



"PUTTING STUDENTS FIRST"

Student Code of Conduct

2023-2024



DISTRICT LEADERSHIP



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Katrina T. McCombs

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District Vision & Beliefs



District Vision:

The Camden City School District will provide learning environments where all students are valued, accepted, and prepared to positively impact their lives, the community and the world.

District Belief Statements:

1. We believe that children need individualized, differentiated learning experiences that engage them to be successful learners.
2. We believe we are a part of the child's village that partners with families and community organizations to provide access to resources.
3. We believe all staff are valuable and must meet standards of excellence in service to our students and families.
4. We believe the composition of our staff should reflect the diversity of our student population and that all staff must have cultural awareness and understanding of one another and the students, families, and community we serve.
5. We believe we must be fiscally responsible, working towards fiscal sustainability, in order to ensure equitable and appropriate resources reach the schools to educate all students in a safe and secure environment.



Introduction

Dear CCSD Parents and Students,

Welcome to a new school year! We hope you are looking forward to the exciting learning opportunities that lie ahead.

Our school district believes in providing a safe and respectful environment where all students are valued, accepted, and prepared to positively impact their lives, the community, and the world. The Student Code of Conduct outlines for students and families what we expect from them while they are attending school and participating in school-related activities.

As a family member, you play a critical role in ensuring that our students understand the Student Code of Conduct and abide by its guidelines. We expect all parents and guardians to review the Student Code of Conduct carefully each school year, and to talk with their children about its principles.

The Student Code of Conduct includes guidelines for rights and responsibilities, academics, school safety and security, student attendance, use of technology, HIB guidance, student discipline, and much more. While we acknowledge that mistakes and lapses in judgment can happen, we ask that families work with us to help students understand the importance of following the Student Code of Conduct as a key part of their education.

We also want to remind families of our commitment to inclusivity. Our district will not tolerate discrimination, harassment, or bullying in any form. If your child experiences or witnesses inappropriate behavior, we ask that you report it to their teacher or principal immediately.

We believe that by working together, we can create a safe and nurturing environment for all students and staff. Thank you for partnering with us as we uphold our shared values of respect, responsibility, and community.

Students First,

Katrina T. McCombs, M.A.Ed., MPA
State District Superintendent
Camden City School District



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Rights & Responsibilities

Students

Students are **responsible** to:

1. Act respectfully, responsibly, and caring at all times
2. Aim to make the school learning experience better for all
3. Understand how to make the most of the educational opportunities at school
4. Ask questions about your rights and responsibilities as needed
5. Speak honestly about situations when the rules are broken
6. Follow all school policies, procedures, and expectations including electronics, attendance, dress-code, and bullying, intimidation, and harassment
7. Be responsible for completing missing work when absent



Students have the **right** to equal educational opportunity and:

1. Bias-free access to all school facilities, courses, programs, activities and services and the maximum opportunity to achieve their potential regardless of race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, nationality, religion, place of residence within the district, marital or socioeconomic status, disability, marriage, pregnancy or parenthood status, political affiliation, or disability
2. Feel safe at school
3. Be treated fairly at schools
4. Be respected as an individual and treated with respect by staff and other students
5. Express their opinions verbally or in writing
6. Have access to information about infractions and consequences.
7. Have access to objective information concerning drug and alcohol abuse
8. Have access to individuals or agencies capable of providing direct assistance to students experiencing personal challenges
9. Be guaranteed confidentiality with staff and in counseling



RIGHTS & RESPONSIBILITIES

Parents & Guardians

Parents and Guardians are **responsible** to:

1. Read and become familiar with the Student Code of Conduct.
2. Make sure your child attends school daily and on time, and notify school when absent and why.
3. Communicate with school staff about any concerns in a respectful, timely way.
4. Work collaboratively with school staff to address academic or behavioral problems your child may have.
5. Talk with your child about behaviors expected at school.
6. Show respect and courtesy to staff, other parents, families and students while on school premises.
7. Support your child's learning and school activities at home.
8. Give the school accurate and current contact information.



Parents and Guardians have the **right** to:

1. Be actively involved in your child's education.
2. Be treated courteously, fairly and respectfully by school staff and principal(s).
3. Receive information about Board policies and your child's academic progress and behavior.
4. Be notified of SCC violations, any disciplinary actions taken, and due-process procedures.
5. Receive information about student resources and ways to support your child's learning, behavioral, and social-emotional- health progress.
6. Confidentiality of student information, counseling and mediation
7. Translation of the language understood at home



EACH SCHOOL HAS A DEDICATED FAMILY AND OPERATIONS COORDINATOR (FOC) TO SUPPORT FAMILIES. PLEASE CONTACT YOUR CHILD'S SCHOOL AND ASK TO SPEAK TO THE FOC FOR ADDITIONAL SUPPORT AND RESOURCES.

Parents & Guardians

Parents & Guardians as Partners:

Students, parents, and school staff all have a role in making schools safe and must cooperate with one another to achieve this goal. When school staff and parents work together as partners, they create important opportunities for children to develop social, emotional, and academic competencies. As role models, parents and school staff should exhibit the behaviors they would like to see students emulate and thus be successful in school and in society. Parents are encouraged to discuss with their child's teacher(s) and other school staff issues that may affect student behavior. Likewise, school staff should create opportunities to not only keep parents informed of their child's behavior but enlist parents as partners in discussing ways to promote positive behavior, as well as, addressing concerns together. Meetings between parents and school staff are encouraged as a means to solve problems, prevent behavior problems and support behavior change and skill development. Parents who want to discuss behavioral support and interventions for their child should contact their child's teacher, school administrator, school counselor, or Family Operations Coordinator. In this document the terms "parent" and "family" are used interchangeably and refer to any adult caretaker or group of caretakers who play a primary role in a child's cognitive, social and emotional development, including guardians, grandparents, foster parents, and extended family members.



National Standards for Family-School Partnerships:

Standard 1 – Welcoming All Families into the School Community. Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2 – Communicating Effectively. Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3 – Supporting Student Success. Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4 – Speaking Up for Every Child. Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5 – Sharing Power. Families and school staff members are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.



RIGHTS & RESPONSIBILITIES

Staff



School Staff are **responsible** to:

1. Model respect, responsibility, security, and care at all times
2. Aim to make schooling better for all students
3. Build a positive learning environment for all students
4. Know the Student Rights and Responsibilities and Code of Conduct and implement it fairly and consistently, including documenting the 12 recommended approaches in Tier 1
5. Clearly and proactively communicate information about students' choices and their consequences to students and their families, in a language they understand
6. Actively practice conflict resolution, and restorative practice as appropriate in the classroom before student discipline infractions are escalated, as appropriate
7. Prepare and facilitate high quality, well-planned, creative, and engaging instruction daily with punctuality
8. Provide work for students who are absent due to illness or suspension in a timely manner
9. Recognize, understand, and address appropriately diversity, inclusivity, and equity of all students

School Staff have the the **right** to:

1. Be part of a school community that values student safety and success
2. Feel safe at school
3. Be respected as an individual and treated with respect by students and other school staff
4. Communicate concerns and suggestions to the CCSD
5. Take part in school events on an equal basis regardless of race, color, creed, religion, religious practices, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability
6. Have access to information about infractions and consequences
7. Receive timely and applicable feedback after classroom observation
8. Be able to refer students to individuals or agencies capable of providing direct assistance to students experiencing personal challenges
9. Receive information about how to provide services for students with disabilities and English language learners
10. Receive supportive professional development and training.



