



**2022-2023 STUDENT RIGHTS AND RESPONSIBILITIES
AND THE STUDENT CODE OF CONDUCT GUIDE**

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District Vision: The Camden City School District will provide a learning environment 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.

State District Superintendent Katrina McCombs

Advisory Board Members

Wasim Muhammad - Advisory Board President

Nam Nelson - Advisory Board Vice President

Jeanette Alvarez - Member

Elton Custis - Member

Nyemah Gillespie - Member

Clayton Gonzalez - Member

Cameron Hudson - Member

Falio Leyba-Martinez - Member

Karen Merricks - Member



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INTRODUCTION

In order to maximize the learning of all students, classrooms and schools must provide an environment that promotes appropriate behavior and minimizes disruptions. All students should have clear, Camden City School District's Student Code of Conduct (SCC) includes both standards of conduct designed to maintain a productive educational environment and a student support system designed to address individual needs and promote social, emotional and behavioral growth. This balanced approach is most effective when school staff and parents/family work collaboratively to guide and support students to function appropriately in the school environment and as citizens in the greater community.

To assist students, parents/guardians/families, administrators, and school personnel in maintaining a safe and supportive learning environment, there are four parts to this Student Rights and Responsibilities and Student Code of Conduct Guide

1. Describe Rights and Responsibilities for students, teachers and staff, principals and school leaders, and parents/guardians;
2. Explain the Code of Conduct: types of infractions, recommended approaches and consequences for Tier 1, Tier 2, Tier 3, and Tier 4. including potential disciplinary consequences involving suspension or expulsion for serious or dangerous incidents and the standardized procedures for administering disciplinary actions to students, including students with disabilities.
3. Explain expectations for student attendance, absences, and excuses
4. Explain procedures for addressing Harassment, Intimidation and Bullying

CCSD promotes positive school climates in all of our schools to facilitate high levels of teaching and learning. The school community is responsible for developing a school climate that supports optimal learning and positive behavior throughout a student's school experiences. A positive school climate includes:

1. positive relationships among all stakeholders (students, parents/families, all school personnel and community partners) that encourages, supports, and acknowledges the importance of collaboration, diversity, inclusivity, and equity, and engagement of all students, staff, and stakeholders
2. effective communication that is respectful, honest, open, proactive, student-centered that values our students, parents, families, staff, and community



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3. provides appropriate and meaningful training and resources to learn how to respond to and resolve conflicts peacefully and respectfully resulting in decreasing student misconduct
4. support all students experiencing emotional crisis, trauma, or serious challenges
5. learning environment that is safe and secure physically, psychologically, emotionally, and socially for all students, staff, guests and everyone in our district
6. ensure that all students feel a sense of belonging and connectedness to their school learning environment using effective classroom management techniques
7. promotes academic excellence, fosters creativity and inquiry thinking, maximizing student and staff potential
8. culturally responsive in all academic curriculum programs, and extracurricular-sports activities for students to meet their behavioral, developmental, social-emotional, health and academic needs
9. encouraging students, staff, and others to work together with high expectations for positive learning outcomes
10. clean, well-maintained, with appropriate 21st century technology and resources for a healthy, positive learning environment that supports school pride and the importance of life-long learning; and

PART 1: RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS AND RESPONSIBILITIES

The Camden City School District recognizes that students have the right to a free public education and the rights of citizenship (policy 5145). Students can expect support, counsel, and care. Schools will be safe and positive learning environments for everyone. **We expect all students, teachers, staff, families, and visitors to demonstrate respect, responsibility, and care for themselves and others when visiting and attending all of our schools.**

Expectations for Academic Achievement, and Behavior

Students should show respect by doing the following:

1. Treat others the way you want to be treated.
2. Use professional, academic, and positive language.
3. Accept others' differences even when they are different from you or you do not agree with them.

Students should show care for themselves and others by doing the following:



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1. Solve problems peacefully showing empathy
2. Say no to drugs and alcohol
3. Show kindness to all and yourself

Students should show responsibility by doing the following:

1. Arrive to school and class on time and ready to learn every day.
2. Follow all school classroom learning expectations and rules.
3. Engage in your school learning and complete all work with honesty, and integrity doing your best.

Students are responsible to:

1. Act respectfully, responsible, 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



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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

TEACHER AND SCHOOL STAFF RIGHTS AND RESPONSIBILITIES

Teacher 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.

