students pass the HSPA. Students will read a variety of narrative, persuasive, workplace and informational tasks. These tasks are designed to improve a student's ability to identify main idea and support information. Students will also practice revision and editing skills. Students will write a variety of persuasive, descriptive, and informational essays.

**Media:**

This course will provide students with a base knowledge of media and the role of media in people's lives. An explanation of modern American media will give students knowledge they will be able to use now and take with them into their lives.

**HIGHLAND PARK SCHOOL  
PROGRAM FOR SUCCESS**

**HEALTH AND PHYSICAL EDUCATION  
COURSE SUMMARIES**

**Health I, II, III and IV:**

Students will study the effects of drug and alcohol use, stress, and diet on the body. They will also study basic body functions. Students are required to independently complete two health assignments per month.

**Physical Education I, II, III and IV:**

Classes will be held off campus in the form of field trips.

**HIGHLAND PARK SCHOOL  
PROGRAM FOR SUCCESS**

**TECHNOLOGY  
COURSE SUMMARIES**

**Keyboarding:**

Students will develop the ability to use the keyboard to key information quickly and accurately. They will also learn to input information using numeric and symbolic information. They will be able to apply keyboarding skills to format a variety of short business communications and understand the basic concepts used in keyboarding operations for inputting and retrieving information.

**Computer I:**

Students will be introduced to computer applications as well as an overview of the windows operating system. The emphasis of the course will be on the two aspects of the Microsoft Office Suite: Word, and Excel.

**Computer II:**

Students will continue learning the skills introduced in Computer I. The students will also be introduced to other programs of the Office Suite: Access and PowerPoint.

**Computer III:**

Students will learn skills associated with desktop publishing. They will use programs to create projects that will demonstrate these necessary skills used in desktop publishing.

**Yearbook:**

The class develops its own unique yearbook for the Program for Success students. The students create a digital yearbook using the most current software. In the process they learn about many aspects of desktop publishing and digital imaging. The yearbook staff is a cooperative effort between students and teacher with each playing a role in the publication.

After the yearbook production is completed, the class is responsible for creating a “multimedia yearbook” presentation for all graduating seniors.

**HIGHLAND PARK SCHOOL  
PROGRAM FOR SUCCESS**

**MATHEMATICS  
COURSE SUMMARIES**

**Mathematics I:**

Students will review basic skills which include concepts to help prepare students for the HSPA. Concepts addressed are: introduction to algebra, integers, equations, graphs and data analysis, basic geometry, number theory, fraction concepts, and rational numbers.

**Mathematics II:**

Students will continue to build on the knowledge gained in Mathematics I. Concepts addressed are: ratio and proportion, percent, circles and polygons, statistics and circle graphs, probability, inequalities and graphing, surface area and volume, polynomials, and trigonometric functions .

**Mathematics III:**

Students will continue to build on the knowledge gained in Mathematics I and Mathematics II, and extend their basic algebraic skills. Concepts addressed are: integers, factors, multiples, decimals, metric system, functions, equations and inequalities, axioms and properties, polynomials, and factoring polynomials.

**Algebra I - Part A:**

Algebra I is a two part course. In the Part A, the students will be able to solve various types of equations and inequalities. Concepts addressed are basic operations, using integers, solving equations, polynomials, and algebraic functions.

**Algebra I - Part B:**

Students will continue to build on the fundamental skills presented in Algebra I-Part A. Concepts addressed are algebraic fractions, linear equalities, inequalities, rational and irrational numbers and quadratic equations.

**Geometry:**

This is a college preparatory course involving spatial concepts and analytical thinking skills. Concepts covered are: points, lines, planes and angles, deductive reasoning, parallel lines and planes, congruent triangles, quadrilaterals, similar polygons, right triangles, circles, area and volume of solids, and coordinate geometry.

**Algebra II:**

This is a college preparation course that is a continued study of math concepts that include, but are not limited to, the structure of the real number system with an extension into the complex number system, a study of mathematical functions (constant, linear, quadratic, exponential, logarithmic, rational), a reinforcement of the connection between algebra and geometry (conics and intersections of functions and conics), right triangle trigonometry, and various theorems.

**HSPA Mathematics:**

This is a preparatory class to help students pass the HSPA. Concepts addressed are number sense and applications, spatial sense and geometry, data analysis, probability, statistics, discrete math, patterns, functions and algebra.

