



***SALEM CAMPUS  
Student Handbook  
2024-25***

*[www.scsssd.org](http://www.scsssd.org)*

Revised August 1, 2024

# ***Salem County Special Services School District***

## **Mission Statement**

The mission of the Salem County Special Services School District, a regional educational service agency, is to provide high quality, cost-effective programs and services to the schools and districts of Salem and Cumberland Counties.

Our schools are learning communities where adults with special gifts serve students with special needs. Our programs are cooperative ventures that foster shared services and expertise in an effort to both increase quality of service and decrease costs of local districts.

Our schools will provide engaging and challenging curriculum that address the New Jersey Core Content Curriculum Standards. Teaching and learning will take place in physically and emotionally safe environments that have an active commitment to ensure trust, mutual respect, communication, effective collaboration and good citizenship. The vision of Salem County Special Services School District is that all students develop the skills, knowledge, and attitudes necessary to succeed in life.

## ***DISTRICT ADMINISTRATION***

*John R. Swain  
Superintendent of Schools*

*Jennifer Bates  
Assistant Superintendent of Schools*

*Frank Maurer  
Business Administrator/Board Secretary*

*Bonnie Baker  
District Anti-Bullying Coordinator*

## ***SCHOOL ADMINISTRATION***

*James Helder  
Principal  
Salem Campus  
HS ASD Program*

*Michelle Brown  
Lead Teacher/WBL Coordinator*

*Meggin Wentzell  
Related Services & Autism Spectrum Disorders*

*Jane Smith  
School Nurse*

*Maureen Lewis  
School Social Worker/Transition Coordinator/Anti-Bullying Specialist*

***Salem Campus:***  
*45 Cheney Road  
Mannington, NJ 08098  
856-769-0101  
Secretary: Natalie Seiple ext 5360*

## **Principal's Message**

Welcome,

The staff at the Salem Campus remains dedicated to providing your child with a fun, exciting, and enriching education. First off, let me start by welcoming all of our new students and their families to the Salem Campus. I hope that you enjoy our school and make many memories that will last a lifetime.

Here at the Salem Campus, we continue to work as a team to ensure that our school is a dynamic learning environment that will assist your child with reaching their maximum potential. It is our honor and privilege to work with your child, and we need input from you, the parents and guardians, in order to achieve an education that will effectively cross over from school to home. Please, I encourage all of you to take an active role in your child's education, and take advantage of the many opportunities that are offered throughout the year to join us for a special activity.

Please take a few minutes to read through this handbook, and do not hesitate to contact me with any questions or concerns that you may have. Thank you again for your cooperation and for entrusting SCSSSD with your child's education.

Sincerely,

James Helder  
Principal  
Salem Campus  
856-769-0101 ext. 5361

## **SCHOOL AND SOCIETY**

The Salem County Special Services School District exists to assist students who have special needs by endeavoring to meet those needs in a manner which recognizes their human worth, rights, needs and wishes. We believe that education is a basic right granted to every person. Implicit in this right is the availability of academic and vocational opportunities for all students.

## **SCHOOL AND COMMUNITY**

Our goals are to maximize the development of children with special needs through education and training; enable the special needs child to remain in the least restrictive environment; educate and counsel families; inform the public and agencies of the potential of special needs children; and develop specialized individual educational plans to meet the student's particular needs.

## **LEARNING IN TERMS OF PRINCIPLES AND PROGRAMS**

The district's programs have as their main goals the promotion of each student's positive self-image, independence, and support for the student's family. The school emphasizes programming in the areas of gross and fine motor coordination, cognition, receptive and expressive communication, self-help skills, and social development. Child study teams, along with parents, participate in the development of their program's goals and objectives, as well as consequent task assignments through the Individual Educational Plan.

## **STANDARD CURRICULUM AND EXTRACURRICULAR ACTIVITIES**

The Special Services School District embraces a philosophy that considers the student as the focal point of all activities. We aim to fulfill the complex needs of each student through sensitive communications, a concern to help, and the opportunity for growth. Curriculum and extracurricular activities are constantly revised to provide the highest quality for student growth and development.