Administrators

Principals and Administrators are **responsible** to:

1. Show respect, responsibility, and care for all students, and staff at all times
2. Aim to make the school community better for all.
3. Create and implement policies and procedures that foster safety, and conducive school learning environment for all students and staff
4. Protect the legal rights of school staff, students, and parents /guardians
5. Build a positive school climate and culture that celebrates and nurtures student successful learning with cultural awareness, diversity, inclusivity, and equity
6. Clearly and proactively communicate information to students and families about students' choices and their consequences
7. Actively practice conflict resolution and restorative practices as appropriate before problems escalate
8. Implement the Code of Conduct as Board approved and provide students and staff with appropriate support and resources
9. Effectively communicate with students, and their family about the importance of school and student attendance.
10. Recognize, understand, and address appropriately diversity, inclusivity, and equity of all students.



Principals and Administrators have the **right** to:

1. Feel safe at school
2. Be respected by students and other staff
3. Communicate concerns and suggestions to the Camden City School District
4. Actively participate in school events on an equal basis regardless of race, color, creed, religion, religious practices, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status or disability
5. Use data-analysis to implement best practices to address student infractions
6. Refer students for services that provide direct assistance to students experiencing personal challenges
7. Access information to provide services for students disabilities and English language learners





Parental Notification

PARENTAL NOTIFICATION



HAVE QUESTIONS?

Please contact the Camden City School District Parent Solution Center:

1033 Cambridge St.
Camden, NJ 08105

856-966-2507

Opt-Out Forms

Media Consent Form:

On an annual basis, parents/guardians will be given the option to consent to the District's use of photographs, film, or videotape of students in connection with publicity of District events and activities. Any parent/guardian can choose to not provide consent or to revoke consent at any time during the school year.

Student Information Directory:

The district shall compile, publicize and make available a "student information directory" which shall be available to educational, occupational and military recruiters as required by law. The district must notify parents/guardians and adult students annually in writing of their rights in regard to student participation in educational, occupational and military recruitment programs.

Such rights include:

- Notification of these rights in writing, in dominant language of parents/guardians or adult student;
- A 10-day period in which to submit a written statement to the superintendent prohibiting the district from including any or all types of information about the student in any student information directory before allowing access to such directory and school facilities to educational, occupational and military recruiters pursuant to statute;
- A 10-day period to submit a written statement to the superintendent excluding information from any school directory for official use;
- Copies of applicable state and federal laws and local policies will be made available on request.

Health Family Life Topic Opt Out Form:

Health, Physical Education & Safety is a requirement for all students in grades 1-12. Although we strongly encourage families to have their child participate in these essential health topics, we want to acknowledge that Parents/Guardians do have the option of excluding their child from any portion of sexuality/family life education instruction. If any of these topics are in conflict with your conscience, morality, or religious beliefs, you have the option of excluding your child from that portion of instruction without penalty as to credit or graduation.

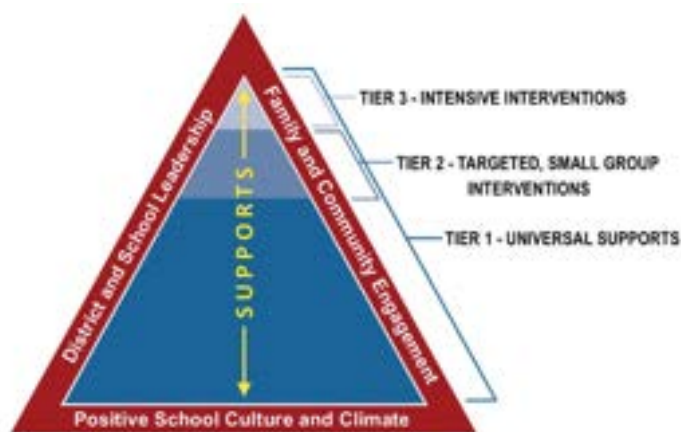
PARENTAL NOTIFICATION

M.T.S.S.

Multi-Tiered System of Supports



Your child's school is committed to providing high-quality instruction and support to promote the highest achievement of all students. At the school level, the Multi-Tiered System of Supports (MTSS) is a framework used to maximize the success of all students. CCSD bases its MTSS on the New Jersey Tiered System of Support, a framework compiled of core components for multi-tiered academic and behavioral supports designed to promote student achievement and success and response to intervention (RTI); with a foundation of strong district and school leadership, a positive school culture and climate, and family and community engagement.



Each school is responsible to provide families with:

- Information on my child's progress in meeting grade-level standards;
- Notice of and support for academic, behavior, social emotional and attendance concerns (early identification);
- Instruction and intervention that is matched to my child's needs;
- Feedback on how my child is responding and making progress; and
- Involvement in individual, data-based problem solving for my child.

Parents are responsible to:

- Make reading an everyday habit at home
- Communicate with your child's teacher
- Monitor and assist with homework assignments
- Ask for regular monitoring reports
- Share your child's successes
- Learn more about the curricula and interventions being used in your child's school
- Attend parent/teacher conferences and other school meetings about your child
- Ask questions to learn more about how MTSS works in their child's school. Please see the following sample questions: What curriculum is being taught in my child's classroom? What are the targeted interventions that my child's school is using if he/she is struggling in the classroom? What are the formal guidelines my child's school is using for progress monitoring? How can I support my child through this process? When and how often are MTSS meetings held? How do MTSS teams monitor my child's progress? How will I be informed of the progress my child is making?

Want to know more about MTSS:

Please contact Ms. Ebony Hinson, Senior Director of Student Support Services: ehinson@camden.k12.nj.us

PARENTAL NOTIFICATION

Special Education Process

If at any time parents believe their child has a disability/exceptionality and needs special education services, they have a right to request an evaluation for these services. In addition to the information gathered from assessments and interventions during the MTSS process, other forms of evaluation must occur to determine if a child is eligible to receive special education services. Parents must give prior written consent before this evaluation is conducted. If you have additional questions or concerns, please contact your school's Child Study Team.

Notification to Law Enforcement

School and/or District administrators shall contact the Camden City Metro Police Department ("CCMPD") in the following situations:

1. to seek assistance with an emergency situation, or
2. to notify law enforcement of alleged illegal behavior (non-emergency situations).

To prevent traumatic impacts of police arrest for children and their families, school administrators should prioritize a trauma-responsive behavioral health approach that focuses on de-escalation and restorative, mental health intervention based on student needs before considering police involvement.

Pressing Charges

The Superintendent (or their designee) is the only person who is authorized to press charges on behalf of the District. School staff may only press charges as private citizens.

