

# SCHOOL CLIMATE

## TEACHER-STUDENT RELATIONSHIPS

Working in harmony, teachers will assist their students in preparing for their future roles as self-supporting, productive citizens, aware of their responsibilities to society and to themselves. The students will reach a level of competence in their various fields of study, and they will develop sound social habits and attitudes. Teachers will be attentive to the social and emotional well-being of their students, as well as to their intellectual needs.

The education of a student at Stonington High School is the mutual task of the student and his/her teachers. Each has his/her responsibilities to the other and to the educational process. Education will be most effective when the relationship between teacher and student is at its best. Sound teacher-student relationships will flourish when the atmosphere of the school and classroom is safe and orderly and when all involved are properly motivated. The relationship must be based on mutual trust and respect. The goal of such a relationship is to develop each individual's potential and to prepare the student to assume his/her role in the community.

Further, students and teachers participate in the *ADVISORY* program committed to providing a caring environment that fosters student-adult relationships. *ADVISORY* groups, averaging 15 students and one adult, meet daily for 5 minutes and again approximately once a week for twenty minutes to get to know each other, care for each other, share ideas, solve problems, respect one another, and work to make a difference for all who belong to the SHS community.

## RESPONSIBILITIES

The teacher meets his/her responsibilities by preparing stimulating and effective programs of instruction; constructing a solid, basic groundwork in his/her courses; presenting materials in a way the students learn best (SLBW); assisting students in their studies; acting as a resource person; integrating practice with theory; differentiating instruction and assessment to be appropriate for **all** of his/her students; and **continually contacting parents to keep them informed of their son's/daughter's progress in class.**

The student meets his/her responsibilities by attending school; actively participating in his/her classes; pursuing all assignments to completion; performing required tasks; demonstrating required skills; and being personally accountable for the quality and success of his/her own education. He/she is required to reject passivity, to initiate his/her own learning experiences, to contribute actively to the success of his/her classes, and to participate in the general life of the school. Furthermore, the student is urged to develop his/her individual talents and capacities to the fullest extent, both for his/her own good and for the good of the community which is educating him/her.

## ATMOSPHERE

Teachers and students must work together to create a sense of sincere good will in the school. The habit of purposeful, friendly, cooperative, sustained industry is to be cultivated. Interest and curiosity are to be stimulated, while sound education proceeds in an orderly and constructive fashion.

## **MOTIVATION**

Teachers have chosen a profession, which indicates their concern for young people and their desire to be part of a school community. Students must make themselves realistically aware of the value of school, so that they may actively and enthusiastically take responsibility for their own education.

## **TRUST**

The teacher earns trust by treating each student as an individual, entitled to his/her dignity and privacy. His/her progress and problems are a confidential matter, not subject to gossip or unnecessary probing. The teacher earns trust by exhibiting a sincere interest in his /her student, a desire to teach and help the student, and a willingness to share his/her superior education and greater personal experience with the student.

The student earns trust by exhibiting a cooperative attitude toward his/her teachers, by accepting full responsibility for all course assignments, and by complying with all administrative policies, which are intended to benefit the entire student body. Most important, the student earns trust by actively developing a habit of honesty and integrity when interacting with others and by accepting his/her role in ensuring the welfare of the entire school community.

## **RESPECT**

The teacher earns respect by being fully prepared, professionally and on a daily basis, to share what he/she has to offer in his/her subject area with each student. Fully recognizing the limiting factor of individual talents and abilities in his/her students, the teacher makes possible for each student some sense of progress and accomplishment and the feeling that he/she has been treated with complete fairness. The teacher gains respect by tailoring his/her methods and materials to fit the individual so that the student is not regimented into a preconceived pattern.

The student earns respect by applying himself/herself seriously to his/her current responsibilities, and preparing earnestly for his/her future role in adult society. The student should demonstrate the gradual achievement of the knowledge, skills, and attitudes, which make him/her a successful citizen. The student is also respected as an individual who is still in the process of growth and exploration of personal values. Tolerance and guidance are required during the period of experimentation. Both teachers and students must accept and respect the individual differences among people in personality, attitudes, philosophy, values, and goals.