## **IDEAL RELATIONSHIP BETWEEN STUDENT AND STUDENT**

The school recognizes the fact that a complete education transcends such elements as physical facilities and curricular programs. One intangible factor that helps to determine the degree of success of an education program concerns the proper relationship among the personnel that contribute to the total education process. The ideal relationship between student and student is one example.

Students should respect the rights of other students inside and outside the classroom. Such mutual respect fosters the capacity of each student to function in an educational environment conducive to learning and developing proper social and ethical values. Specifically, students are encouraged to respect the diversity of ethnic backgrounds and physical constraints of their peers, facilitate the adjustment of new students to a different environment.

## **IDEAL RELATIONSHIP BETWEEN TEACHERS AND STUDENTS**

Another critical relationship involves teachers and students. We believe that teachers, by the nature of their profession, should contribute to and guide the learning experiences of their students in terms of individual differences, needs, abilities, interests and to prepare them to become happy, useful, self-supporting citizens. To achieve this aim, teachers strive for a patient, sympathetic understanding of young people to enforce school regulations and classroom policies. In turn, students should respect the position of teachers, seek their guidance and assistance, and cooperate with them in achieving their course objectives.

## **GENERAL INFORMATION**

### **ATTENDANCE**

It is essential that all students attend school on a consistent and regular basis. Irregular attendance may result in the student not passing for the school year. School is in session 180 days a year from 8:45 AM – 2:45 PM. **Students may not pass for the year if they exceed their sending district's absence quota.**

#### **Lateness:**

It is the responsibility of the parent/guardian to have the student report to school on time. The following guidelines will be used to deal with lateness. Students arriving late to school, who have a verified appointment with a physician or dentist, will not be marked tardy for the purpose of this policy.

#### **Excused Absences:**

1. Personal illness. (If a student is absent for more than five days, a doctor's note will be required.)
2. All Absence due to doctor or therapy appointments require a written note from the facility
3. Death in the immediate family
4. Religious holiday (s) of the specific faith of the student as described by the New Jersey Department of Education.
5. Subpoena by law enforcement agency.
6. Appointment with specialists related to the student's disability when the student brings a doctor's note designating date and time of the appointment.

**ALL ABSENCES REQUIRE A WRITTEN NOTE FROM PARENT/GUARDIAN**

### **ASSEMBLY PROGRAMS**

The assembly programs are selected in order to assist students in their total development. Therefore they are diversified in nature and specifically designed to expose educational, social and cultural components of our society to each student as part of his/her educational career.

### **DRESS CODE**

Students and parents need to be aware of the importance of good grooming and its effect upon the learning environment. Good taste is knowing what to wear and when to wear it. Since the home provides the funds, guidance and upkeep of the student's clothing worn in school, it is the responsibility of the parents to see that grooming reflects the good taste expected in school. The following dress and grooming requirements are to be followed by all students. Other requirements may be made to avoid disruption of the educational process. Attire, articles and accessories determined to be disruptive to the function of the school center will be prohibited.

### Shirts/Blouses

- No revealing shirts/ blouses, midriffs, bare backs or exposed skin
- No tight, form fitting, low neck tops or revealing fabrics, i.e. mesh or lace
- No exposed undergarments
- No pictures or writing on shirts/blouses that promote guns/violence/drugs/alcohol/sex

### Pants

- Pants must be worn and secured at the waist
- No oversized pants or bedroom attire
- No exposed undergarments
- No tight, form fitting pants or leggings

### Dresses/Skirts

- Dresses/skirts must be fingertip length
- No dresses or skirts with inappropriate slits above fingertip length

### Shorts

- Shorts must be fingertip length or longer
- Shorts must be worn and secured at the waist
- No oversized/undersized shorts
- No exposed undergarments
- No tight, form fitting shorts or short shorts

### Shoes/Sneakers

- No bedroom slippers or flip flops
- No open toed shoes or shoes with heels 3 inches or over

### Headwear

- Headwear is not permitted on campus.
- No hats, bandannas, dew rags, picks, combs, sweat bands, stockings or hoods

### Accessories

- No sunglasses inside the building
- No spiked accessories or chains
- No ornamental or decorative contact lenses

## **FIELD TRIPS/COMMUNITY BASED INSTRUCTION**

Field trips/CBI are provided to enrich the educational program at the school. The school will provide supervision for the trips. Each student must present a permission slip properly signed by his parent/guardian in order to attend all trips.