Due Process Appeal Procedures

The Camden City School District welcomes inquiries of the district's programs, equipment, operations and personnel. Any person or group having a legitimate interest in the schools of this district may present a request, suggestion, or complaint concerning district personnel, the educational program, instructional or resource materials, or the operations of the district. When possible, disputes between the public and school district staff should be settled by direct, informal discussions among the interested parties. If this is insufficient to resolve the issue, formal grievance procedures may be initiated, which include a conversation at the school building level, then an appeal to the superintendent and the advisory board of education.

If this internal appeal process is unsatisfactory, any individual may challenge a decision of the District and/or State District Superintendent by filing a Petition for Appeal with the Commissioner of Education in accordance with N.J.A.C. 6A:3. Information about the procedures for filing a petition can be found on the Department of Education's website at the following link: <https://www.nj.gov/education/cd/faq/index.shtml>

Want to know more about the Special Education process:

Reach out to our Special Services team:

856-966-2000





Academics

ACADEMICS

Grading Policy

Grading Scale

A	90-100
B	80-89
C	70-79
D	60-69
F	50-59



Grade Point Average

The grade point average (GPA) is computed using all courses that are issued a letter grade.

The weighted GPA uses only the grades in the academic core courses of English, Mathematics, Science, Social Studies, World Languages, and any Advance Placement (AP) or Dual Enrollment (DC) coursework.

Students who achieve a grade 70 or higher in an Advanced Placement or Dual Enrollment course, will receive 1.0 additional quality points in the computation of the GPA.

Students who achieve a grade of 70 or higher in an honors-level course will receive 0.50 additional quality points in the computation of the GPA.

Class Rank

Class rank shall take into account the records of transfer students and honors and advanced courses.

In order to be eligible to be named as a school's valedictorian, salutatorian, or a member of the school's honor court, the following requirements must be met:

- The student shall be enrolled in the school prior to the first day of their senior year and be continuously enrolled at the school for the remainder of the year; and
- The student shall complete all graduation requirements, including both credits and assessments, during the regular school year (i.e. prior to the graduation date of their senior year).

ACADEMICS

Graduation Requirements



Credit Requirements	Number / Type of Credits
English/Language Arts and Literacy	20 credits (including English I-IV)
Health & Physical Education	At least 3.75 credits per year in physical education, health & safety during each year of enrollment, distributed as 150 minutes per week
Mathematics	15 credits (including Algebra I, Geometry, and a third math course that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers)
Science	15 credits (including Lab Biology, Lab Chemistry and/or Physics and/or Environmental Science, plus a third laboratory/inquiry-based science)
Social Studies	15 credits (including Global Studies, US History I & II)
World Languages	5 credits
21st Century Life & Careers	5 credits
Financial, Economic, and Entrepreneurial Literacy	2.5 credits
Visual and Performing Arts	5 credits
Electives	17.5 credits
African American/Latinx Studies	5 credits
Total number of required credits	120 credits

Participation in Commencement or Promotional Exercises

No student shall be barred from participation in graduation or promotional ceremonies for arbitrary or discriminatory reasons.

A student who may be prevented from participation and his/her parents/guardians shall be notified in advance and no later than ten (10) days prior to the close of the school year.

The board reserves the right to deny participation in graduation activities when extreme circumstances warrant it. Such denial shall be treated in the same manner as a suspension and the student so affected shall be afforded the rights of review provided in policies of this board.

Academic Integrity

Grades will be based on each student's academic performance and may only be lowered as a direct penalty for plagiarism or other forms of academic dishonesty.



Student Discipline

STUDENT DISCIPLINE

Restorative Justice Practices

Restorative Justice Overview

Restorative Justice is used as a framework for building community and responding to student behavior through a healing-centered and relationships-focused approach, rooted in the practices of indigenous groups. Restorative justice supports initiators in recognizing and repairing the harm caused, helps victims and others involved process what happened, and helps the school community rebuild trust. The use of these methods to develop positive interpersonal and intergroup relations, and to respond to inappropriate behavior when it occurs is key for a progressive approach to discipline. Our implementation of restorative justice is aligned to the Multi-Tiered Systems of Support framework.

Restorative Justice Approaches

Circle Processes

Building community among students and between students and staff members is crucial to creating a supportive and inclusive school culture. When students feel accepted, valued, and respected, they build a positive connection to school and foster resiliency. **Community building circles** focus on safety, trust, accountability, leadership, respect and empowerment. Students and staff can lead community building circles in their classrooms and school communities.

When this is used as an intervention measure to address inappropriate student conduct, circles can:

- Encourage stakeholders to take responsibility for the well-being of others.
- Address conflict before it escalates.
- Recognize and respond to root causes that lead youth to participate in inappropriate behavior.
- Improve the social-emotional skills of participants.
- Provide those who have caused harm with the opportunity to be accountable to those they have harmed and create an opportunity for them to repair the harm to the extent possible.

Formal circle processes are generally used when responding to harm, or as a re-entry mechanism for students. *These processes should only be led by adults that are trained in restorative circle processes.* Formal circle processes include **Harm and Healing Circles**, which can be utilized to respond to conflicts between two or more students; as well as **Circles of Support and Accountability**, which are utilized to create a support plan for individual students who may be re-entering from suspension or incarceration and/or dealing with chronic absenteeism.



STUDENT DISCIPLINE

Restorative Justice

Additional Restorative Justice Approaches

Restorative Conversations

Restorative conversations are a prevention and intervention tool that helps school staff get to the root of what is happening with a student, particularly if the student is exhibiting unwanted, disruptive behavior that continues after verbal and nonverbal redirection. This strategy helps to avoid escalation, defiance, and disrespect.

Collaborative Negotiation

Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom he/she disagrees to arrive at a mutually satisfactory resolution.

Camden County Restorative and Transformative Justice HUB

Restorative And Transformative Justice Pilot Program Established By NJ Public Law 2021, C196

- Promote and increase participation in appropriate counseling services for youth and families.
- Work to promote healing in the community and develop healthy relationships.
- Establish meaningful working relationships with law enforcement and schools to develop alternatives to formal charges and or school suspensions to address violent acts and disruptive behavior.
- Support services include - substance abuse treatment, education and academic support, housing support, financial literacy life skills support, mentoring and reentry wrap around services.
- Provide youth and their families impacted by trauma connections to licensed mental health facilities and counseling supports.
- Provide the court with alternatives for youth committing offenses.

Foundational Questions of Restorative Justice

A cornerstone of Restorative Justice is repairing the harm to relationships between the harm-doer and the harmed. This process involves students in addressing the following questions:

Restorative Questions I: Harm-Doer. To respond to challenging behavior.

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

Restorative Questions II: Harmed. To help those harmed by others' actions.

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

If you have questions about Restorative Justice:

Contact Brian Gregg, Senior Director of Student Engagement
bgregg@camden.k12.nj.us

STUDENT DISCIPLINE

TIERED INFRACTIONS AND RESPONSES

This section of our Student Code of Conduct outlines our tiered infractions and possible district responses. This should serve as a guide for students to understand the potential consequences for a violation of the code of conduct, as well as a guide for schools to determine the appropriate responses to such infractions.