## **GOALS**

Working in harmony, teachers will assist their students in preparing for their future roles as self-supporting, productive citizens, aware of their responsibilities to society and to themselves. The students will reach a level of competence in their various fields of study, and they will develop sound social habits and attitudes. Teachers will be attentive to the social and emotional well being of all students (*Advisory* program), as well as to their intellectual needs.

## **CHEATING AND/OR PLAGIARISM**

### **Academic Honor Code**

Teachers will inform students of the Academic Honor Code at the beginning of each year.

The Stonington High School Academic Honor Code addresses academic cheating, plagiarizing, lying, and stealing. Academic cheating, plagiarizing, lying, and stealing encompasses, but is not limited to, the following:

- Willful giving or receiving of unauthorized aid that is unfair or dishonest and gives an unscrupulous advantage in schoolwork over other students.
- Presenting as one's own the works or the opinions of someone else without proper acknowledgement (e.g. published or electronically generated sources).
- Taking or appropriating without the right or permission to do so and with the intent to keep or misuse, the school work or materials of another student or the instructional materials of a teacher.

Specific examples include, but are not limited to:

- Talking, signing, text messaging, using phones, or gesturing during a quiz or test.
- Copying from another student or allowing the copying of an individual assignment.
- Passing test or quiz information during a class period or from one class period to another to members of another class period with the same teacher.
- Leaving the testing area with a test/quiz.
- Using a graphing calculator, study aids, notes, books, data, or other information without authorization.
- Committing computer fraud, sabotaging the projects or experiments of other students, or improper collaboration without the teacher's knowledge or permission.
- Intentionally failing to use proper documentation and bibliography.
- Stealing copies of quizzes or tests.
- Illegitimately accessing the teacher's answer key for tests or quizzes.
- Stealing the teacher's edition of the textbook or teacher's answer book/answer key.
- Using another student's homework, notes, or handouts.

#### *Procedure*

- Teacher will fill out cheating offense form (see Appendix), notify parents of the offense and submit the cheating offense form to the Director of Guidance. Incidents should be filed and reported within 1 week of the infraction.
- Director of Guidance forwards it to the appropriate guidance counselor.
- Guidance counselor reports to teacher and Interdisciplinary Coordinator the number of offenses the student(s) has had.

#### *Consequences/Penalties*

##### **FIRST OFFENSE**

The teacher will determine the consequences for a student, which may include receiving a zero on the work involved. The student can no longer make up quizzes or tests in LAC. The student will receive written notification that a second offense will eliminate

eligibility for National Honor Society membership. (In the case of a flagrant violation of school rules or civil laws, a warning is not necessarily required.) The teacher will notify the parents of the infraction. Interdisciplinary Coordinator will take the following steps:

- Meet with the teacher about the incident.
- Meet with the parent, teacher, and student (if requested).
- File the infraction in the student file.
- Remind the student of the consequences for a second offense.

#### SECOND OFFENSE

The student **will** receive a zero for the work involved and be assigned one day of In-School Suspension. **The student can no longer be eligible for or continue membership on the National Honor Society.** Interdisciplinary Coordinator will:

- Arrange a conference with the teacher, the student and the student's parents.
- File a report in the student's file. The incident will become part of the student's disciplinary record kept in the Main Office.
- Remind the student of the consequences for a third offense.

#### THIRD OFFENSE

Further infractions of this policy will result in additional consequences, which may include:

- Impact on grade in course.
- Further progressive discipline beyond the one day ISS.

Teacher will notify his/her Interdisciplinary Coordinator. Interdisciplinary Coordinator will take the following steps:

- Arrange a conference with the teacher, Assistant Principal, the student, and the student's parents.
- Determine further and progressive discipline beyond the one day ISS.
- File a report that will become part of the student's disciplinary record kept in the main office.

Teachers will inform students of the SHS Honor Code at the beginning of a course. Included in this explanation will be the reminder that cheating will not be tolerated.

## SHS CODE OF CONDUCT

### ***BE ON TIME***

#### **We will:**

- Take start and end times seriously
- Be considerate of others by arriving on time
- Turn in all assignments on time
- Plan ahead for unseen circumstances
- SHOW UP READY TO LEARN!