While on the trip, students are required to follow the directions given by the chaperone(s), to behave in a manner acceptable to the adult community, and to participate in those activities authorized for that particular trip.

Field trips/CBI are valuable supplemental activities, which can augment the effectiveness of classroom instruction. It should also be noted that participation in such activities is a privilege. Since the effectiveness of any trip as well as the safety of all participants is dependent upon good behavior and safety precautions, students must demonstrate their awareness of proper conduct, self-discipline and personal responsibility. Groups on district-approved trips represent not only themselves, but also the school and community.

**Inappropriate behavior may prevent a student from attending a class trip.** Appeals may be made to the Principal who will render a decision. The Principal will make the final determination of field trip rosters.

## **FIRE DRILLS – SECURITY DRILLS**

Fire drills and security drills are held for the purpose of practicing orderly exits in the case of any emergency. Students must follow directions of teachers in charge and remain quiet at all times during drills. Once an "all clear" signal is made, students will return to class. The fire laws of the State mandate that all occupants must leave the building during these drills.

## **HEALTH OFFICE**

The School health office is available to all students during school hours should they need assistance.

- Jane Smith, School Nurse, Salem Campus - 856-769-0101, ext. 5362

Parents/Guardians will be notified when students become ill during school. Diagnosis or treatment beyond first aid procedures is not within the responsibility of the school. A parent/guardian or emergency contacts listed on the emergency card must come to school to take the student home. Please notify the school when your child will be absent. All health records and contents are confidential information. Should you have any concerns, feel free to contact the school nurse.



## **School Health Office Policies:**

According to our school policy, children must be free from fever, diarrhea, and vomiting for 24 hours; and be eating a normal diet before they may return to school.

**Please do not send your child to school if you have given him or her Tylenol/ Motrin for a fever.**

### **IMMUNIZATIONS**

The law of the State of New Jersey requires the following immunizations. Students who have not been properly immunized will be admitted on a provisional basis and/or excluded from school.

### **IMMUNIZATION REQUIRED**

As per state mandates and requirements.

### **IMMUNIZATION HIGHLY RECOMMENDED**

Tetanus and Diphtheria Booster every 10 years

### **SCREENING EXAMINATIONS**

During the school year health services mandated by the New Jersey State Department of Education will be supervised and performed by the school nurse, and are provided on a regular basis. These examinations ensure that this becomes part of the student's health record. The routine school screening should never take the place of a complete examination done by the family physician, eye doctor or dentist.

### **ADMINISTERING MEDICATION**

1. Consent to Medicate Form is required to be completed and signed by parents/guardians.
2. **Medication must be in the original prescription bottle;**
3. All medications must be kept in the school Nurse's office and may only be administered under his/her supervision.
4. Parents/Guardians may give refills (in original prescription bottle) to the school bus driver when prescriptions run low. Bus drivers **are not permitted to accept medication directly from students** or medication that is not in a properly labeled container.
5. No student should be in possession of pills, aspirin, etc.

## **HOMEWORK**

Your child's Classroom Homework Policy will vary. Depending on your child's goals and objectives you could see homework each day or only a few times a week. Remember that homework serves to:

- Reinforce skills taught and provide additional practice with these skills
- Improve study habits by developing initiative, responsibility, and self-direction
- Continue the development of skills in independent study
- Foster worthwhile use of time spent away from school
- Promote/improve parental awareness of the educational program

## **INDIVIDUAL EDUCATION PLAN MEETINGS**

Each year your Child Study Team will schedule an annual review of student progress. As a parent your input is vital to the success of your child. We look forward to engaging in the development of goals and objectives with our parents.

## **LIFE SKILLS LABS**

Life Skills curriculum is embedded into the Middle School, High School, and Postsecondary programs. The labs include a kitchen, living room, a bedroom, laundry room and fully accessible shower/bathroom. Students will actively gain life skills through implemented Life Skill activity.