**HIGHLAND PARK SCHOOL  
PROGRAM FOR SUCCESS**

**SCIENCE  
COURSE SUMMARIES**

**General Science:**

Students will explore and identify hands-on topics such as: acids and bases, characteristics of various solids and liquids, fingerprint and forensic study labs, and many “How Does This Work?” labs.

**Physical Science:**

Students will explore and identify hands-on topics such as: atomic theory, light, sight and vision, heat, energy, electricity, magnetism, mirrors and lens, lasers and holograms, and many “World Around Us” laboratories.

**Life Science:**

Students will explore and identify hands-on topics such as: living vs. non-living, pond water, water pollution and purification labs, dissection of various specimens including earthworms, grasshoppers, clams, starfish, crayfish, fish, frogs, eyes, hearts, pigs and rats. Students will be prepared for the state Biology Proficiency Test.

**Independent Study in Science:**

Students will explore and identify hands-on topics such as: immunizations vs. vaccinations, food energy calculation, and current scientific investigations such as cloning, stem cell research, and various science projects.

**Environmental Science:**

Students will explore and identify hands-on topics such as: atmosphere, hydrosphere, lithosphere and biosphere. The human effect on the earth and the ecosystem will be evaluated.

**HIGHLAND PARK SCHOOL  
PROGRAM FOR SUCCESS**

**SOCIAL STUDIES  
COURSE SUMMARIES**

**World History:**

Students will study 4000 years of World History, spanning from Ancient Egyptians to the Turn of the 19<sup>th</sup> Century.

\* Students are required to complete a minimum of one unit each month. A unit consists of chapter reading, chapter questions, workbook sections, a project, and a unit exam.

**United States History I:**

Students will study the first years of American history from The Exploration Era to the Civil War.

\* Students are required to complete a minimum of one unit each month. A unit consists of chapter reading, chapter questions, workbook sections, a project, and a unit exam.

**United States History II:**

Students will study American history from The Reconstruction Era to Modern America.

\* Students are required to complete a minimum of one unit each month. A unit consists of chapter reading, chapter questions, workbook sections, a project, and a unit exam.

**Sociology:**

Students study how culture and environment influence the beliefs and values of society.

\*Students will be required to read newspapers, magazines, view news programs, complete internet assignments, and complete a variety of written assignments.

**HIGHLAND PARK SCHOOL  
PROGRAM FOR SUCCESS**

**ART  
COURSE SUMMARIES**

**Art I:**

Students will explore the fundamentals of art. They will begin to choose art media and styles that they prefer using and create art works that reflect their personalities, thoughts and talents.

**Art II:**

Students will build on their knowledge of the fundamentals of art. They will continue to develop an individual artistic style that reflects their personalities, thoughts and talents. Students will be encouraged to discover new art media and styles.

## **HIGHLAND PARK SCHOOL PROGRAM FOR SUCCESS**

### **JOB PLACEMENT**

In order to become productive and self-reliant citizens of our community, Highland Park Program for Success students are encouraged to find employment. Maintaining active employment broadens the students' lives and enriches their overall educational programs.

High school students who successfully work 180 documented hours can earn 5 credits. A maximum of 15 credits can be earned per year.

The Job Placement Specialist will provide counseling in regard to activities involved in job search, placement and maintaining employment.

### **VOLUNTEER SERVICE FOR CREDIT**

Along with paid work experiences, students of Highland Park Program for Success are also encouraged to do volunteer work. Helping other people is a valuable lesson for the students to learn. While volunteering their time, they give back to the community and learn skills that will help them when they work.

High School students can earn 5 credits for successfully completing 75 documented volunteer hours. This cannot be combined with paid work credits. The Job Placement Specialist will select sites; such as: hospitals, senior citizen centers, and schools where the students can do the volunteer work.

## HIGHLAND PARK SCHOOL PROGRAM FOR SUCCESS

### GRADING POLICY

There are 10 marking periods within a school year. Each month from September to June represents a marking period. Report cards will be issued to students and mailed to parents by the 15<sup>th</sup> of the following month. In grades 9-12, course requirements may be completed faster or slower than traditional school programs, due to the proficiency-based aspect of the program.

If a student completes a class before the end of the school year, he/she will be scheduled to start another class. This will take place once a month after report cards are issued. If a student has not completed a class at the end of the school year, the grade on the report card will be “INC” (incomplete). In the next school year, the student will continue to work on the course requirements until he/she completes the class with a passing grade.