TEACHER AND SCHOOL STAFF RESPONSIBILITIES 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



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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

PRINCIPAL AND ADMINISTRATORS RIGHTS AND RESPONSIBILITIES

Principals and Administrators have the right to:

1. Values student safety and high quality learning for all students to be successful in school
2. Feel safe at school
3. Be respected by students and other staff
4. Communicate concerns and suggestions to the Camden City School District
5. 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
6. Use data-analysis to implement best practices to address student infractions
7. Refer students for services that provide direct assistance to students experiencing personal challenges
8. Access information to provide services for students disabilities and English language learners

Principals and Administrators have the responsibility 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



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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

Parents 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.



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PARENTS AND GUARDIANS RIGHTS AND RESPONSIBILITIES

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

Parents and Guardians have the responsibility 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.

PART 2 CODE OF CONDUCT FOR INFRACTIONS WITH RECOMMENDED APPROACHES TO CONSEQUENCES



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The Camden City Schools require all students to adhere to the Code of Conduct and engage in high levels of thinking and learning. Students who violate the Code of Conduct may be subject to consequences including suspension, and expulsion to their current educational placement.

For students with disabilities: Students with an IEP are also expected to comply with the Code of Conduct. Each student's IEP outlines the support that the student needs in order to meet these expectations. It is important for teachers and school leaders to be familiar with these supports so that they can set students up for success. A student with special services is entitled to a Manifestation Determination prior to any suspension.

Students with an IEP and are classified may be removed from their current educational placement to an interim alternative educational setting, another setting, or a suspension for up to 10 consecutive or cumulative school days in a school year. Such suspensions are subject to the same district board of education procedures as the procedures for nondisabled students. However, at the time of removal, the principal shall forward written notification and a description of the reasons for such action to the case manager and the student's parent(s).

RESTORATIVE PRACTICE AND RESTORATIVE JUSTICE

Student learning outcomes will show creativity, innovation, leadership collaboration, and cooperation. Schools will implement restorative practices and restorative justice as exemplary ways to teach students to learn new ways to adjust and modify their behaviors in successfully learning in school.

Restorative Practices and Restorative Justice: A system that brings victims, school community members, and youth, who have committed harm, together to discuss the harm done and explore solutions to address the root cause of that harm. This system presents an alternate avenue for addressing harm and encourages active participation in the restorative process to facilitate stronger community relations and community-driven public safety. It provides an alternative to student suspension. For instance, while some infractions might justify a student suspension, a minor incident might have the student, who committed the infraction, meet with those harmed in a structured environment with a trained adult.



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When appropriate, discipline will be progressive. This means that a student's first infraction will usually have a consequence of a lesser degree than repeated infractions. However, in cases where a student's conduct is dangerous or threatens the safety of others, a more severe form of discipline may be used. Review the chart below, and on the following page, to understand the four tiers of infractions, and recommended consequences for each.

Occasionally, there are students who disregard the Code of Conduct and we must apply consequences for misbehavior resulting in an out-of-school suspension. **"Out-of-school suspension"** means any time a student asked to leave the campus because of an infraction. These suspensions may be for part of a day (e.g. the student sent home early by a school staff member) or a full day. Students can not participate in attending any school activities during the duration of the out-of-school suspension (e.g. sports event, dance, field trip).

Assurance

The district assures that physical restraint and seclusion techniques on students' disabilities are only used in which the student is exhibiting behavior that places the student others in immediate physical physical danger in accordance with the provisions at N.S.A. 18A:46-13. 4 et seq.



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Infractions, Recommended Approaches and Consequences:

Tier 1

Infractions	Recommended Approaches	Student Consequences
❖ Late to class ❖ Uniform violation ❖ Unauthorized use of a cell phone or electronic device ❖ Disregarding district and school rules and values (defiance and opposition) ❖ Excessively noisy in the hallway ❖ Cut class ❖ Continuously unexcused missed assignments	✓ Verbal correction, reminders, and or redirection ✓ Redirect the entire class ✓ Praise students ✓ Re-teach or review expected behavior ✓ Confiscation of the electronic device ✓ Written reflection or apology ✓ Seat change ✓ Parent phone call	✓ Community service (30 minutes outside class time) ✓ In-class time out ✓ In-house suspension ✓ Loss of classroom privileges ✓ Lunch or after school detention