Identifying Appropriate Responses to Infractions

When choosing interventions and consequences for students' behavior, teachers, administrators, and staff must balance the District's goals of minimizing school disruptions and maximizing each student's instructional time.

When determining the consequence for a particular infraction in accordance with the table below, consider the following factors:

- 1) Age, health, and disability or special education status of the student
- 2) Appropriateness of student's academic placement
- 3) Student's prior conduct and record of behavior
- 4) Student's understanding of the impact of their behavior
- 5) Student's willingness to repair the harm caused by their behavior
- 6) Seriousness of the infraction and the degree of harm caused
- 7) Impact of the incident on the overall school community
- 8) Whether the infraction threatened the safety of any student or staff member
- 9) The likelihood that a lesser intervention would adequately address the violation

When a student has committed multiple infractions that fall into more than one tier, the Principal or designee may make a determination to assign a consequence within the tier that best reflects the student's behavior.

Where appropriate, discipline will be progressive. This means that a student's first violation usually merits a consequence of a lesser degree than subsequent violations. However, in instances where a student's conduct is dangerous or threatens the safety of others, a more severe form of disciplinary action may be warranted or required, even if it is the student's first offense.

Before a teacher or Principal assigns a consequence that removes a student from class (e.g. a referral to the Principal or an In-School Suspension), all attempted behavior interventions must be documented.



STUDENT DISCIPLINE

TIERED INFRACTIONS AND RESPONSES

Tier 1	
Infraction	Definition
Late to class	Arriving at class beyond the scheduled start time.
Uniform violation	Failure to comply with school dress code.
Unauthorized use of a cell phone or electronic device	Use of District-issued or privately-owned technology in a manner or for a purpose that would interfere with or inhibit the educational mission of the school.
Failure to respond to school staff questions or concerns	Discourteous, uncivil, or insolent conduct that demonstrates a lack of respect for the authority of teachers or other school staff members
Skippping Class (On Campus)	Failure to attend a scheduled class while present on school grounds.
Failure to report for detention	Absence from detention without a valid, documented excuse.
Use of obscene or profane language or gestures	Use of language or gestures that are foul, abusive, derogatory, or demeaning.
Recommend Approaches and Consequences:	
Our first response to conduct infractions will be a restorative approach:	
<ul style="list-style-type: none">Restorative Conversation; Community Building Circle (CBC); Restorative Reflection	
Additional Tier 1 Strategies:	
<ul style="list-style-type: none">Verbal correction, reminders and/or redirection; Redirect entire class; Praise students; Re-teach or review expected behavior; Confiscation of electronic device; Written reflection or apology; Seat change; Parent phone call; Community service (outside of class time); Loss of classroom privileges; Lunch or after-school detention	

STUDENT DISCIPLINE

TIERED INFRACTIONS AND RESPONSES

Tier 2

Infraction	Definition
Repetition of Tier 1 Infractions	Three or more occurrences of the same Tier 1 infraction shall constitute a Tier 2 infraction.
Disruptive or Disorderly Conduct	Willful conduct that creates public inconvenience, hazard, annoyance or alarm.
Academic dishonesty /plagiarism	Cheating, plagiarism or other use of another's academic work without proper source citation.
Use of obscene or profane language or gestures towards staff	Use of foul, abusive, derogatory, or demeaning language or gestures toward school staff.
School Bus Misconduct	Willful violation of school rules or transportation safety requirements as a passenger.
Gambling	Wagers of anything of value on games of skill or chance.
Forgery	False and fraudulent making or altering of a document or the use of such a document.

Recommend Approaches and Consequences:

Our first response to conduct infractions will be a restorative approach:

- Restorative Conversation; Collaborative Negotiation; Harm and Healing Circle (HHC); Restorative Reflection

Additional Tier 2 Strategies:

- Conflict Mediation; Parent conference with teacher; Counseling with School Counselor/CST; Change in schedule or class; Daily progress report; Parent conference with administration; Parent/Guardian accompanies child to school; Lunch or after-school detention; Community service; Lost opportunity to participate in co-curricular activities; In-School Suspension (ISS) 1-5 Days; Saturday detention; Youth Court*

STUDENT DISCIPLINE

TIERED INFRACTIONS AND RESPONSES

Tier 3	
Infraction	Definition
Repetition of Tier 2 Infractions	Three or more occurrences of the same Tier 2 infraction shall constitute a Tier 3 infraction.
Possession or use of drugs, alcohol, or tobacco	A student is found with alcohol, marijuana, and/or any other controlled dangerous substance or anabolic steroids in his or her locker, or on his or her person. This category also includes possession of unauthorized prescription drugs, over-the counter drugs, and drug paraphernalia (per N.J.A.C. 6A:16-4).
Theft	The unauthorized taking of property that belongs to the District or to another person.
Vandalism	An act of defacement that causes damage to the property of the District or of another person.
Setting off/dismantling fire alarm	False activation or intentional dismantling of a fire alarm that causes the school facility to be evacuated or causes emergency services to be notified.
Gang activity	Gang activity means any act performed by a gang member or on behalf of a gang, and intended to further a common criminal objective.
Assault	A person attempts to cause - or purposely, knowingly, or intentionally causes - bodily injury to another.
Harassment, Intimidation, or Bullying (HIB) including reciprocal and retaliation for HIB, Cyberbullying and Sexual Harassment	Any act or communication that is directed at a student based on any distinguishing characteristic and which has the effect of physically or emotionally harming a student or damaging the student's property.
Physically threatening a member of the school community	Attempting by physical menace (i.e. computer/cell phone/social media/email/verbal threats) to put another in fear of future serious bodily injury. One needs to consider age and developmentally appropriate behavior before using this category.

STUDENT DISCIPLINE

TIERED INFRACTIONS AND RESPONSES

Extortion	Taking or attempting to take from another by threat or force, expressed or implied
Trespassing/Unauthorized school visitation	The definition of trespassing is: 1) breaking into school after school hours; 2) a student going to a campus that is not his/her school of record without permission. Students are not cited for trespassing if they are attending their school during school hours.
Sexual Assault	
Possession of a weapon other than a firearm or explosive device (weapon not in use)	
Leaving campus without permission	Any time a student leaves school grounds without the permission of supervising staff or being signed out by a parent/guardian.
Fighting	A mutual physical altercation between two or more students with the intent to cause harm.
Consensual sexual contact between students	Any consensual sexual act that takes place between students on school grounds.