The grading scale for the Highland Park Program for Success is as follows:

A=92 - 100
B=83 - 91
C=74 - 82
D=65 - 73
F=below 65

### ATTENDANCE POLICY

Regular attendance by the students in Highland Park Program for Success is strongly encouraged. Each student has an attendance goal set during his/her IPP meeting. Goals are agreed upon by the administration, parent, and student. Any student who does not meet his/her attendance goal will not receive credit for the school year.

### TIME COMPLETION POLICY

All students are expected to arrive to school on time every day. Students who arrive after their official starting time will be considered late. In addition, students who leave school prior to their official dismissal will be required to make up the minutes of their school day. An opportunity to make up missed school time will be offered on two Friday mornings a month. Students will make up each minute they have missed. Students who have more than fifteen minutes will be required to complete an assignment from the classes they missed.

**For example, a student 10 minutes late to school or leaving 10 minutes early must make up the 10 minutes during a scheduled time completion session. If a student fails to make up the missed time, it will count against their attendance percentage.**

**HIGHLAND PARK SCHOOL  
PROGRAM FOR SUCCESS**

**SCHOOL HEALTH SERVICES**

To ensure the safety and well-being of our Highland Park Program for Success students, a school nurse is on the premises during regular school hours. It is imperative for medical, allergy, and emergency contact information to be updated as soon as possible when changes occur. A Student Data for Nursing Services form will be mailed in the beginning of the school year, which must be returned promptly.

Students who need medications during school hours must provide signed permission from their physician, dentist or nurse practitioner which includes the name of the medication, dosage, route, and times to be administered, every school year. This includes both prescription and over the counter medications such as Tylenol and antacids. Additionally, written parent/guardian permission is necessary for the prescribed drug to be given during school hours. For those students whose physicians have deemed it appropriate to self-administer their medications such as asthma inhalers or insulin, this must be written on the note from the doctor. Medication permission forms will be available in the nurse's office, or mailed at the request of the parent. All medication must be brought to school in the original container, and will be locked securely in the medication cabinet in the nurse's office.

The school nurse can serve as a valuable resource and source of support to the students in ensuring the health of the student population. Any questions or concerns can be directed to the nurse at extension 4012.

**HIGHLAND PARK SCHOOL  
PROGRAM FOR SUCCESS**

**COUNSELING PROGRAM**

The counseling program utilizes various counseling techniques to address academic and social emotional needs, such as; anger management, self esteem, making better choices and drug and tobacco education. Counseling can occur individually, as a group and in the classroom setting. All information is confidential. The counselor will meet with all of the students weekly. Weekly counseling can be formal or informal; the counselor may meet with student in an office or in a classroom setting. The counselor will contact parents by phone on a monthly basis to discuss the student's academic progress. All counseling is confidential.

**HEALTH AND SOCIAL SERVICES**

Although the Health and Social Services Coordinator services the entire district, the office is based at Highland Park School. Services are available to all Highland Park students and cover a variety of topics, such as health insurance, social service issues, and mental health counseling. The service is primarily a referral system; however, case management and individual counseling sessions are available on a daily basis. In addition, workshops covering topics such as bullying and parenting are available to Highland Park students.

## HIGHLAND PARK SCHOOL PROGRAM FOR SUCCESS

### STUDENT RULES

1. Students will attend school and complete their full day in order to reach their stated attendance goal as noted in their Individual Program Plans.
2. Students will attend the time completion sessions as scheduled to make up any latenesses and/or any missed time on a minute-to-minute basis.
3. Parents/Guardians will notify the school when it is necessary to be absent from school.
4. Students will participate in any individual or group counseling that they are assigned.
5. Students will stay off the grounds of the Junior-Senior High School during regular school hours.
6. Students will respect all staff members and other students enrolled in the program.
7. Students will follow the Highland Park Program for Success dress code during school and all school scheduled activities.
8. Students will not use profanity during school hours, on bus, or scheduled school activities.
9. Students are not permitted to smoke anywhere in the school building or on the school grounds. "Smoking" means use of tobacco in any form. Any student suspected of use, possession and/or distribution should be reported to the principal for intervention.
10. Students will not participate in public displays of affection.
11. Cell phone use is prohibited during school hours. Cell phones must be turned off prior to coming to school. All cell phones will be put in a marked envelope and placed in a lock box until the end of the students scheduled day. Any emergency calls can be handled through the front office. If a parent needs to contact their child, they may notify the main office. If a student refuses to hand over their cell phone they will not be able to attend school that day. Any time missed due to failure to comply with the cell phone policy will be counted against student's attendance. If a student keeps their cell phone and gets caught the cell phone will be confiscated. Cell phones that are confiscated will only be returned to the parent during an administrative conference.
12. Students will not be permitted to enter any classroom prior to 1:12 P.M.
13. [Drugs, Alcohol and Tobacco](#): As an integral part of the Gloucester City Public School System, Highland Park Program for Success is responsible to carry out the school district policy concerning drugs, alcohol and tobacco.