Tier 2

Infractions	Recommended Approaches	Student Consequences
❖ Habitually cutting class ❖ Persistent or excessive absence from school or class periods ❖ Excessive use of profanity at anyone	✓ Conflict mediation ✓ Restorative Practices ✓ Pair student with a peer ✓ Parent conference with teachers ✓ Change in schedule or class	✓ In-class time out ✓ Loss of classroom privileges ✓ Lunch or after school detention



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❖ Academic dishonesty /plagiarism ❖ Intentional damage to personal property ❖ Failure to respond to school staff questions or concerns ❖ Use profane or offensive language ❖ Make profane or lewd gestures	✓ Daily progress report ✓ Parent conference with administrative team ✓ Parent or guardian accompanies the child to school	✓ One hour of school community service (outside class time) ✓ Lost opportunity to participate in co-curricular activities ✓ In school Suspension 1-5 days ✓ Saturday detention
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Tier 3

Infractions	Recommended Approaches	Student Consequences
❖ Sale, possession or use of drugs, alcohol, or tobacco ❖ Gambling in school ❖ Stealing ❖ Vandalism ❖ Setting off/dismantling fire alarm ❖ Gang activity ❖ Assault ❖ Harassment, Intimidation, or Bullying (HIB) including reciprocal and retaliation for HIB, cyberbullying and sexual harassment	✓ Required referral to school nurse and drug/alcohol counseling, treatment (if infraction is drug, alcohol-related) [1]A student suspected of being under the influence of drugs or alcohol referred immediately to the school nurse for evaluation. After the nurse has evaluated the student's situation, the principal may assign	✓ Out of school Suspension 1-10 days ✓ Saturday detention ✓ Restorative and Transformative Justice ✓ Lost opportunity to participate in co-curricular activities ✓ Arranged time of school community service (outside class time) ✓ Possible Hearing



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❖ Physically threatening a member of the school community ❖ Extortion- taking or attempting to take from another by threat or force, expressed or implied ❖ Trespassing/unauthorized school visitation [2] 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 <i>are not cited</i> for trespassing if they are attending their school during school hours. ❖ Possession of a weapon other than a firearm or explosive device (weapon not in use) ❖ Intentional damage to personal property (generally exceeding \$150 in value)	interventions and consequences, as appropriate. ✓ Required conflict mediation and or restorative practice and justice ✓ Functional Behavior Assessment ✓ Referral to community organizations ✓ Parent conference with administrative team ✓ Parent or guardian accompanies the child to school ✓ School Based Youth Services	
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❖ Leave campus without permission		
❖ Fight		

Tier 4

Infractions	Recommended Approaches	Student Consequences
❖ Bomb Threat ❖ Starting a fire ❖ Possession or use of a firearm or explosive device ❖ Use of a weapon [3] The definition of weapon is any instrument used to cause bodily harm, including but not limited to razors, knives, or mace. ❖ Assault and battery ❖ Assault against a teacher according to NJ 6A:16 ❖ Using /throwing objects with intent to harm other person	Collaboration with Juvenile Facilities Collaborate with Mental Health Providers	✓ Placement for Restorative and Transformative Justice ✓ Out of school Suspension for up to 45 days pending disciplinary hearing ✓ Notify District and police ✓ Definite Disciplinary Hearing for Expulsion



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Updated 2/15/23

DISTRICT PROCEDURES FOR SUSPENSIONS ACCORDING TO POLICY 5114

Steps for Conducting an Investigation

Step 1: Receive Written Statements

Principal and or administrator designee shall get written statements from staff or other witnesses. A description of the incident shall be presented in writing indicating details of the incident which have been seen, heard, or experienced.

Step 2: Initial Conference

The principal or designee shall conduct an initial conference with the student, explain the charges and evidence against the student, and allow the student to present his or her side of the story prior to taking disciplinary action.

Steps for Suspending a Student due to Tier 3 or 4

Step 3: Charges and Evidence for a 1 to 5 Days Suspension: If principal and or designated administrator determine that the student committed a Tier 3 or 4 infraction warranting a 1 to 5 days suspension as defined in the Student Code of Conduct and Policy, then do the following:

1. Notify the parents/ guardians verbally and in writing with notice of the charges using the district's "[Due Process Notification Letter- SHORT TERM Suspension](#)"

The Due Process Notification Letter Short Term Suspension must be given to the parent by the end of the school day on which the suspension is made.