Recommend Approaches and Consequences:

Our first response to conduct infractions will be a restorative approach:

- Referral to Camden Restorative and Transformative Justice HUB; Harm and Healing Circle (HHC); Circle of Support and Accountability (COSA)

Additional Tier 3 Strategies:

- Required referral to school nurse and drug/alcohol counseling, treatment (if infraction is drug, alcohol-related); Functional Behavior Assessment; Referral to community organizations; Parent conference with administrative team; Parent or guardian accompanies the child to school; Saturday detention; Lost opportunity to participate in co-curricular activities; Possible Hearing; Youth Court*; Out-of-school Suspension (OSS) 1-10 days

STUDENT DISCIPLINE

TIERED INFRACTIONS AND RESPONSES

Tier 4	
Infraction	Definition
Repetition of Tier 3 Infractions	Three or more occurrences of the same Tier 3 infraction shall constitute a Tier 4 infraction.
Bomb Threat	Calling in a false alarm or bomb scare or any event that would cause an evacuation of the building.
Arson	Starting a fire or causing an explosion in or on the grounds of a school. Arson does NOT include the act of lighting a match.
Possession or use of a firearm or explosive device	Possession of a dangerous weapon or firearm on school grounds or at school-related activities or criminal conviction/adjudication for committing a crime while in possession of a firearm on school grounds or at school related activities
Use of a weapon	The definition of weapon is any instrument used to cause bodily harm, including but not limited to razors, knives, or mace.
Assault Against a Teacher	Attempted, threatened or willful act for the purpose of causing bodily injury to a person who is employed by the District.
Recommend Approaches and Consequences: Our first response to conduct infractions will be a restorative approach: <ul style="list-style-type: none"> Referral to Camden Restorative and Transformative Justice HUB, Circle of Support and Accountability (COSA) Additional Tier 4 Strategies: <ul style="list-style-type: none"> Collaboration with Juvenile Facilities; Collaboration with Mental Health Providers; Notify district administration; Notify law enforcement; Out-of-school Suspension (OSS) for up to 45 days, pending disciplinary hearing. 	

STUDENT DISCIPLINE



Anytime a student is denied their right to a free and appropriate education, it is considered a suspension, subject to the guidelines listed on this page.



Short-Term Suspension (1-10 days)

Short-term suspension means a period of 10 consecutive or less.

The building principal has the authority to suspend a student from his or her educational program. The building principal, prior to imposing a suspension of 10 days or less, shall:

- Provide an informal hearing;

An “Informal hearing” means a discussion between a school administrator and a student regarding the student's alleged misconduct in which the student is informed of his or her alleged violation of the code of student conduct and the basis for the accusation, and potential for discipline. During the informal hearing, the student is given the opportunity to explain his or her version of the facts and events regarding the alleged violation.

- Provide oral or written notification to the parents/guardians, of student's suspension. Such notice shall be provided to the students upon discharge of the student to the parent/guardian and shall include:.
- Ensure that academic instruction consistent with the student's current coursework is provided on or before the fifth day of suspension.

Any appeal from removal from the general education setting may be filed before the Commissioner of Education pursuant to N.J.A.C. 6A:3-1.3 through 1.17. A student with a disability retains the due process protections contained in N.J.A.C. 6A:14.

Long-term Suspension

Long-term suspension means a period of more than 10 days.

In addition to all the procedures set forth under short-term suspension, the following procedures shall be taken for all long-term suspensions:

- Parents/guardians shall receive written notification of the suspension within 2 days of the suspension.
- Opportunity for a “formal hearing” before the board of education within 30 days upon request.
- Academic instruction within 5 days of the start of the suspension period for the extent of the suspension. This may include placement in an alternative education setting to better meet the student's needs.

STUDENT DISCIPLINE

Suspension Provisions:

Preschool students/Preschool students with disabilities shall not be suspended or expelled.

Notwithstanding the provisions of N.J.S.18A:37-2 or any other provision of law to the contrary, a student who is enrolled in grades kindergarten through two in a school district or charter school shall not be expelled from school, except as provided pursuant to the “Zero Tolerance for Guns Act,” P.L.1995, c.127 (C.18A:37-7 et seq.). b. Notwithstanding the provisions of N.J.S.18A:37-2 or any other provision of law to the contrary, a student who is enrolled in grades kindergarten through two in a school district or charter school shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others. c. Notwithstanding the provisions of N.J.S.18A:37-2 or any other provision of law to the contrary, a student who is enrolled in preschool in a school district or charter school shall not be suspended, and shall not be expelled from school, except as provided pursuant to the “Zero Tolerance for Guns Act,” P.L.1995, c.127 (C.18A:37-7 et seq.).

Dress-Code and Uniform Policy

Students are required to wear the designated school uniform at schools that meet the criteria to dress in the school-specified uniforms. Parents/guardians are encouraged to purchase uniforms from suppliers who observe national and international labor laws that seek to end child labor.

Waivers of varying duration may be issued by the school administrator for the uniform policy. The waivers are restricted to those who meet one of the criteria set forth in Board policy.

This policy shall not inhibit or prohibit any student who is not in uniform from receiving the education to which he or she is entitled. Therefore, no student shall receive a lowered academic grade or be sent home as a result of noncompliance with this policy.

Conduct on the School-Bus, School-Sponsored Activities, and Off School-Grounds

The code of student conduct sets forth student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. A student may receive a consequence for conduct away from school grounds that is consistent with the board’s approved code of student conduct in the following circumstances:

1. when it is reasonably necessary for the student’s physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, and
2. when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.



HAVE QUESTIONS?

Please contact the Camden City School District Parent Solution Center:

1033 Cambridge St.
Camden, NJ 08105

856-966-2507

STUDENT DISCIPLINE

Participation in extracurricular activities

The District may deny participation in extracurricular activities, school functions, sports, graduation exercises or other privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment.

Students with Special Needs

Classified students are subject to the same disciplinary procedures as nondisabled students and may be disciplined in accordance with their IEP and accommodation plans. However, before disciplining a classified student, it must be determined that:

- A. The student's behavior is not primarily caused by his/her educational disability;
- B. The program that is being provided meets the student's needs.

Staff shall comply with state and federal law and the regulations of the New Jersey administrative code in dealing with discipline and/or suspension of all students with disabilities. Students with IEPs are entitled to a Manifestation Determination review to determine whether or not the student's legally documented disability impacted their violation of the Code of Conduct.

Substance Abuse, Smoking, Vaping Prevention

It is the responsibility of the District to safeguard the health, character, citizenship, and personality development of the students in its schools. The District recognizes that the misuse of drugs, alcohol, steroids, and tobacco threatens the positive development of students and the welfare of the entire school community. The District is committed to utilizing wellness strategies that encourage the prevention, intervention, and cessation of drug, alcohol, steroid, and tobacco abuse.

Accordingly, the District prohibits the use, possession and/or distribution of any drug, alcohol, or steroids on school premises, and at any event away from the school provided by the board. Compliance with a drug-free standard of conduct at all school functions is mandatory for all students. Students suspected of being under the influence of drugs, alcohol, or steroids will be identified, evaluated, and reported in accordance with Board policy and the law.

Many of our CCSD schools have dedicated Climate and Culture Staff (Deans of Climate and Culture, Climate and Culture Coordinators) who can be used as a resource for families to understand this guide and to support their children in meeting the school expectations.



STUDENT DISCIPLINE

Tobacco Products

The District believes that the use of tobacco products on school grounds, in school buildings and facilities, on school property or at school-related or school-sponsored events is detrimental to the health and safety of students, faculty/staff and visitors and recognizes that it has an obligation to promote positive role models in schools and to promote a healthy learning and working environment, free from unwanted smoke and tobacco use for the students, employees, and visitors on the school campus.