**HIGHLAND PARK SCHOOL  
PROGRAM FOR SUCCESS**

**DISMISSAL POLICIES AND PROCEDURES**

At the end of each school day, students are expected to exit the building in an appropriate and respectful manner. Once students have left the building, they are expected to board the bus where all school rules and policies are still in effect. Students who walk or have alternative transportation must wait inside the school until the bus has departed and a staff member has dismissed them. If a student requests alternative transportation or chooses to walk rather than ride the bus, they must have prior written permission from a legal guardian and the school principal. Students must request a change in transportation in writing prior to the end of the school day or they will be required to follow their usual dismissal procedure.

Students are expected to go directly home after school dismissal. If a student is not going directly home they are required to notify their legal guardian. Students are expected to act responsibly and continue to follow all school rules and policies until they arrive home.

The school's power extends beyond the school zone, but its obligations do not. Students who act inappropriately during their bus transportation to and from school will be held accountable for their actions, and may be subject to discipline measures from the school.

**HIGHLAND PARK SCHOOL  
PROGRAM FOR SUCCESS**

**CELL PHONE POLICY**

Students will not be permitted to operate or carry a cell phone during school hours. The students will turn over their cell phone when they enter the building to a staff member. The staff member will place the cell phone in an envelope with the students name and place it in a locked box. This box will be kept in the office during the school day. At the end of the school day the cell phones will be returned to the student by a staff member as the student exits the building. All contact with the student must be made through the main school phone (856) 456-7000 ext 4000. In case of an emergency the student will have access to the school phones as needed.

If a student refuses to turn over their cell phone they will not be permitted to attend school on that day. This will count as one day suspension. If a student states that they do not have a cell phone and is later found to have one, this will result in a three day suspension and the cell phone will be confiscated, given to the principal and **returned to the parent only**. If at this time the student still refuses to turn over the cell phone or creates a problem, the student will be suspended for five days and is subject to an administrative conference, or superintendent's hearing.

**THIS IS A ZERO TOLERANCE POLICY**

**HIGHLAND PARK SCHOOL  
PROGRAM FOR SUCCESS**

**FIELD TRIP POLICIES AND PROCEDURES**

Educational field trips are a valuable part of the Highland Park Program for Success experience, and are carefully coordinated and supervised by the instructional staff. Field trips will reflect the Highland Park Program for Success student-centered focus and are planned according to the needs, interest and abilities of the students, complementing their total learning experiences. Students participating in an educational field trip must submit a written permission slip signed by their legal guardian.

Attendance and participation in all scheduled field trip activities is required and graded. If a student chooses to not attend or not participate while in attendance, they will receive a zero grade. School suspension could result in the student becoming ineligible to attend an educational field trip.

In the event that a student is unable to attend or participate in a scheduled field trip, due to a documented medical condition or a school suspension, the school principal or instructional staff member may assign an alternative written assignment.

**ALL HIGHLAND PARK PROGRAM FOR SUCCESS RULES AND POLICIES ARE IN EFFECT DURING ALL EDUCATIONAL FIELD TRIPS.**

**STUDENTS**  
**Drugs, Alcohol, Steroids and Tobacco Policy 5131.6**  
***“Zero Tolerance”***

The Gloucester City Board of Education will have a policy of a “Zero Tolerance” for the use of Drugs, Alcohol, Steroids, and Tobacco by students that attend Gloucester City Schools. The Superintendent has been directed by the Board of Education to create procedures that will enforce the policy of “Zero Tolerance.”

**“Zero Tolerance”** is defined as:

1. If a student is involved with substance abuse as defined as involvement in incidents of possession or consumption of alcohol and/or drugs as defined in N.J.S.A. 18A:40 A9, anabolic steroids and any prescription drugs, except those for which permission for use in school has been granted. Additionally, this definition includes all consumption of alcohol and/or drugs prior to participation in a school function.
2. School functions shall be defined as (a) on school property; (b) at any place where any interscholastic athletic contest is taking place; (c) during the course of any field trip; (d) during the course of any trip or activity sponsored by the Board of Education or its authorized agents; and (e) upon school transportation vehicles at any time.