- i. If the parent cannot be contacted, the student must remain in school until notification of parent and or school dismissal with the student sent home. The student is not to be sent home alone during the school day.

The Due Process Notification Letter Short Term Suspension must include 1) The specific charges;

- 2) The facts on which the charges are based;



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- 3) The provision(s) of the code of conduct violated the student is accused of violating;
- 4) A copy of the Student's Due Process Rights pursuant to N.J.A.C. 6A;16-7.1(c)3
- 5) The terms and conditions of the suspension.
2. School administrators must ensure that **the student receives their academic coursework** from their teacher upon suspension **by the first day of suspension.**
3. On the day of the student suspension, the principal and or designated administrator ensures that the incident is documented into Genesis using the appropriate absence codes. (A suspension is recorded in Genesis the same day it is given)
4. At the end of the suspension, principals and or administrator designee must meet with the student's parent/guardian to reestablish school expectations. The student is marked present and returns to the general school program

Step 4: Charges and Evidence for a 6 to 10 Days Suspension:

If principal and or designated administrator determine that the student committed a Tier 3 or 4 infraction warranting a 6 to 10 days suspension as defined in the Student Code of Conduct and Policy, then do the following:

1. Notify Chief School Officer and or designee, The Principal of Alternative Education, with the charges and evidence for a Short Term Suspension of 6 or more days up to 10 days suspension.
2. Follow Step 3: 1 through 4

Procedures for Long-term Suspension More than 10 days for Tier 4

1. Principal must follow Step 1 and Step 2 for short term suspension
2. Principal must provide written notification within 2 days of the suspension stating
 - a. The specific charges;
 - b. The facts on which the charges are based;
 - c. Provide the student's rights to due process
3. **Within 2 days**, principal must notify the parents/ guardians verbally and in writing with notice of the charges using the district's "**Due Process Notification Letter- LONG TERM Suspension**"



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4. The Principal of Alternative Education will prepare a formal hearing to be held within 30 days of the student's removal;
 - a. Notice that further conduct warranting expulsion shall amount to a knowing and voluntary waiver of the student's right to a free public education, in the event that the Approved State Superintendent and or Advisory Board determines to expel the student;
 - b. Within 5 calendar days before the formal hearing, the Principal of Alternative Education must provide in writing to parents / guardians"
 - i. The list of witnesses and their statements;
 - ii. The manifestation determination, if applicable
 - iii. Notice of the right to have an attorney present and available legal resources in the community;
 - iv. The right to educational services that are comparable to those provided in the student's general education program;
 - v. The right to impartial officials - no official hearing the case can be involved in the incident;
 - vi. The right to a translator.

Procedures for Suspension of Classified Student:

1. Principal must forward a written notice and description of the reasons for the student's removal to the case manager and the student's parents.
 - a. Every removal of a classified student from his IEP designated placement for disciplinary reasons constitutes a change in placement if:
 - i. The removal is for more that 10 consecutive days; or
 - ii. Separate removals constitute a pattern of removal because they cumulatively amount to more than ten days in a school year.

Note: The principal must consult with the case manager and Deputy of Special Services in determining whether a pattern of removals exists. If a pattern exists, the removals constitute a change in placement.
2. Where a change in placement is found, the child and parents are entitled to all due process protections listed in N.J.A.C 6A:14-2.3
 - a. **Within 15 calendar days**, the principal and or designee must provide written notice of determination to the parent regarding the change in placement and any



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proposed action. Any proposed action may be taken in less than 15 calendar days upon parental consent. The proposed action shall be implemented on the 16th calendar day unless the parent disagrees and measures are taken by the building principal and or designee to resolve the disagreement; or the parent files a request for mediation or due process pursuant to N.J.A.C 6A:14-26 or 2.7. If parent files, the proposed action must be delayed pending the results of mediation or due process, as the case may be

3. A classified student who is subjected to a disciplinary action that includes removal to the interim alternative education program for more than 10 consecutive or cumulative school days or expulsion is entitled to additional protections.
 - a. A functional behavioral assessment, behavior intervention services, and modifications to address the behavior so that it does not recur.
4. Manifestation Determination
 - a. **Within 10 school days** of any change in a classified student's placement due to a violation of the code of student conduct.