### ***BE RESPECTFUL***

#### **We will:**

- Treat everyone with dignity and respect
- Use appropriate language
- Be kind, not hurtful
- Be open-minded
- Take care of our environment, including personal property and school property

### ***BE RESPONSIBLE***

#### **We Will:**

- Follow through on commitments
- Come prepared
- Be accountable for choices and actions and understand the consequences
- Use planning tools to organize time and obligations
- Plan to succeed

### ***BE SAFE***

#### **We will:**

- Act in a manner that does not endanger self or others
- Resolve conflicts peacefully
- Establish and maintain an environment that is free from harassment, violence, and bullying
- Be aware of surroundings at all times
- Report unsafe situations and conditions

## CAFETERIA ETIQUETTE

1. Each student is entitled to lunch.
2. Entrance to the serving counter is only through the entrance to the serving areas.
3. Student lines will form in the aisles provided, with no "cutting" in line allowed.
4. No charging for lunches will be permitted unless prearranged with the food services department.
5. After eating students will dispose of all trash. Students who fail to abide by this rule will be disciplined.
6. After purchasing food students are to remain seated while in the café and commons except for disposal/recycling of waste.
7. No food is to be taken from the cafeteria and commons into other parts of the building.
8. Students are not allowed to ask other students for money or food. (See **Bullying**, p. 18 in the Student Agenda/Planner.)
9. Students are only to eat in the cafeteria/commons/Courtyard. There will be no eating in the hallways adjacent to cafe/commons.

## LUNCH PERIOD

**10:48-12:37**

First Wave: Students report to lunch for 25 minutes then proceed to their 3<sup>rd</sup> period class.

Second Wave: Students report to their 3<sup>rd</sup> period class; then go to lunch for 25 minutes; then back to their 3<sup>rd</sup> period class.

<p><u>First Wave</u> Semester 1 – First Floor Semester 2 – Second Floor</p> <p>Lunch – 10:48-11:13 3<sup>rd</sup> Period Class – 11:18-12:37</p> <p>(Art, Foods, PE eat 1<sup>st</sup> lunch)</p>	<p><u>Second Wave</u> Semester 1 – Second Floor Semester 2 – First Floor</p> <p>3<sup>rd</sup> Period Class – 10:48-11:27 Lunch – 11:30-11:55 3<sup>rd</sup> Period Class – 11:58-12:37</p>
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## SCHOOL ASSEMBLIES

Students assemble from time to time as enjoyable and profitable programs can be arranged. Our auditorium does not have sufficient seating capacity for the entire student body. On the way to the assemblies, students are to proceed quickly, quietly, and directly to the auditorium. Take their seats immediately by filling each seat starting with the front row and occupying all seats. Audiences at an assembly are to display their enjoyment and enthusiasm for the presentation in a courteous and appropriate manner fitting the occasion. Please ensure that students give their attention and act respectfully toward the person or persons presenting the program as well as to other audience members. Staff members should constantly monitor student behavior by positioning themselves on both sides of the auditorium.

## DISCIPLINE

Classroom control is a prerequisite to classroom learning. Pupils who are well disciplined direct their interests, efforts, and abilities toward greater achievement. Those who are not disciplined waste time and their own individual opportunities and make learning difficult for others. Please note that all school discipline policies and procedures reflect Board Policy #5114.

The major objective of discipline at SHS is to help each student grow into a responsible, self-controlled person, able and willing to play his/her part as a potential worker, homemaker, and citizen. Discipline (by which is meant the proper climate in which the full interaction of pupil and teacher can result in a true learning situation) is the result of a conscious effort on the part of all involved to maintain an attitude of mutual respect. To this end then, **it is imperative that the teacher assume full responsibility for discipline within the classroom.** Good or bad disciplinary situations are generally the by-products of good or bad classroom situations. Minor instances of misbehavior are best handled by the teacher as they occur and may be followed by an after school conference. Referring all minor infractions to the office reduces the effectiveness of both the office and the teacher. This is not meant to imply that the administration will not at all times strive to fulfill its role in assisting teachers in maintaining a proper classroom climate. Rather, it is meant to indicate that teachers themselves have a responsibility to create a good learning atmosphere.