Procedures while student is at school:

Possible Drug and Alcohol Related Situations

Whenever it shall appear to any teaching staff member, school nurse, or other educational personnel that a student may be under the influence of alcohol or other drugs, they shall report the matter as soon as possible to the principal, school nurse, or medical inspector (school physician) and substance awareness coordinator.

- A. In the absence of the principal, his or her designee shall be notified.
- B. In instances where the school nurse, medical inspector (school physician), substance awareness coordinator, and the principal are not in attendance, the staff member responsible for the school function shall be immediately notified.
- C. The student shall be removed to a protective environment for observation and care by the school nurse, or medical inspector (school physician) until his or her parent(s) or guardian(s) can be contacted. The principal shall request the assistance of the school nurse or medical inspector (school physician) in assessing the physical state of the student. This shall not be construed to limit or condition the right of the Board to seek emergency medical assistance for a student when acting in loco parentis and as an agent of the parent(s) or guardian(s) and for the welfare of the student.

- D. The student's parent(s) or guardian(s) and the superintendent or his designee shall be immediately notified of the incident and shall be provided a description of the situation and symptoms.
- E. The principal or his or her designee shall arrange for a immediate examination of the student. The examination may be performed by a physician selected by the parent(s) or guardian(s) or by the medical inspector (school physician). If the chosen physician is not immediately available, the examination shall be conducted by the medical inspector (school physician) or, if the medical inspector (school physician) is not available, the student shall be accompanied by a member of the school staff, designated by the principal, to the emergency room of the nearest hospital for examination. If available, a parent or guardian should also accompany the student. The student shall be examined as soon as possible for the purpose of diagnosing whether or not the student is under the influence of alcohol or other drugs.  
**(Parents/Guardians need to have a medial examination done within four (4) hours of leaving the school. This medical examination should be to determine if the student is under the influence of a drug).**
- F. If, at the request of the parent(s) or guardian(s), the medical examination is conducted by a physician other than the medical inspector (school physician), such examination shall not be at the expense of the Board.
- G. Provisions shall be made for the appropriate care of the student while awaiting the results of the medical examination.
- H. A written report of the medical examination shall be furnished to the parent(s) or guardian(s) of the student, the principal, and the superintendent by the examining physician within twenty-four (24) hours.
- I. If the written report of the medical examination is not submitted to the parents(s) or guardian(s), principal, and superintendent within twenty-four (24) hours, the student shall be allowed to return to school until such time as a positive diagnosis of alcohol or other drug use is received.
- J. If there is a positive diagnosis from the medical examination indicating that the student is under the influence of alcohol or other drugs, the student shall be returned to the care of the parent(s) or guardian(s) as soon as possible. Attendance at school shall not resume until a written report has been submitted to the parent(s) or guardian(s) of the student, the principal, and the superintendent, from a physician who examined the student, to diagnose alcohol or other drug use. The report shall certify that substance abuse no longer interferes with the student's physical and mental ability to perform in school.
- K. In accordance with N.J.A.C. 6:29-9.5 (a) 8, refusal or failure by a parent or guardian to comply with the provisions of N.J.S.A. 18A:40A-12 shall be deemed a violation of the compulsory education (N.J.S.A. 18:38-25 and 18A:38-31) and/or child neglect (N.J.S.A. 9:6-1 et seq.) laws.

- L. While the student is home because of the medical examination or after his or her return to school, the school may require additional evaluation for the purpose of determining the extent of the student's alcohol or other drug use and its effect on his or his school performance.

In addition, if there is a positive diagnosis, the student shall be interviewed by a substance awareness coordinator or other appropriately trained teaching staff member for the purpose of determining the extent of the student's involvement with alcohol or other drugs and possible need for treatment. In order to make this determination, the coordinator or other teaching staff member may conduct a reasonable investigation which may include interviews with the student's teachers and parents. The coordinator or other teaching staff member may also consult with such experts in the field of alcohol or other drug abuse as may be necessary and appropriate. If it is determined that the student's involvement with the use of these substance represents a danger to the student's health and well-being, the coordinator or other teaching staff member shall refer the student to an appropriate treatment.