Note:

1. Preschool students Preschool students with disabilities shall not be suspended or expelled.
2. 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.).



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PART 3: ATTENDANCE, ABSENCES, AND EXCUSES

Student absenteeism can lead to low academic achievement, at-risk of dropping out of school, delinquency and gang involvement. We work collaboratively with multi-systemic approaches to increase attendance and eradicate chronic absenteeism.

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



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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.

There is no discipline or denial of any award or eligibility of award, or opportunity to compete for any award for students with excused absence.

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.



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Truancy: For cumulative unexcused absences of 10 or more, the student between the ages of 6 and 16 is truant, pursuant to law. The district shall:

1. Notify the parent about student absence after one absence
2. Make a home visit after three unexcused absences to discuss supports and resources
3. Make a home visit with an official letter after five unexcused absences
4. Make a home visit with a second official letter after eight unexcused absences
5. Consider the student after ten unexcused absences and refer the student and parent to court

1 day	School messenger will call	Provide excused absence note
3 day	- School messenger will call daily 3 day unexcused letter will be mailed - Teacher's call parent	- Contact school attendance officer - Bring in notes/ have asthma plans in place with Nurse - Get student make-up work
5 day	- School messenger will call daily 5 day unexcused letter will be mailed - Teacher and attendance department calls parent 3-5 days of absences - Parent teacher conference with attendance - Refer to resources and supports if needed	- Contact school attendance officer - Bring in notes/ have asthma plans in place with Nurse - Get student's make up work - Collaborate with attendance plan - Mandatory meeting with Teacher and attendance
10 day *At 10 days a	<i>School messenger will call daily</i> <i>10 day unexcused letter will be hand delivered</i>	- Attend mandatory meeting with attendance, FOC and Guidance officer - Possibly Attend Pre-court



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court referral/ complaint can be filed	• <i>Conduct a home visit</i> • <i>Offer Pre-court or conduct a mandatory parent conference</i> • <i>Follow up phone calls</i> • <i>Make court referrals if needed</i>	• Bring notes/ have asthma plans in place with Nurse • Prepare to discuss a plan of intervention
18 days	• <i>Offer referral service and intervention</i>	• The student is Chronically Truant! Working together we can prevent your child from missing 18 days or more

Late Arrival and Early Dismissal: Students must arrive at school and class on time. A student who is late to any class may be subject to disciplinary action. Consequences for accumulated occurrences of lateness may include mandatory detention, and possible loss of credit.

Students in grades Kindergarten through eighth grade do not leave school before the close of the day unless met in the school by their parent/guardian or a person authorized by the parent/guardian to act on their behalf.

Notification to the school in advance of absences by written request from the student's parent/guardian, which shall state the reason for the lateness or early dismissal. Acceptable reasons may include:

1. Medical or dental appointments which cannot be scheduled outside of school hours
2. Requirements of a students individualized health care plan and individualized emergency healthcare plan
3. Requirements of the student's individualized education plan (IEP)
4. Alternate short of long-term accommodations for students with disabilities
5. Medical disability
6. Motor vehicle driver's test
7. Interview for college entrance or employment
8. Family emergency
9. Court appearance



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10. Such a good cause may be acceptable to the administration.

Lateness not covered by the causes listed shall be cumulative and may affect course credit.

Discipline for Cutting Class:

A student habitually cutting class is subject to discipline regarding class attendance consistent with the board policy 5131, which may include:

1. Students may be denied participation in co-curricular activities
2. Students may be denied participation in athletic competition
3. Loss of partial or total course credit
4. Detention or suspension

The school district believes in collaborating with parents and youth to support them with school and class attendance. When a student cuts class or accumulates up to four unexcused absences, the district will do the following:

1. Notify the parent/guardian about the unexcused absence
2. Work with parents and youth to determine the causal root factors for the unexcused absence by exploring:
 - A. Where is the student?
 - B. Why isn't the student coming to school?
 - C. How can we support or assist?
3. In collaboration and consultation with parent and or youth develop an action plan to improve student attendance by:
 - A. Implementing attendance trackers
 - B. Educating parents on attendance
 - C. Connecting to internal and external supports and programs
4. Implement the district procedures for a potential missing or abused child/youth as per policy 5141.4 Child Abuse and neglect
5. Work with municipal court, law enforcement and other authorities and agencies addressing student attendance



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PART 4: 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.