- No student, faculty/staff member or school visitor is permitted to use any tobacco product or electronic smoking device:
 - In any building, facility, or vehicle owned, leased, rented or chartered by the district;
 - On any school grounds and property—including athletic fields and parking lots—owned, leased, rented, utilized (e.g., adjacent parking lots) or chartered by the board of education;
 - At any school-sponsored or school-related event on-campus or off-campus (e.g., field trips, proms, sporting events off campus, etc.).
- In addition, school district employees, school volunteers, contractors or other persons performing services on behalf of the school district (e.g., bus drivers) also are prohibited from using tobacco products at any time while on duty in accordance with their contracts or in the presence of students, either on or off school grounds;
- Further, no student is permitted to possess a tobacco product while in any school building, while on school grounds or property or at any school-sponsored or school-related event, or at any other time that students are under the authority of school personnel.

Students who violate the school district's tobacco-use policy will be referred to the student assistance coordinators (SAC), guidance counselor, a school nurse, or other health or counseling services for all offenses for health information, counseling, and referral.

If you have questions about our Substance Abuse responses, please reach out to Nurse Renee Wickersty at rwickersty@camden.k12.nj.us





School Safety & Security

SAFETY AND SECURITY

Visitors

Any individuals who visit our school buildings are expected to sign-in at the front desk and provide the proper documentation.

Additionally, visitors at the Camden High Campus will be expected to follow the below protocol:

For the first time visiting the Camden High School Campus, you will need to provide photo identification which will then be recorded into the system. After the first time, you will simply need to provide security officers with your first and last name. If you are unable to provide photo identification our security staff will attempt to accommodate to the best of their abilities.

Raptor visitor management system has been utilized by several school districts in the state of New Jersey and has been tested extensively by the security staff.

If you have any questions or concerns, please reach out to the Camden High School Campus security staff at 856-966-5100 (select 2 for security).

Questions related to School Safety and Security can be directed to Mr. Myron Cox, Senior Director of Safety and Security, at myroncox@camden.k12.nj.us



SAFETY AND SECURITY

Search and Seizure

In order to maintain a safe and orderly school environment for our students, student searches may be conducted for weapons, drugs and/or other prohibited objects/materials in the event the official has reasonable grounds to suspect that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.

School lockers remain the property of the district even when used by students. Lockers are subject to administrative search in the interests of school safety, sanitation, discipline, enforcement of school regulations and to search by law enforcement officials on presentation of a proper warrant. Students and their parents/guardians shall be informed of this policy when lockers are assigned.

A student's person and possessions may be searched by a school official. Under no circumstances shall a search be conducted based solely upon an anonymous tip and/or a rumor that contraband is present. The extent or scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the student's gender and level of maturity, and the nature of the infraction. A physical search may only be conducted by a staff member of the same sex as the student. Before instituting such a search, except in cases of emergency, the principal shall try to inform the parents/guardians and request their presence. To minimize school disruption and preserve evidence, a student who refuses to comply with a search request will be moved to a designated classroom or office immediately (away from other students if possible), where school officials will supervise the student until a parent and/or police officer arrives to assist with the situation.

School personnel are not permitted to conduct cavity searches or strip searches under any circumstances.

Medication

Refrain from the use of non-prescription drugs and over the counter medications at school and at all school-sponsored activities unless necessary for the health and safety of the student in accordance with District policy and procedural requirements, including written authorization provided by the parent/guardian to the school nurse. Students are not permitted to self-administer medication except in certain limited life-threatening conditions. [See Policy 5330, Administration of Medication and Policy 5331 Management of Life-Threatening Allergies in Schools.]



SAFETY AND SECURITY

Restrictions on Outside Food

The Healthy Hunger-Free Kids Act (HHFKA) requires all local education agencies (school districts) participating in the National School Lunch Program and/or the School Breakfast Program to meet expanded local school wellness policy requirements set forth in the HHFKA and per NJ Administrative Code 2:36.

Competitive food and beverages, or food and beverages brought into schools from individuals or external resources, are prohibited from the first meal period to the last meal period of the day and up to 30 minutes after the school day to students on school campuses. All food and beverages, including reimbursable meals, must meet the nutrition standards specified in federal and State regulation, 7 CFR 210 and NJ Administrative Code 2:36, and per Camden City School District's Wellness Policy 3542.1. There shall be no exemptions for food and/or beverages sold in the district or as part of a fundraising activity. The following exemptions will be considered on a case-by-case basis:

- Medically authorized special needs diets pursuant to 7 CFR 210.
- School Nurses, while providing healthcare to individual students.
- Special needs student whose Individualized Education Plan (IEP) indicates the use of a special diet for specific needs.

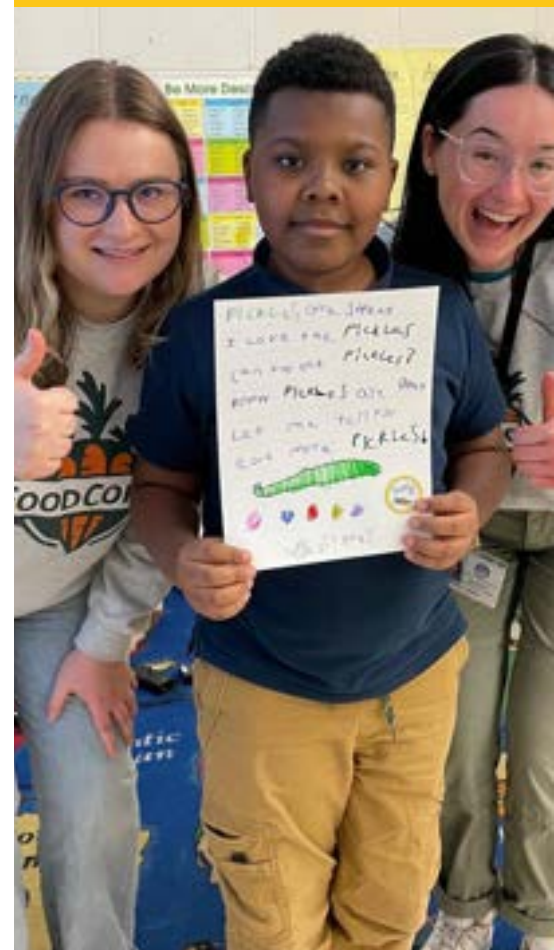
The following items shall not be served, sold, or given away as a free promotion anywhere on school property at any time of the school day and during mealtimes, including items served in the reimbursable After School Snack and Dinner Program:

- Foods of minimal nutritional value as defined by USDA regulations.
- All food and beverage items listing sugar, in any form, as the first ingredient.
- All forms of candy.
- All food containing high trans fats (See food calculator for help).