## **MARKING PERIODS**

<b>End of Marking Period</b>	<b>Progress Reports Sent Home</b>
November 6, 2024	November 13, 2024
January 31, 2025	February 7, 2025
April 8, 2025	April 15, 2025
June 17, 2025	Last Day of School

## **PARENT – TEACHER CONFERENCES**

Formal Parent/Teacher Conferences are not held at a set time, however, in the event that a parent would like to schedule a conference with a teacher at any other time, they need only call the school office to set up an appointment at 856-769-0101, ext 5360.

## **PERSONAL PROPERTY**

Be sure students do not bring personal property to school. Salem County Special Services School District assumes no responsibility for any personal property lost or damaged.

## **PROGRESS REPORT & COMMUNICATION LOGS**

Every teacher uses one form or another of communication between home and school. Be sure to read your child's log regularly and correspond with the classroom teacher as needed. It is vital to a student's progress to keep an open line of communication, which goes a long way in helping the student and helping the teacher keep problems to a minimum.

The following services are offered to students according to their individual educational plan:

- Speech
- Physical Therapy
- Occupational Therapy
- Individual Counseling
- Group Counseling
- Social Worker Interventions
- Behavioral Management Planning

Any questions regarding Related Services can be directed to Meggin Wentzell, EdD Director of Related Services at (856) 769-0101 Ext 5202, or by email at [mwentzell@scsssd.net](mailto:mwentzell@scsssd.net)

## **MUSIC THERAPY**

As part of the curriculum, students will be exposed to group and/or individual sessions by the music therapists. These extracurricular activities have proven to enhance and engage growth and development in both communication skills and life skills.

## **SCHOOL CLOSING**

Inclement weather may force the closing of the Salem County Special Services School District. Announcements will be made over radio stations KYW News1060, and local TV stations. Our district also uses an electronic call system to call each home during an emergency. Be sure the school always has your up-to-date contact information.

## **SCHOOL HOURS**

Student hours are 8:45 AM – 2:45 PM. Half Day Session hours are 8:45 AM – 12:45 PM. Main Office hours are from 7:30 AM to 3:30 PM.

## **SCHOOL MEALS**

### **BREAKFAST**

Students have the opportunity to purchase a cold school breakfast each day. Breakfast consists of cereal, a muffin, milk and juice.

### **LUNCH**

Students have the opportunity to purchase lunch each day or can bring a bagged lunch from home. A monthly calendar will be sent home with students with selections. Students can pay daily or bring in money to put on account. If using this method, money will be deducted each day and parents will be informed of negative balance for replenishment.

Please reference the monthly menus for breakfast and lunch prices.

## **USE OF SAFE RESTRAINT TECHNIQUES**

Physical restraint, though by no means, a preferred method of controlling behavior, is sometimes necessary to protect the safety of students and staff. Salem Campus staff has been trained in the use of “safe restraint techniques” by an instructor trained and certified by the **Handle with Care** Institute, a nationally recognized training organization. In the event that a student must be restrained, a written Incident Report is prepared and reviewed by the Principal, and parent/guardians are notified. For further information on the techniques utilized please contact the Principal.

## **STUDENT CONDUCT**

The board believes that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is reflected in the behavior of pupils. The best discipline is self-imposed and students should learn to assume responsibility for their own behavior and the consequences of their misbehavior. Board policy requires each student of this district to adhere to the rules and regulations established by the administration and submit to disciplinary measures that are assigned for infraction of those rules.

### **Statement of Civility**

The Salem County Special Services School District believes that a positive learning environment must be maintained in all of its schools. The education of the students, who are enrolled at our schools, cannot operate with disruptive or difficult transactions during the school day.

Civility will be defined as courtesy, respect and productive interaction. Any unmannerly action will be regarded as negatively impacting on the students' learning. The district will take action to ensure the continuation of a safe and productive learning environment. All parties are expected to follow the Board of Education policies, school regulations and the legal restrictions.

### **DISABLED PUPILS**

Educationally disabled pupils are subject to the same disciplinary procedures as non-disabled pupils and may be disciplined in accordance with their individual educational plan.