Students with Disabilities

Each student’s IEP outlines the support that the student needs in order to meet these expectations. It is important for teachers and school leaders to be familiar with these supports so that they can set students up for success. A student with special services is entitled to a Manifestation Determination prior to any suspension. A student with a disability may not receive a long term suspension unless a Manifestation Determination meeting is held with the Child Student Team and the student’s family. For more information contact the Child Study Team at your school. A tier 1, 2 or 3 infraction that does not result in suspension may be handled in the same way as for a general education student.

Range of Ways to Respond to Harassment, Intimidation or Bullying



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

1. 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);
2. 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;

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,



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

Appeal Process

The parent or guardian may request a hearing before the board concerning the written information about a harassment, intimidation, or bullying investigation. The request for a board hearing shall be filed with the board secretary no later than 60 calendar days after the written information is received by the parents or guardians. The hearing shall be held within 10 days of the request. The board shall meet in executive session for the hearing to protect the confidentiality of the students. At the hearing the board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.



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The board's decision may be appealed to the Commissioner of Education, in accordance with law, no later than the 90 days after the issuance of the board's decision.

A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination."

HAVE QUESTIONS? NEED SUPPORT? WANT GUIDANCE?

If you have any questions, need support, and or want guidance about the Students Rights and Responsibilities and or the Student Code of Conduct Guide please contact the school's Principal and or School Counselor who is also the Coordinator of Harassment, Intimation, and Bullying, and or the District HIB Coordinator, Ms. Janna Johnson at jsjohnson@camden.k12.nj.us

If you have questions about the Rights and Responsibilities of Parents/ Guardians, please contact Mrs. Ebony Hinson at ehinson@camden.k12.nj.us

For questions about violations of the Code of Conduct:

- Tier 3 and Tier 4, please contact Mr. Herb Simons, Principal of Alternative Education at hsimons@camden.k12.nj.us
- Student with Disabilities contact Ms. Tishara Landi, Acting Special Services Supervisor at tlandi@camden.k12.nj.us For additional questions for student disabilities, please contact your child's Child Study Case Manager.
- If you have any questions about attendance, or need support improving your child's attendance, please contact your school counselor.



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Below are additional school resources with contact information.

Elementary School	Anti-bullying Specialist/ Counselor Name	Family & Operations Coordinator Name	School Phone Number
Catto	Karen Mcrae	Elizabeth Rodriquez	856-966-4097
Cooper's Poynt	Christina Watley	Tracey Hall	856-966-5370
Cream	TBD	Sabria Wynn	856-966-4760
Davis	Pierre Craig	Betsey Muniz	856-966-8920
Dudley	Ricchard Ceccanecchio	Migdalia Gonzalez	856-365-0636
ECDC	Social Workers	Kenyetta Conway	856-966-4171
Forest Hill	Phyllis Perez	Tracey Allen	856-966-8930
Veterans Memorial	Cynthia King	Alexis Perry	856-966-5090
Yorkship	Marie Sheared	Lidia Correra	856-966-5110
Morgan Village Middle	Shawn Forbes Kenneth Miller	Rachel Smalls	856-966-6267
Big Picture Learning Academy	Monica Whitterspoon	Fatimah Shakir Nyree Reid	856-966-5122
BRIMM Medical	Yvette Pruitt	Nyree Reid	856-966-2500
Camden High	Avis Sattelfield Sharae Huff-Wildes	Rhonda Smalls	856-966-5100
Creative Arts Academy	Christine Abernathy	Fatimah Shakir	856-966-5511
Eastside High	Minerva Castro Dina Smith	Jeremy Cruz	856-966-5300



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A List of community-based health and social service provider agencies.

Name of community-based health and social service agencies	Contact Information
Center for Family Services- The trauma and violence prevention 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

Reference Policies:

5113 Attendance, Absences, and Excuses
 5114 Suspension and Expulsion
 5131 Conduct/Discipline
 5131.1 Harassment, Intimidation, and Bullying
 5141.4 Missing, Abused, and Neglected Children
 5145 Student Rights
 5145.4 Equal Educational Opportunity
 5145.7 Gender, Identity, and Expression