If a teacher has either an academic or behavioral concern regarding a student, the teacher should contact the student's parents to make them aware of the situation and enlist their help in resolving the problem.

Serious disciplinary infractions, such as gross disrespect to teachers or repeated failure to abide by reasonable rules should be referred to the Assistant Principal. Do not waste your time or that of the rest of the class by arguing with a recalcitrant pupil. Submit a referral to the Assistant Principal immediately following the incident. A teacher may request that a hall monitor accompany a student or students requiring office discipline to the Assistant Principal's office in case of serious incidents. It is crucial that the administration have a complete understanding of the problem at hand. Submit a referral form when reporting such problems to the office. If a student is sent to the office ensure work is sent with the student for them to complete.

Teachers are not to send students from the room for disciplinary reasons that are not serious in nature and are not to tell students that they can no longer report to that class. The following notes provide a guideline for handling discipline problems, especially the chronically disruptive student, in the classroom.

## HANDLING THE CHRONICALLY DISRUPTIVE STUDENT IN THE CLASSROOM

When a disruption occurs, determine whether it is serious enough to warrant sending the student to the office immediately. If at all possible, keep the student in the classroom rather than sending the student to the office. Violence, the imminent threat of violence, or verbal abuse (especially if directed at the teacher) are examples of reasons for immediate removal from the classroom.

### **If the student must be sent to the office:**

- Call the office to request that a hall monitor escort the student. Also provide student work.
- As soon as possible (but not later than the beginning of the next period), forward a referral to the office describing the student's behavior. The student may remain in the office for the remainder of the period. Action will then be taken. On the referral, use the words *seriously* or *chronically disruptive* and *interfering with the learning of others*. Be specific and provide as much information as possible on the referral.

### **If the student is not sent to the office:**

- Warn the student that the disruption will not be tolerated.
- State the expected behavior to the student.
- If the disruption continues, inform the student (after class if feasible) that you will contact parents, the guidance counselor, program manager in the case of IDEA students, and/or make a discipline referral concerning the behavior.

Remember, a disruption of this sort is not to be confused with passive misbehavior (such as refusing to do an assignment), nor is it to be confused with a single instance of disruptive behavior such as a student making a humorous remark that makes the class laugh. This procedure applies only to a serious disruption which is **chronic** and **interferes with the learning of other students**. In addition, the student must have been warned and the expected behavior stated.

In attempting to create a proper classroom climate, the following is suggested:

- Consistency across all disciplines deters many discipline problems. All teachers should limit passes to the Lav to the beginning or end of the period.
- Treat all students with respect. (SLBW)
- Strive to set a proper example.
- Make presentation of subject matter interesting and lively. (SLBW)
- Insure that all students in your classes are at **all** times fully aware of their responsibilities and that they completely understand classroom rules along with the reasons for these rules. (SLBW)
- Develop an attitude characterized by honesty, respect, and trust.
- Communicate directly with parents. Most parents are concerned and cooperative, and they sincerely appreciate any efforts by teachers to keep them informed of their son's/daughter's behavior and progress. As high schools are concerned, nothing is more effective than personal contact.

The following is a guideline for handling disciplinary problems.