### **EXPECTATIONS**

Our students will perform at a level that surpasses or is equal to their ability in all areas. We have high expectations for our students' social and intellectual development. Within the confines of our resources we are committed to maintaining:

- **A respectful, caring, and safe environment**
- **Research-based, student focused instruction**
- **Information-driven decision making**
- **A focused and challenging curriculum**
- **Collaboration focused on improving student learning**
- **An active partnership with parents and community**

## **HARASSMENT, INTIMIDATION AND BULLYING (HIB)**

### **STATE OF NEW JERSEY ANTI-BULLYING BILL OF RIGHTS ACT (P.L.2010, C.122)**

**Overview of (HIB) & Definition of HIB** The definition of HIB that applies to the use of this guidance is established at *N.J.S.A. 18A:37-14* and is provided below. It is important to note that while the statutory definition of HIB might vary from definitions of bullying provided by program professionals, schools are responsible for the HIB definition at *N.J.S.A. 18A:37-14*.

The HIB definition below has been separated into component parts for ease of reading and comprehension. Bold type has been added to emphasize selected provisions.

HIB Definition HIB means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a **single incident** or a **series of incidents**, that:

- Is reasonably **perceived as being motivated** either by an **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, or by **any other distinguishing characteristic**;
- Takes place on school property, at any school-sponsored function, or on a school bus; or **off school grounds**, as provided for in *N.J.S.A. 18A:37-15.3*,
- Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; **and that**
- A reasonable person should know, under the circumstances, will have the effect of **physically or emotionally harming** a student **or damaging the student's property**, or placing a student in reasonable **fear of physical or emotional harm** to his person or damage to his property; **or** has the effect of **insulting or demeaning** any student or group of students; **or** creates a **hostile educational environment** for the student by interfering with a student's education or by **severely or pervasively** causing physical or emotional harm to the student.

**Conflict vs. Bullying** – Bullying is not a phase young people must endure or outgrow. Bullying is *not a conflict* between students or among groups of students. *Conflict* is a *mutually* competitive or opposing action or engagement, including a disagreement, an argument or a fight, which is a normal part of human development. *Bullying* is *one-sided*, where one or more students are *victims* of one or more person's aggression, which is intended to physically or emotionally hurt the victim(s).

There generally are four types of bullying behaviors. These behaviors and some examples are identified below:

- **Verbal** – Includes taunting, name-calling, malicious teasing or making threats (U.S. Department of Justice, 2001);

- **Psychological** – Includes spreading rumors, purposefully excluding people from activities, breaking up friendships (U.S. Department of Justice, 2001);
- **Physical** – Includes hitting, punching, shoving, spitting or taking personal belongings (U.S. Department of Justice, 2001); and
- **Cyber bullying** – Includes using the Internet, mobile phone or other digital technologies to harm others. (DuPage County Anti-Bullying Model Policy and Best Practices, 2011).
- The effects of these bullying behaviors on students include:
  - Serious psychological and behavioral effects manifested in low self-esteem, anxiety, depression, suicide, violence and criminal behavior;
  - Physical problems such as headaches, dizziness and stomachaches; or 🗑️ Poor grades (Olweus, 1994). Feeling safe in schools powerfully promotes student learning and healthy development (Devine and Cohen, 2007).
- Bullying, which is a serious impediment to school safety, negatively affects the atmosphere of a school and disrupts the learning environment in the following ways:
  - Student achievement suffers among the bullied and those who engage in bullying (<http://www.stopbullying.gov>);
  - Student absenteeism increases. In a national survey, 30% of lesbian, gay, bi-sexual and transgender (LGBT) students reported missing at least one day of school in the past month compared to 8.0% for the general student population (GLSEN, 2009);
  - Teacher morale declines when social dynamics in the classroom interfere with instruction and discipline and contribute to increased employee absences (<http://www.stopbullying.gov>);
  - Adult-student relationships suffer. Students who witness bullying can become fearful and develop the belief that the adults are not in control or are uncaring (<http://www.stopbullying.gov>); or
  - Parent confidence and trust in the school erodes when students experience bullying or are accused of bullying others (<http://www.stopbullying.gov>).
- Additionally, some students or groups of students are at higher risk for bullying than the general student population.
  - Appearance – The way a student looks or his or her body size and sexual orientation are the top two reasons cited for frequent harassment (GLSEN, 2009).
  - Two-thirds of teens report they have been verbally or physically harassed or assaulted during the past year because of their perceived or actual appearance, gender, sexual orientation, gender expression, race/ethnicity, disability or religion (GLSEN, 2009).
- Children with special needs are especially vulnerable to bullying. A 2008 study in Britain found that 60% of students with disabilities reported being bullied compared to 25% of the general student population. All of the studies conducted in the United States found that children with disabilities were two to three times more likely to be the victims of bullying and that the bullying experienced by these children was more chronic in nature and directly related to their disability (<http://www.abilitypath.org>).