OFFENSE	PENALTY
<p>1. Possession of drug paraphernalia, not containing any controlled dangerous substance otherwise identified in N.J.A.C. 6:29-9.3(a)</p>	<p><b>First Offense:</b>  A. Parents/guardians notified  B. Five (5) day suspension  C. Police informed and appropriate action taken. The student will be required to attend drug-counseling sessions with the school's Substance Abuse Counselor.  D. Drug test/doctor note needed to return to school.</p> <p><b>Second Offense:</b>  Suspension until Superintendent's Hearing which may result in a Board of Education expulsion hearing.</p>
<p>2. Possession of alcohol, drugs, steroids, or substances identified in N.J.A.C. 6:29-9.3(a)</p>	<p><b>First Offense:</b>  A. Parents/guardians notified.  B. Ten (10) day suspension.  C. Police informed and appropriate action taken. The student will be required to attend drug-counseling sessions with the school's Substance Abuse Counselor.  D. Drug test/doctor note needed to return to school.  E. On-going random urine monitoring. The monitoring will be in place for one calendar year from the date of offense.  F. Superintendent's Review which may result in a Board of Education expulsion hearing.</p> <p><b>Second Offense:</b>  A. Parents/guardians notified.  C. Police informed and appropriate action taken. The student will be required to attend drug-counseling sessions with the school's Substance Abuse Counselor.  D. Drug test/doctor note needed to return to school.  E. On-going random urine monitoring. The monitoring will be in place for one calendar year from the date of offense.  F. Suspension until Superintendent's hearing which may result in a Board of Education expulsion hearing.</p>

<p>3. Under the influence of alcohol, drugs, steroids or substance identified in N.J.A.C. 6:29-9.3(a)</p>	<p><b>First Offense:</b></p> <ul style="list-style-type: none"> <li>A. Parents/guardians notified.</li> <li>B. Police informed and appropriate action taken. The student will be required to attend drug-counseling sessions with the school's Substance Abuse Counselor.</li> <li>C. Immediate medical examination including urinalysis and/or blood test to verify use and determine extent of use.</li> <li>D. Five (5) day external suspension upon verification of positive diagnosis for alcohol or drug use.</li> <li>E. Medical statement substantiating a student's state of well-being is required before re-entry after positive diagnosis of chemical use. This also pertains to students who are returning after completing a drug treatment program.</li> <li>F. Student and parent/guardian referral to the school substance abuse counselor for treatment, after-care, and re-entry plan.</li> <li>G. On-going random urine monitoring.</li> <li>H. The monitoring will be in place for one Calendar year from the date of the offense.</li> </ul> <p><b>Second Offense:</b></p> <ul style="list-style-type: none"> <li>A. All of the above.</li> <li>B. Superintendent hearing with possible referral to Board of Education for expulsion.</li> <li>C. Police notified and appropriate action taken.</li> </ul>
<p>4. Distribution, transferring, or selling controlled dangerous substance for possession of amount large enough to indicate possible intent to distribute, transfer or sell.</p>	<p><b>First Offense:</b></p> <ul style="list-style-type: none"> <li>A. Parent/guardians notified.</li> <li>B. Police informed and appropriate action taken. The school substance abuse counselor will determine the number of sessions that the student must attend.</li> <li>C. Drug test.</li> <li>D. Minimum ten (10) day external suspension pending Superintendent Hearing with referral to Board of Education for expulsion.</li> </ul>

	<p><b>Second Offense:</b> Superintendent Hearing with possible referral to Board of Education for expulsion.</p>
<p>5. Conviction for violation of the drug law committed off school property. As per: <i>Uniform State Memorandum of Agreement between Education and Law Enforcement Officials</i></p>	<p><b>First Offense:</b> The school district will take whatever action it believes is necessary to protect the rights and well-being of the entire student body.</p>
<p>6. Possession of tobacco product</p>	<p><b>First Offense:</b> A. Confiscation and one (1) day (ISS) suspension with copy of a suspension letter to SAC for referral to smoking cessation program.</p> <p><b>Second Offense and subsequent offenses:</b> A. Confiscation and three (3) day (ISS) suspension letter to SAC or referral to smoking cessation program.</p>
<p>7. Students who are found exhaling smoke, possessing lighted tobacco product, or found with smokeless tobacco in their mouth.</p>	<p><b>First Offense:</b> Three (3) day (ISS) with copy of letter to SAC for referral to smoking cessation program and notification of offense to local authorities. <b>A Municipal Complaint will be filed.</b></p> <p><b>Second Offense:</b> Five (5) day suspension with copy of suspension letter to SAC for referral to smoking cessation program and notification of offense to local authorities. <b>A Municipal Complaint will be filed.</b></p> <p><b>Third Offense:</b> Ten (10) day suspension with copy of suspension letter to SAC for referral to smoking cessation program and notification of offense to local authorities. <b>A Municipal Complaint will be filed.</b></p>