## Progressive Discipline Overview Stonington High School

### Discipline Levels

<p align="center"><b>Level 1</b> <u>Incidental Violations</u></p>	<p align="center"><b>Level 2</b> <u>Minor Violations</u></p>	<p align="center"><b>Level 3</b> <u>Moderate to Major Violations</u></p>
<p>Minimal interference with instructional process</p> <p>Teacher managed/unrecorded</p>	<p>Interference with instructional process</p> <p>Teacher managed/recorded</p>	<p>Severe disruption</p> <p>Office managed/recorded</p>
<ul style="list-style-type: none"> <li>● Horseplay</li> <li>● Off task behavior (i.e. out of seat, socializing, grooming, head down, etc.)</li> <li>● Lack of preparedness</li> <li>● Inappropriate language (“dropped”)</li> <li>● Throwing small item</li> <li>● Not following initial directions</li> <li>● Dress-code violation</li> <li>● Electronic device violation</li> <li>● Property misuse</li> </ul>	<ul style="list-style-type: none"> <li>● Repeated Level 1 violations</li> <li>● Excessive disruptions</li> <li>● Chronic loud volume/profanity</li> <li>● Property misuse</li> <li>● Insubordination</li> <li>● Tardiness to Class (first 5 incidences)</li> <li>● Sleeping</li> </ul>	<ul style="list-style-type: none"> <li>● Chronic teacher managed behaviors</li> <li>● Creating a student safety issue</li> <li>● Fighting</li> <li>● Overt intentional disrespect</li> <li>● Inappropriate language (“directed”)</li> <li>● Harassment/Bullying</li> <li>● Skipping/leaving class</li> <li>● Property damage</li> <li>● Forgery/theft</li> <li>● Vandalism</li> <li>● Tardiness to school</li> <li>● Inappropriate physical contact (sexual)</li> <li>● Drug/alcohol/tobacco</li> <li>● Weapons</li> <li>● threatening , aggressive behavior</li> <li>● Academic integrity violation</li> <li>● Leaving school grounds</li> <li>● Failure to attend teacher detention</li> </ul>

## Discipline Process

	<u>Level 1 Incidental Violations</u>	<u>Level 2 Minor Violations</u>	<u>Level 3 Moderate to Major Violations</u>
	Minimal interference with instructional process  Teacher managed/unrecorded	Interference with instructional process  Teacher managed/recorded	Severe disruption  Office managed/recorded
	<ul style="list-style-type: none"> <li>• Maintain the flow of instruction- no attention</li> <li>• Redirection</li> <li>• Proximity control</li> <li>• Nonverbal cue to correct</li> <li>• Verbal warning</li> <li>• Seat change</li> <li>• Conference with student</li> <li>• Follow electronic device consequences (rules and regs. in student agenda pg. 28)</li> </ul>	<ul style="list-style-type: none"> <li>• Contact home</li> <li>• Self-monitoring rating scale</li> <li>• Loss of class privilege</li> <li>• participation/conduct grade deduction</li> <li>• Peer mediation</li> <li>• Lunch detention</li> <li>• After-school detention</li> <li>• Parent teacher conference</li> <li>• Contact guidance counselor</li> <li>• Consult with homebase advisor</li> <li>• Behavior contract</li> <li>• Consult with social worker</li> <li>• Time-out with hall monitor</li> </ul>	<ul style="list-style-type: none"> <li>• Conference with student</li> <li>• Conference with parent(s)</li> <li>• Loss of school privilege</li> <li>• Lunch detention</li> <li>• 1 hour after-school detention</li> <li>• 1.5 hour after-school detention</li> <li>• In-school suspension</li> <li>• Out of school suspension</li> <li>• Referral to community based org.</li> <li>• RTI/SAT referral</li> <li>• Restitution/Restorative Action</li> </ul>
	No documentation	(Optional) Educator's Handbook Referral, 'document only'	Educator's Handbook Referral

Observe Problem Behavior

Is Behavior Office-Managed?  
(Level 3)

NO

YES

**Teacher Managed Behaviors**

**Level 1**

- Horseplay
- Off task behavior (i.e. out of seat, socializing, grooming, head down, etc.)
- Lack of preparedness
- Inappropriate language ("dropped")
- Throwing small item
- Not following initial directions
- Dress-code violation
- Electronic device violation
- Property misuse

**Level 2**

- Repeated Level 1 violations
- Excessive disruptions
- Chronic loud volume/profanity
- Property misuse
- Insubordination
- Tardiness to class (first 5 incidences)
- Sleeping

- Level 1**
- Maintain the flow of instruction -no attention
  - Redirection
  - Proximity control
  - Nonverbal cue to correct
  - Verbal warning
  - Seat change
  - Conference with student
  - Follow electronic device consequences (rules + regs. in student agenda pg. 28)

If behavior is unchanged use Level 2 actions.