- One study found that children with physical conditions or disabilities, such as cerebral palsy and Downs syndrome, are more likely to be called names or aggressively excluded from social activities (Olweus, 1994).
- The results of a 2009 National School Climate Survey conducted by the Gay, Lesbian and Straight Education Network (GLSEN) indicated that 84.6% of LGBT students reported being verbally harassed; 18.8% of LGBT students reported being physically assaulted at school because of their sexual orientation; 9 out of 10 LGBT students experienced harassment at school in the past year; and nearly two-thirds of LGBT students felt unsafe because of their sexual orientation (GLSEN, 2009).
- 24% of the Asian students participating in a Preventing School Harassment Survey conducted in California reported harassment due to race, as compared with 22% of Latino students surveyed; 22% of multiracial students; and 13% of Black students (California Safe Schools Research, retrieved 2011).
- Overweight children are 1.2 times more likely to be bullied than their normal weight peers (Harrison, 2010).
- Obese children are 1.6 times more likely to be bullied than their non-obese peers, regardless of sex, race or socioeconomic status (Harrison, 2010).

### **SUMMARY OF PROCESS OF REPORTING HIB**

Please be advised that the new procedures for reporting of HIB incidents are required of all schools in New Jersey beginning September 1, 2011.

If your child is either a Victim (bullied) or the Bully of a reported HIB incident, the report will be investigated by the School Anti-Bullying Specialist; within 10 days of verbal or written report. You will receive a letter from the Principal outlining the need for an investigation. At the conclusion of the investigation, you will receive an additional letter outlining the findings of the investigation. Regardless of whether or not an HIB incident is confirmed, each month all incidents are reported to the Board of Education.

### **Salem Campus Anti-Bullying Specialist:**

Ms. Maureen Lewis 856-769-0101 x5223

### **CELL PHONES/ELECTRONIC DEVICES**

We understand that the use of cell phones have become a normal part of life in today's society. However the administration requires that all students put their cell phones on silent during the school day in order to keep class disruptions to a minimum. Students are not to use their cellphones in class (phone calls or text/ instant messages) without approval.

- At no time are students allowed to use the cell phones (or any other electronic devices) built in camera or microphone to record audio/video or take pictures on



campus or school events held off campus. Additionally, any student found using the cell phone inappropriately (sexting, bullying/harassment, illegal activities etc.) will have the phone confiscated and face additional disciplinary consequences.

- Continual use/abuse of cellular phones and/or electronic devices during school hours may result in confiscation of the cellular phone and/or electronic device.

## **INFRACTIONS**

Every student is expected to maintain self-discipline successfully so that the school can provide a safe and secure learning environment. If the student is unable to behave appropriately, the student will be referred to the appropriate school administrator for disciplinary action. The school administrator, acting as the agent of the superintendent, may suspend the student from school. Disciplinary actions may include assignment of detention, suspension, an alternative punishment and/or other appropriate recommendations.

- **Dangerous Weapons and Instruments:**

Students shall not possess, handle, transmit or conceal any dangerous weapon or instrument on school property, in a school vehicle or at any school-sponsored activity. The Zero Tolerance Board Policy requires that building administrators recommend the **DISMISSAL** of students in violation of said policy. Firearms (including starter pistols), objects that are indistinguishable from and/or represented as firearms, explosives, incendiary devices and knives (any object with a blade and a handle) are considered dangerous weapons. Other instruments/devices may also be defined as dangerous weapons depending on their use or intended use. Should a student have knowledge of a weapon or dangerous instrument on school property, in a school vehicle or at a school-sponsored activity and not report it to a school employee, the student may be held to the same disciplinary measures as that of the perpetrator.