All Camden City Schools are required to have closed campus meal services. This means that all competitive meals are prohibited during the day and mealtimes, including meals provided or delivered by staff and all meal delivery services, such as:

- DoorDash or Grubhub
- Instacart or Shipt
- Toast or Postmates

*Questions related to School Meals and School Nutrition should be directed to Ms. Arlethia Brown, Senior Director of School Nutrition:
abrown@camden.k12.nj.us*





Student Records

STUDENT RECORDS

Access to Student Records

A nonadult student may assert rights of access only through his/her parent/guardian. However, certified school personnel may, in their discretion, disclose student records to nonadult students or to appropriate persons in connection with an emergency, if such knowledge is necessary to protect the health or safety of the student or other persons.

A parent/guardian or adult student shall either have access to or be specifically informed about only that portion of another student's record that contains information about his/her own child or himself/herself.

A student record may be withheld from a parent of a student under 18 or from an adult student only when the district obtains a court order or is provided with evidence that there is a court order revoking the right to access. Only that portion of the record designated by the court may be withheld.

The board shall limit access to, disclosure of and communication regarding student records and health records to authorized organizations, agencies or persons as defined by code.

Particular attention shall be paid to the development of procedures whereby student records are made accessible to assigned secretarial and clerical staff in the performance of their duties, and to compliance with requirements for the security of computerized student records that will limit access to authorized persons.

Limited access shall be granted to secretarial and clerical personnel under the direct supervision of certified school personnel to those portions of the record and to the extent necessary to record data and conduct routine clerical tasks.

School personnel are not prohibited from disclosing information in the student health record to students or adults in connection with an emergency, if such knowledge is necessary to protect the immediate health or safety of the student or other persons.

In complying with this policy all individuals shall adhere to N.J.S.A. 47:1A-10, the Open Public Records Act (OPRA) and 20 U.S.C. 1232g; 34 CFR Part 99, the Family Educational Rights and Privacy Act (FERPA).



Student and Alumni Records Requests can be completed by visiting the Families tab on our district website.

*Questions can be directed to Ms. Michelle Flack,
mflack@camden.k12.nj.us*



STUDENT RECORDS

Maintenance of Student Records



Student records shall include all those mandated by the Department of Education. Student records shall contain only such information as is relevant to the education of the student, and is objectively based on the personal observations or knowledge of the originator of the record. All anecdotal information and assessment reports collected on a student shall be dated and signed by the individual who originated the data.

Parents/guardians and adult students shall be notified annually in writing of their rights in regard to student records. Such rights include:

- Notification of rights in writing, in dominant language of parent/adult student.
- Copies of applicable state and federal laws and local policies made available on request;
- Should the parental rights of one or the other parent/guardian be terminated by a court of appropriate jurisdiction, it is the responsibility of the person/agency having legal custody to notify the district that the right to review student records should be denied the person whose rights have been terminated;
- Parents/guardians or adult students have the right to seek to include in the records material they think pertinent or to seek exclusion from the records of material that is untrue, irrelevant to the student's present educational situation or otherwise improperly contained in the student's record.

Transfer of Student Records

The District shall request records of a newly enrolled student from the district of previous attendance as soon as possible after enrollment, but in any case within the time limit prescribed by the administrative code. The District shall forward mandated student records as soon as possible upon receipt of the request from the superintendent of the district to which the student has transferred, but in any case within the time limit prescribed by the administrative code. Permitted records shall be forwarded in the same manner at the same time if parental permission was given at the time the student's parents/guardians informed the district of the transfer.





Student Attendance

STUDENT ATTENDANCE

The Camden City School District believes that regular student attendance in school and class is essential to providing a high quality education. The district's expectation and goal is that each school achieve 95% or greater student attendance and follow all procedures as per the New Jersey Department of Education Code for student attendance.

Students must attend school and class for at least four hours to count as attending for the day. For kindergarten, one continuous session of two and one-half hours may be considered a full day. When a student is absent, the parent or guardian must contact the school attendance officer, bring in notes of excused absences and or doctor's notes, and provide asthma or any other medical plan if necessary to the school nurse. The student is responsible to make up any missing assignments due to absences and or make arrangements with the teacher and or principal as necessary.



Excused Absence

The district recognizes a student absent from school for the following reasons:

1. Student illness
2. Requirements of a student's individual healthcare plan
3. A death or critical illness in the student's immediate family, or of others with permission of the principal;
4. Quarantine
5. Observance of the student's religion on a day approved for that purpose by the State Board of Education
6. A school suspension
7. Requirements of the student's individualized evaluation plan (IEP)
8. Alternate short or long term accommodations for student with disabilities
9. The student's required attendance in court
10. Interviews with an admissions officer of a higher education institution
11. Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day
12. Such a good cause acceptable to the Principal

A student is considered present although absent from school because of their participation in an approved school activity, such as a field trip, meeting, cooperative education assignment, or athletic activity.

Unexcused Absence

A student is Unexcused from school when they are not in attendance in school and class, except due to religious holidays and it will be recorded as excused. Students are marked absent for reasons other than religious holidays or those mentioned 1-12. Students must bring to the school main office a signed parent letter, doctor's note, and or other records verifying the excused absence as per district policy. An Unexcused absence may result in retention, truancy court, loss of course credit, ineligibility to make up missed assignments and tests for full credit. An absence is not excused for any of the reasons below, including but not limited to:

1. Family travel
2. Performance of household or babysitting duties
3. Other daytime activities unrelated to the school program
4. Leaving School without permission when school is still in session
5. Leaving class because of illness not reporting it to the school nurse
6. Cutting class.

HAVE QUESTIONS?

Contact the Office of Student Attendance:



STUDENT ATTENDANCE

Days Absent

District Action

1-2 Days

- A robo-call will be sent via district communication platform.
- Request note for excused absence
- Parent Phone Call

3-4 Days

- In addition to the steps outlined above:
- 3 day unexcused letter will be mailed
 - Teacher will call parent
 - Identify patterns for unexcused absences

5-9 Days

- In addition to the steps outlined above:
- Conduct a home visit
 - Develop an action plan
 - Referral to school MTSS team
 - Conduct testing, if necessary
 - Consider alternate placement, if applicable
 - Referral to community-based resources

10+ Days

- In addition to the steps outlined above:
- Court referral, when applicable

Parents can support through this process by:

Contact school attendance officer; Bring in notes/ have asthma plans in place with Nurse; Get student make-up work; Collaborate with attendance plan; Mandatory meeting with Teacher and attendance; Attend mandatory meeting with attendance, FOC and Guidance officer; Possibly Attend Pre-court; Prepare to discuss a plan of intervention.





Use of Technology

USE OF TECHNOLOGY

Acceptable Use of District Technology

The district-provided technology device is, at all times, property of the District. The device and peripherals, loaned to a student, must be returned to the District in the condition they were initially provided to the student considering reasonable use and care by the student while they are a student in a District school.

For those students accepting a district-provided mobile hotspot device, please be advised that you are responsible for good behavior on school computer networks and accounts the same as you are on school grounds; general school rules for behavior and communications apply. Network storage areas as well as Google Drive will be treated similar to school lockers; network administrators may review files and communications to maintain system integrity and ensure that students are using the system responsibly. Students are advised to never access, keep, or send material that they would not want their parents, teachers, or peers to see.