- Level 2**
- Contact home
  - Self-monitoring rating scale
  - Reflective assignment
  - Loss of class privilege
  - Participation/conduct grade deduct
  - Peer mediation
  - Lunch detention
  - After-school detention
  - Parent teacher plan
  - Parent, student, teacher conference
  - Contact guidance counselor
  - Consult with Homebase advisor
  - Behavior contract
  - Consult with social worker
  - Time-out with hall monitor

If behavior is unchanged write office referral on Educator's Handbook

- Level 3**
- Conference with student
  - Conference with parent(s)
  - Loss of school privilege
  - Lunch detention
  - 1 hour after school detention
  - 1.5 hour after school detention
  - In-school suspension
  - Out of school suspension
  - Referral to community based organization
  - RTI/SAT referral
  - Restitution/Restorative action

**Office-Managed Behaviors**

**Level 3**

- Chronic teacher managed behaviors
- Creating student safety issue
- Fighting
- Overt disrespect
- Inappropriate language ("directed")
- Harassment/ Bullying
- Skipping/ Leaving class
- Property Damage
- Forgery / Theft
- Vandalism
- Tardiness to School
- Inappropriate physical contact (sexual)
- Drugs/ alcohol/ weapons
- Threatening aggressive behavior
- Academic integrity violation
- Leaving school grounds
- Failure to attend teacher detention

## SUSPENSION

The building administration or his/her designee is authorized to suspend a student from school privileges or from transportation services when the student's conduct endangers persons or property, or is seriously disruptive to the educational process, or whose conduct violates a policy of the Board of Education, administrative regulation, state statute, or school rule.

For any one incident, a student shall not be suspended for more than ten consecutive school days. No student shall be suspended more than ten times, or a total of fifty days in one school year, whichever results in fewer days of exclusion, unless the student is granted a formal hearing as specified in C.G.S. 4-180a, inclusive, & C.G.S. Section 4-18a.

Students may not be suspended without an informal hearing before the building principal or the principal's designee unless the principal determines that an emergency situation exists. In the informal hearing the student shall be informed of the reasons for the disciplinary action and be given an opportunity to deny and/or explain the situation. *Nothing in the informal hearing shall be taken to prevent a more formal hearing from being held if the circumstances warrant. In determining the length of a suspension, the principal or designee may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion of the pupil.* A special education student's disability shall be considered before making a decision to suspend. If it is necessary to suspend a student before an informal hearing is held, such hearing shall be held as soon after the suspension as possible.

**Students suspended from school for any reason (ISS or OSS) are ineligible for all school activities, including athletics, until the suspension is completed and in the case of OSS, on the morning of the scheduled return to school.**

## IN-SCHOOL SUSPENSION

In-School Suspension (ISS) is a structured alternative school program that provides disciplinary action other than out-of-school suspension; ISS allows students to remain in school during their suspension. A room is provided for students to focus on behavior changes while completing their course work. Thus, the school recognizes its responsibility to continue the education of students in an alternative environment. Over the years it has become more and more evident that the traditional practice of assigning out-of-school suspension to student offenders does not change behavior. The number of second and third offenders indicates that traditional suspension is not rehabilitative. ISS will continue the educational process while prompting positive student behavior. ISS is an option in managing discipline problems and will be viewed as part of the school's overall approach to managing student behavior.

### Major Goal

The major goal of the In-School Suspension program is to modify student behavior to the extent that all students become good school citizens.

### **Behavior that warrants assignment to OSS:**

Ordinarily, students who engage in acts of violence or seriously disruptive behavior will be assigned out-of-school suspension.

**Examples of behaviors that lead to ISS assignment include:**

1. Insubordination
2. Use of obscenity, vulgarity, or profanity
3. School truancy
4. Vandalism
5. Leaving school grounds or building without authorization
6. Smoking or possession of tobacco products
7. Chronic tardiness to school or class (After 6 tardies in a quarter, ISS will be issued.)
8. Failure to stay for office detention
9. Any violation of rules the administration has determined would be appropriately served by an ISS.

**Student rules for In-School Suspension:**

1. The student is expected to report directly to the ISS room at 7:30 a.m.
2. The student is expected to remain in In-School Suspension for the entire day (7:30 a.m.– 2:00 p.m.).
3. Talking or socializing with other students is not permitted.
4. The student is expected to complete all academic assignments.
5. The student is expected to cooperate with the ISS monitor.
6. The student brings all textbooks and other materials he/she is using in classroom work.
7. Two specific times for lavatory use will be determined by the monitor.
8. All electronic devices are prohibited in ISS. All devices will be given to the ISS monitor at 7:30 a.m. and will be returned at 2:00 p.m.
9. Students will be escorted to the cafeteria to purchase lunch only. Breakfast is not offered to students assigned to ISS.
- 10. The student is required to reflect on his/her behavior and develop a plan to change the inappropriate behavior.**
11. Any infraction of the above expectations or other school policies and procedures may result in an additional assigned day of ISS or Out-of-School suspension.