- **Assault:**

Students shall not act or threaten to act in such a way as to cause physical injury to any member of the board of education, any school employee, other students, or persons. Such violations may be subject to the severest penalties outlined in this document, including suspension and expulsion.

- **Threats:**

Students shall not, through verbal, written, and technological or any other means make statements that affirm or suggest that physical or emotional harm may come to another person or to an institution. Bomb threats and false alarms may result in expulsion from school.

- **Fights:**

Students shall not engage in physical confrontations on school grounds, to or from school, during school functions on or off campus or on designated field trips.

- **False Alarms/Bomb Threats:**

Students shall not endanger the health, safety or welfare of any students and or staff of the Cumberland Campus, Salem Campus or Upper Pittsgrove site.

- **Narcotics, Alcoholic Beverages, and Drugs:**

Students shall not possess, use, transmit, conceal, and make arrangements to sell or purchase, or use the aforementioned items immediately prior to or during school or at a school function. Items that look-like drugs and drug paraphernalia are included and will be dealt with accordingly.

- **Failure to Obey Instructions/Insubordination/Disrespect:**

No student shall fail to comply with any lawful instructions or requests of teachers, student teachers, Principals or other authorized personnel during any period of time when he/she is properly under the authority of such school personnel.

- **Disruption of School:**

Students shall not, by the use of violence, force, coercion, threat or any other means, cause disruption or obstruction to the normal operation of this school or any other school or school district.

- **Harassment/Bullying:**

Students shall not harass or intimidate school employees, other students, persons that are guests of the school or persons conducting business for the school. This category also applies to remarks or actions of a sexual, racial, ethnic or religious nature that are offensive.

- **Damage of Property:**

Students shall not cause or attempt to cause damage of school property, including buses and bus seats, or personal property. Students shall not touch or handle another person's property without that person's authorization.

- **Theft:**

Students shall respect the personal ownership rights of others. The Principal may exercise the prerogative of reporting thefts to local authorities.

- **Unauthorized or Unsupervised Areas:**

Students may not be in areas for which they have not been authorized or areas that are unsupervised.

- **Cheating/Plagiarism:**

Students shall not give or receive unauthorized information regarding class work or class activities, misrepresent the results of researched or laboratory assignments, or give or receive unauthorized assistance on assignments. Use of electronic translators without permission is a violation of this rule. Repeated violations may result in failure of academic subjects.

- **Use of Obscene Language/Materials:**

Students shall not use obscene, vulgar or profane language, make inappropriate gestures or possess vulgar materials.

- **Computers/Technology** are provided for student use as deemed necessary for teacher-assigned work in courses or programs at the high school. The use of technology is limited to academic requirements and research.
- **General Misconduct:**  
Students shall refrain from throwing objects, gambling, playing cards or being abusive or excessively noisy in their behavior.
- **Gross Misconduct:**  
Repeated violations of Code of Conduct or violations that are serious in nature.
- **Other Violations: *Any action taken by students that violates the civility and conduct policies outlined in this document will be considered an infraction and subject to disciplinary consequences.***

## **CONSEQUENCES**

District students shall conduct themselves in such a fashion that their behavior will reflect favorably on the individual student and on the school, show consideration for fellow students and create a harmonious school atmosphere. To accomplish this, each student must recognize individual responsibilities and obligations and discharge them in accordance with the student handbook. Parents/Guardians will be notified of the consequences rendered for behavior deemed inappropriate verbally and/or through correspondence. Failure to do so will result in one or more of the outlined punitive sanctions below:

### **DETENTION**

As a receiving district, it is unlikely that students will be held after school, therefore, a lunch detention may be issued. Such detention may be conducted in the classroom or lunchroom depending on facility needs.

### **OUT OF SCHOOL SUSPENSION**

The Superintendent of Schools or a representative designated in writing is authorized to suspend pupils from school for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school. Parents will be notified immediately of any event that would lead to a suspension.

### **HIB INTERVENTIONS**

#### ***HIB Prevention Programs***

Any student found in violation of the HIB policy, will receive instruction and/or attend programs, approaches or other initiatives designed to prevent HIB of students. It is the responsibility of the district to develop, foster and maintain a safe and positive school climate.