The electronic device provided by the Camden City School District may record or collect information on a student's activity or a student's use of the device. The Camden City School District will not use any of these electronic capabilities in a manner that would violate the privacy rights of the student or any individual residing with the student. The District may remotely activate a location tracking feature and/or the device's on board camera should the device be reported stolen or missing.



Sexting

The taking disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a CRIME under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, lewd or otherwise illegal images or photographs will be subject to the disciplinary procedures of the school district; and reported to law enforcement and/or other appropriate state or federal agencies, which may result in arrest, criminal prosecution, and LIFETIME inclusion on sexual offender registries.

USE OF TECHNOLOGY

Cell Phones and Electronic Devices

The Camden City School District acknowledges the important role of technology in society and in the education process. The district supports technology use for educational purposes, however, must regulate its use so as to minimize disruption within schools and classrooms.

A. Cell Phones

The increased availability of cell phones has necessitated the creation of a policy regulating pupil use. The policy is designed to balance the need to maintain an educational learning environment while also providing pupils with a means of emergency and other necessary communications:

1. Pupils may have cell phones in their possession during the school day;
2. Pupils must shut off the phones prior to entering the school building;
3. Once the dismissal bell at the end of the school day has sounded, pupils are permitted to use their cell phones;
4. Pupils who do not comply with the requirements of the policy will have their cell phones confiscated and may result in a parent(s)/guardian(s) being required to report to the school to retrieve the phone. Any subsequent violations may result in disciplinary action.

B. Other Electronic Devices

Various technological tools can be valuable learning instruments. Pupils in grades six and above shall be permitted to bring to school and utilize personal electronic devices for educational purposes. Such devices shall include personal laptop computers, tablet computers, handheld personal digital assistants (cell phones or other cellular devices have valuable applications in the classroom environment, and as such may be utilized for instructional purposes under the direction of a teacher or administrator), or the technological equivalent of the prior stated devices.





Harassment, Intimidation and Bullying (HIB)

HARASSMENT, INTIMIDATION AND BULLYING (HIB)

Harassment, Intimidation, and Bullying (HIB): Any act (written, verbal, or physical) that seems to take place because of any of the following characteristics: race, color, creed, sex, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, and disability. HIB can physically and, or emotionally harm a student.

If you see HIB, it is important to report it right away. You can report harassment, intimidation, and bullying anonymously through an online form (click on “Report Bullying” on your school’s homepage). You can also fill out a paper form. Just visit your school’s Main Office to get one and give it to the Principal or to the school’s Anti-Bullying Specialist (listed on each school’s website).

Within 10 days of receiving the report, the school’s Anti-Bullying Specialist will complete an investigation. During those 10 days, the Anti-Bullying Specialist will interview everyone with information about the incident to determine whether this case counts as HIB. The Superintendent will see the results of the investigation and decide what actions to take.

Five days after the next Board meeting, the District will send a letter with information about the investigation to all parents whose children were involved in the case. The letter will include information about what type of investigation took place, whether or not the District found evidence of HIB, and what addressed the incident.

Even if the investigation does not find an official HIB violation, school staff will work with all involved students to make sure they feel safe and respected.

Range of Ways to Respond to Harassment, Intimidation or Bullying

For every incident of harassment, intimidation or bullying, the district shall respond to the individual who committed the act. Responses may include:

- Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion);
- Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management;



HARASSMENT, INTIMIDATION AND BULLYING (HIB)



HAVE QUESTIONS?

Please contact the School Counselor who is also the Coordinator of Harassment, Intimidation, and Bullying, and or the District HIB Coordinator



Retaliation and Reprisal Prohibited

Any reprisal or retaliation or false accusation against any person who witnesses and/or reports an act of harassment, intimidation or bullying by any student, school employee, board member, contracted service provider, visitor or volunteer. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation, or false accusation shall be determined by the superintendent and/or principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and board policies and procedures.

Any act of retaliation or reprisal or false accusation against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any student, school employee, board member, contracted service provider, volunteer or visitor who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal law has allegedly been violated, the local law enforcement agency shall be notified.

A. Students

The consequences and appropriate remedial action for a student found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and shall be consistent with this policy. Consequences may include positive behavioral interventions, notification of the parents/guardians, up to and including short or long-term suspension or expulsion, as permitted by law;

B. Visitors, Volunteers, Contracted Service Providers, and All Other Persons

Consequences and appropriate remedial action for a visitor, volunteer, contracted service providers and all other persons found to have engaged in harassment, intimidation or bullying; or engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined by the superintendent after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

Consequences and Remediation

Consequences and remediation for students engaging in harassment, intimidation or bullying or engaged in retaliation, reprisal and/or false accusations may include the following:

- Consequences
 - a. Removal from the classroom or school;
 - b. Immediate suspension and/or expulsion from classrooms or school property;
 - c. Legal action.
- Remedial measures to reestablish student privileges may include:
 - d. Conference with the principal, superintendent and or designee;
 - e. Personal action such as a letter of apology;
 - f. Restitution and restoration.



School and Community- Based Resources

SCHOOL-BASED RESOURCES

School	FOC	HIB Coordinator	Contact
Camden High School	Danelle Wilson	Sharae Huff-Wilds	
Eastside High School	Jeremy Cruz	Dina Smith	
Camden Big Picture Learning Academy		Monica Witherspoon	
Creative Arts High School	Fatimah Shakir	Christine Abernathy	
Brimm Medical Arts High School	Nyree Reid	Yvette Pruitt	
Morgan Village Middle School	Rachel Smalls	Shawn Forbes	
Octavius V. Catto Family School	Elizabeth Rodriguez	Karen McRae	
Thomas H. Dudley Family School	Magdalia	Richard Ceccenechio	
Cooper's Poynt Family School	Tracey Hall	Christine Whatley	
Henry H. Davis Family School	Betsy Muniz	Pierre Craig	
Forest Hill School	Tracey Allen		
H.B. Wilson Family School	Jessica Maninno	Mary Little	
Veterans Memorial Family School	Alexis Perry	Cynthia King	
Yorkship Elementary School	Lidia Carerro	Marie Sheared	
Martha F. Wilson Early Childhood Development Center			
Riletta T. Cream Early Childhood Center	Sabria Wynn		

COMMUNITY-BASED RESOURCES

Community-Based Health and Social Service Agencies	Contact Information
Center for Family Services	877-922-2377
Domestic Violence Support	800-779-7233 or text the word START to 88788
Anna M. Sample House	856-963-0430
Catholic Charities	856-964-2133
Guadalupe Family Services	856-365-8081
Camden Department of Human Services	856-757-7285
Hispanic Family Center	856-964-4692
Latin American Economic Development Association (LAEDA)	856-338-1177
Jefferson Services Behavioral Health-Cherry Hill NJ	855-248-1619
Camden County Board of Social Services	856-225-8800
Camden County Office of Economic Opportunity	856-365-8989
OAKS Integrated Care-Early Intervention Support Services	856-254-3800
Camden County Youth Services Commission	