**HIGHLAND PARK SCHOOL  
PROGRAM FOR SUCCESS**

**DRESS CODE**

1. Students will not bare: midriff, lower back, chest or buttocks.
2. Students will not wear tank tops of any kind.
3. Students may wear sleeveless T-shirts with a minimum of 3 inches in width from neck to shoulders.
4. Students may not wear flip-flops or open-toe shoes.
5. Clothing cannot have inappropriate phrases, symbols or pictures.
6. Students will not wear pajamas, lounge wear or slippers to school or on a school activity.
7. Students are expected to dress in a responsible manner that will not cause disruption in the educational process.
8. No undergarments shall be visible.
9. Any object or accessory (lighters, chains, etc.) deemed dangerous or inappropriate, may not be worn.
10. All final decisions on dress code issues are left up to the discretion of the administration and staff.

**HIGHLAND PARK SCHOOL  
PROGRAM FOR SUCCESS**

**SCHOOL CLOSING POLICY**

1. The Highland Park Program for Success School closing number is [561](#).
2. In the event of a district-wide closing, the number will be announced on both radio and television: KYW, WCAU, and WKDN-FM, or WPEN, WDAS, and WSSJ-AM.
3. In the event of an unexpected closing, the staff of Highland Park School will notify each student of a school closing.

The Gloucester City Board of Education firmly believes that all of its students are entitled to an educational environment conducive to learning and free of harassment. Students should have the opportunity to enjoy coming to school and they must look forward to learning in each of our schools.

The board prohibits acts of harassment/intimidation/bullying.

A safe and civil environment in school is necessary for students to learn and achieve high academic standards; harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment; and since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying.

The board realizes that a part of growing, maturing and developing into a productive citizen requires learning the necessary social skills to be successful; the board will not accept harassment of students by other students and promulgates this policy to ensure that everyone is working toward an environment devoid of harassment.

**Definitions of Harassment, Intimidation and Bullying:** Harassment, intimidation, or bullying can be defined as unwelcome advances such as but not limited to: verbal or physical intimidation, bullying, extortion, name-calling, teasing or sexual harassment. Harassment, intimidation or bullying means a gesture or written, verbal or physical act that takes place on school property, at any school-sponsored function or on a school bus and that:

- a. Is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability.
- b. By any other distinguishing characteristic; and
- c. A reasonable person should know, under the circumstances that the act(s) will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his/her person or damage to his/her property; or
- d. Has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.
- e. Has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.
- f. Verbal or physical intimidation is to hurt by treating wrongly, injure; to attack with course of insulting language.

Examples of verbal intimidation include name-calling, teasing, stating untrue or disparaging stories, screaming, demanding, or threatening.

Examples of physical intimidation include punching, hitting, pushing, slapping, prohibiting someone to walk to their destination, crowding around a student or group of students with the purpose to intimidate.

- g. Bullying - as with aggressive behavior generally, bullying intentionally causes hurt to the recipient. This hurt can be both physical or psychological, while some bullying takes the form of hitting, pushing, taking money, it can also involve telling nasty stories, teasing, and social exclusion. It can be carried out by one or a group. Three criteria particularly distinguish bullying: unprovoked, repeated action, and perceived intimidation by a stronger person.

Examples of bullying include taking money, making an individual walk a route to avoid confrontation, physical abuse, verbal abuse, threatening looks or insulting stories.

- h. Sexual Harassment - unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment.

Examples of sexual harassment include unwelcome jokes, touching, verbal comments about parts of a person's body, clothing and looks, spreading sexual rumors, suggestive gestures, pressure for sexual activity, malicious activities such as pulling down a person's pants, or clothing.

Any behaviors which creates the perception of or actually causes a hostile environment for others.

The board of education expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with a proper regard for the rights and welfare of other student and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

The board of education believes that standards for student behavior must be set cooperatively through interaction among the students, parents/guardians, staff and community members, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff and community members.