Students will be permitted to make up work missed during the suspension period. Teachers are not required to spend out of class time helping students who have been suspended. Teachers are to set a reasonable limit on time allowed for make up work.

One or more of the following infractions shall be considered as cause for suspension or expulsion:

- Conduct which endangers persons or property or is seriously disruptive of the educational process. Included within such prohibited conduct are the following acts:
- Conduct causing a threat of danger to the physical well-being of himself/herself or other people.
- Physical assault on another person on school premises or buses which is not reasonably necessary for self defense.

- Taking or attempting to take personal property or money from another pupil, the school, or staff member by means of intimidation or deception.
- Causing or attempting to cause damage to school property or personal property.
- Participation in an unauthorized occupancy by any group of pupils or others of any part of a school or other facility owned by the school district.
- The use or possession of narcotics, marijuana, etc., on school property, during school, or at any school function.

### **LUNCH DETENTION**

Lunch detention may be issued to students for misconduct during lunch or for other minor infractions. Teachers may require students to eat lunch in their rooms if they have the same lunch as the student. Administration may also assign lunch detention in the office.

### **OFFICE DETENTION RULES**

1. Serve the detention within one school day of the rule infraction.  
(Exceptions may be made.)
2. Report to the detention room no later than 2:15 p.m.
3. Bring enough work to keep constructively occupied during the entire period.
4. Maintain absolute silence.
5. Remain until 3:15 p.m. or 3:45 as assigned.
6. Assume responsibility for notifying a parent or guardian about the detention.

Students who are tardy to detention or who fail to attend an assigned detention become subject to additional discipline, including suspension. Students who are absent from school the day of their assigned detention must make-up their detention upon their return to school. All detentions, including teacher-assigned detentions, take precedence over employment or co-curricular activities. Students will be assigned to after-school detention on Tuesday through Thursday 2:15-3:15/3:45. Detentions must be served before students participate in co-curricular activities.

*The Athletic Director/s will notify coaches daily of students assigned to detention for that day. Detention must be served before a student participates in any kind of athletic activity.*

### **ACCOUNTABILITY FOR SCHOOL DISCIPLINE**

Students issued office detentions throughout a marking period are required to serve their detentions on the date assigned. All accountabilities must be cleared before purchasing tickets to or attending any formal, special functions (Homecoming, Winter Ball, Prom, etc....) In the case of seniors, caps and gowns for graduation will not be issued until all discipline accountabilities have been served by the student.

## **AFTER SCHOOL HOURS**

Students who have legitimate reasons to stay after school (such as extra help or office detention) and ride the late bus home, report to the cafe commons at 3:20 for supervision. Students who remain after school who have not been in office detention and finish their work with a teacher prior to 3:20 must report to the cafe commons or LMC. The office detention teacher will supervise students in the cafe/commons.

## **RULES AND REGULATIONS**

The following list of rules and regulations has evolved as a result of many discussions between the Student Government, School Life Committee, and the School Administration. It is not meant to be an all-inclusive list, nor one in any order of priority, but one which attempts to specify certain areas of concern to the entire student body as to their expected behavior.

1. All students are to attend their assigned classes and to be on time. Going to one's locker or the lav is no excuse for being late.
2. At no time are students permitted to use or possess tobacco products in the school building, on the school campus, or at any school-sponsored activity.
3. Loitering in the school building or in the lighthouse after school hours is prohibited. Students are to wait in the cafe commons for the late bus. Loitering in a car in a school parking lot is not permitted at any time.
4. During the school day (7:30 a.m.–2:00 p.m.) there is to be no eating anywhere in the building except in the cafeteria. Water, in clear containers, is allowed during the school day except in designated areas such as the LMC and auditorium.
5. All trash is to be thrown into the proper recycling receptacles. The cooperation of everyone is needed to keep our school facility neat and clean. This includes the courtyard area.
6. Students are not to be in unauthorized areas of the school at any time during the school day. A pass signed by a staff member must be shown for movement to another location during classroom and study periods.
7. Students are not to loiter in the lavatories.
8. Any student, while on school property for classes or any school sponsored activity, who knowingly possesses, uses, transmits or is under the influence of any narcotic drug, hallucinogenic drug, marijuana, alcoholic beverage or intoxicant of any kind is subject to expulsion, suspension, and/or arrest. Students are reminded that prescription medicines must be cleared with the school nurse by a doctor's directive before they may be taken during the school day or while at a school-sponsored activity.
9. A student is permitted to go to the LMC, a classroom or the gymnasium during study hall provided he/she obtains a pass from the teacher prior to the start of the study hall.
10. No student is to leave the school building during regular school hours unless granted permission to do so by the administration. Car passes require student ID and teacher signed agenda/planner (if during class time).
11. There is a proper time and place for displays of affection; the corridor or any other place in school is not proper in either case. Excessive displays of affection may make students and/or staff uncomfortable.
12. Students are not allowed to have laser pointers/pens at school or at any school-sponsored activity. Students found to be in possession of laser pointers/pens will have them confiscated.

13. Skateboards, squirt guns or other similar devices are to be left at home. Students bringing these items to school will have them confiscated.
14. Cell phones, iPods, radios, cassette/CD players or walkman type devices (including ear buds and headphones) are not to be visible during instructional time without the expressed permission of the classroom teacher. Cell phone voice conversations are authorized during lunch. The school is not responsible for the loss of electronic devices. Students who abuse this rule will have their items confiscated and/or lose the privilege of having the item/s in school.
15. From 7:30 a.m. – 2:00 p.m. all exterior doors are locked. Students and visitors are to enter and/or leave the building through the main entrance only.
16. Students are not permitted to leave school during lunch and then return to school. This is a liability issue.
17. P.E. students assume all responsibility for their valuables during the P.E. period. All students have the opportunity to lock valuables in the teacher's office or a locker.

### **DRESS CODE**

A panel of parents, faculty and students developed an updated dress code for the 2012-2013 school year.

1. Bulky coats and trench coats normally worn as outerwear are prohibited from wear in the school during the academic day.
2. Hats, hoods and/or distracting head coverings shall not be worn within the school building during the school day from 7:30 until 2:00.
3. Clothing that advertises substances that are illegal for teens (drugs, alcohol, tobacco products) or language or writing that is otherwise inappropriate or offensive (sex, profanity, racial or ethnic slurs, identified gang related attire, etc.) may not be worn.
4. Sunglasses (unless required by a doctor's order) are not to be worn during the academic day.
5. Footwear must be worn at all times. Footwear that will mark or damage floors or is considered a safety hazard is not acceptable.
6. Spikes or studded bracelets, necklaces, rings and chains are not permitted in the school.
7. Students shall not dress in such ways that undergarments are exposed.
8. Items of apparel that can be disruptive will be banned. Examples include but are not limited to: shirts or blouses that are transparent, short blouses/shirts showing the back and midriff; any low-cut tops (including strapless, tank tops, one shoulder shirts, halter tops) and swimming apparel. Exposed tank tops must have at least a 2-inch shoulder strap. SHS athletic uniforms are allowed.
9. All book bags including backpacks are prohibited from 7:30-2:00. These must be stored in a student's locker. Ladies are reminded that handbags are not to be used to carry books. (Sufficient time exists to retrieve items needed for each class during the five minute passing time.)
10. All pants shall be worn so that the waistband is worn at the waist. Pajamas/sleep pants are not allowed.
11. Any shorts and skirts that are worn shall be around mid-thigh length.

Any student that violates the dress code will have the opportunity to change his/her attire to conform to the appropriate standard. Parents will then be contacted.

### **HALL PASSES**

The following are necessary to traffic through the school:

1. An agenda with a signed pass to a specific destination.
- OR
2. A classroom Teacher's "LAV Pass".

Failure to follow these procedures will result in disciplinary consequences.