The board of education believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to grow in self-discipline.

Based on broad community involvement (i.e., the use of a process that includes representation of parents/guardians and other community representatives, school employees, volunteers, students and administrators for the purpose of providing input regarding the development and content of the policy that is based on accepted core ethical values), the board of education shall develop general guidelines for student conduct and shall direct development of detailed regulations suited to the age levels of the students and the mission and physical facilities of the individual schools. Board policy requires all students in the district to adhere to the rules and regulations established by the school district and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules.

The chief school administrator shall provide annually to students and their parents/guardians the rules of the district regarding student conduct, and the policy shall appear in all publications of the school district's comprehensive rules, procedures and standards of conduct for schools within the school district, including the student handbook. Provisions shall be made for informing parents/guardians whose primary language is other than English.

The policy shall:

- a. Describe student responsibilities, including the requirements for students to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority;
- b. Address appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success.
- c. Explain student rights; and
- d. Identify disciplinary sanctions and due process.

#### Reporting and Investigating Procedures

Any student who believes that they are a victim of harassment by another student should report the alleged acts or circumstances to any staff member, school counselor or administrator.

At each school, the principal or the principal's designee is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents, volunteer, and visitors are encouraged to report any act that may be a violation of this policy. While submission of the report form is not required, the reporting party is encouraged to use the report form available from the principal of each building or available at the school district office. Oral reports also shall be considered official reports, Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

All incident reports of harassment will be fully investigated and appropriate action will be taken.

Some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials.

Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils.

In considering whether a response beyond the individual level is appropriate, the administrator should consider the nature and circumstances of the act, the level of harm, the nature of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e. classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificate and non-certified staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to these actions, in the context of the acceptable student behavior and the consequences of such actions and to involvement of law enforcement officers, including school resource officers.

A conference will be scheduled to address the situation and a proper course of action will be taken. This conference may include parental involvement at the discretion of the administrator. The administrator will implement an appropriate remediation plan.

Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation or bullying shall be disciplined in accordance with district policies, procedures and agreements. Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another as a means of harassment, intimidation or bullying shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

#### Reprisal or Retaliation

The school district prohibits reprisal or retaliation against any person who reports and act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature and circumstances of the act, in accordance with case law, federal and state statues and regulations and district policies and procedures.

In an effort to minimize harassment from occurring, the district's health, guidance, family life curriculums as well as acceptable behavior standards will stress positive social behavior among all of our students.

Pursuant to N.J.S.A.: 37-17(5)(c), information and training regarding the district's policy against harassment, intimidation and bullying shall be incorporated into a school's employee training program.

#### Legal References:

N.J.S.A.:37-17(5)(a-c)

N.J.S.A.:18A:37-15(3)(b)(1-10)

#### Cross References:

2224, 5145.4, 6121, 6145

Adopted: September 10, 1996

Revised: September 9, 2003

**GLOUCESTER CITY SCHOOL DISTRICT  
GLOUCESTER, NEW JERSEY 08030  
HARASSMENT, INTIMIDATION OR BULLYING REPORT**

**Gloucester City School District maintains a firm policy prohibiting all forms of harassment, intimidation, or bullying. Harassment, intimidation, or bullying against students or employees is discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances, or other forms of harassment, intimidation, or bullying by any pupil, teacher, administrator or other school personnel, which creates an intimidating, hostile or offensive environment, will not be tolerated under any circumstances.**

Complainant \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Date of Alleged Incident(s) \_\_\_\_\_

Circle as appropriate: sexual                  racial                  harassment                  intimidation  
bullying

Name of person(s) you believe harassed, intimidated, or bullied you or another person.

\_\_\_\_\_

If the alleged harassment, intimidation, or bullying was toward another person, identify that person:

\_\_\_\_\_

Describe the incident(s) as clearly as possible, including such things as: what force, if any, were used, any verbal statements (i.e. threats, requests, demands, etc.): what, if any, physical contact was involved, etc. (Attach additional pages if necessary.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Where and when did the incident(s) occur?

\_\_\_\_\_  
\_\_\_\_\_

List any witnesses who were present.

\_\_\_\_\_  
\_\_\_\_\_

This complaint is filed based on my honest belief that \_\_\_\_\_  
has harassed, intimidated, bullied, or has been violent to me or to another person. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Complainant Signature

\_\_\_\_\_  
Date

Received by \_\_\_\_\_

\_\_\_\_\_  
Date