

*Family Handbook*  
*2019-2020*



*“Educating Camden’s Children One at a Time”*

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Camden Big Picture Learning Academy is a public high school that integrates academic and applied learning in a small school setting. Our Philosophy comes from Big Picture Learning ([www.bigpicturelearning.org](http://www.bigpicturelearning.org)) and our curriculum. The school is based on a central theme: Learning through authentic work and interests. Students who want to learn in a hands-on, experience-based setting will want to consider attending Camden Big Picture Learning Academy. We offer an opportunity for students to explore the potential of their personal interests and skills in a diverse, dynamic learning environment.

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## WELCOME

Congratulations on becoming a part of one of the most exciting learning opportunities available to students. We are excited to have you as a part of Camden Big Picture Learning Academy and are looking forward to observing the development of your full potential. Your success at Camden Big Picture Learning Academy will be in direct proportion to your effort, application, and participation. Camden Big Picture Learning Academy was designed to meet the needs of students, both for the present and for the future. We are an ever-changing school working in an ever-changing society. The intention of Camden Big Picture Learning Academy is to give students a personalized education closely related to real life experiences.



## OUR MISSION

To rigorously challenge the diverse Camden City student population, one at a time, as they forge relationships with the community and explore their interests in the real world.

## VISION STATEMENT

Camden Big Picture Learning Academy is guided by one clear belief: everything we do is “what’s best for Camden’s students.” Using the principles of building meaningful relationships, making school work relevant and practicing rigor, our goal is for students to be respectful, explore their passions and interests in the real world, and have a highly personalized, project-based learning experience. We value families and community partnerships, involving them in the students’ learning process. Our educators will always be committed to educating Camden’s students, one child at a time.



## **Introduction to Camden Big Picture Learning Academy**

On September 1, 2005, the Camden City School Board of Education approved the opening of a new high school for the 2005-2006 school year. MetEast High School's enrollment was limited to only incoming ninth-grade students. However, a new ninth-grade class was added each year, resulting in grades 9 -12 after four years. On September 1, 2016 MetEast High School became Camden Big Picture Learning Academy with students in grades 6-12. Beginning September 1, 2018 Camden Big Picture Learning Academy returned to its roots and focused on servicing grades 9-12, while implementing the new Summit Learning curriculum. Our Big Picture Learning Philosophy remains unchanged, but we are more determined than ever to ensure each family at Camden BPLA is offered a truly unique and personalized education that prepares them for life after high school by pursuing their passion and interests in the real world.

At Camden Big Picture Learning Academy, each student works with an Advisor: New Jersey certified teachers who facilitate student learning, a LTI Coordinator and /or a college counselor who supports college exploration and prepares students for SAT/ACT, college and financial aid applications. Students acquire non-paid internships each week, learning academic skills through real-world problem solving. Camden Big Picture Learning Academy generally identifies companies or businesses in or near the Camden community to facilitate student internships. All of the school's stakeholders work together to bring these resources to Camden Big Picture Learning Academy. Each student has a New Jersey certified teacher as an advisor to facilitate student growth and promote learning through authentic experiences based upon interests and career goals.

Camden Big Picture Learning Academy is a college preparatory school. Its academic program exceeds district and state graduation requirements and is completely in line with the Common Core State Standards and NCAA Guidelines. We empower our students to take charge of their learning, to gain the skills and knowledge necessary to achieve success beyond high school, and to become life-long learners. We are committed to helping students pursue their passions and interests, one at a time.

### Camden Big Picture Learning Academy's Areas of Focus

- One Student At A Time Approach
- Summit Learning's Projects are aligned to the online Projects and Curriculum Common Core Standards
- Interest Based Internships and Exhibitions
- College Preparatory School & Prepare Students for Success in Life
- All students are college ready and pass PARCC Assessment

### Composition & Statistics

Category	Stats
Total Students	118
Male / Female	60/58
Instructional/Faculty	17
Teacher: Student Ratio	1:7
Asian	0
Black	68
Hispanic	232
White	0
Daily Attendance Rate	94%
Free/Reduced Lunch	100%

## Guiding Principles

**Small School** – The intimate scale reinforces meaningful everyday connections with advisors, mentors and peers. Academic knowledge and skills must be applied to real life experiences and challenges. Advisors and seminar specialists evaluate student’s work in depth.

**Authentic Assessment** – Student assessment is customized, while holding each student to high standards. They demonstrate their work in a real-world context. Students are prepared to become proficient or advanced on the NJ State Standards and pass the standardized state test.

**Personalized Education, One Student at a Time** – The curriculum is individualized, academically rigorous, and based on each student’s needs.

**Building a Community, One Student at a Time** – The school’s culture is founded on respect for individuality and diversity. Students and staff support as they learn from one another.

**Family Engagement, One Family at a Time** – Families are directly involved in making curriculum and assessment decisions in addition to contributing to the school every day. Student Learning Plans are created and reviewed by teachers, students and their family members.

**Education is Everyone’s Business** – The school breaks down barriers between the school and community, serving the community while giving the whole community responsibility for education.

**Internships/Real-World Learning** – Learning is centered on real work, in context, with significance outside of school. Adult mentors connect students to their interest and world of work.

**Culture for Change** – Camden Big Picture Learning Academy’s philosophy remains flexible, embracing change and responding to the needs of our students and the community.

**Summit Learning** - our core content curriculum combines core values, what science tells on how students learn best, and cutting-edge research into a school experience that is tailored to every community's needs.

## Our Beliefs & Responsibilities

We believe that a child’s interests and passions are the key to his or her education and life-long learning, and that learning best takes place when each student is an active participant in his or her education. Our focus is not only on knowledge acquisition but is also on knowledge utilization. We strive to develop life-long learners with the ability to apply academic, practical and creative knowledge to real life experiences and challenges; this is why we believe that school-based learning is most effective when blended with outside experiences that broaden and deepen students’ learning and interests.

## A Philosophy of Personalization, Far-reaching Visions, and a Unique Design

Camden Big Picture Learning Academy is defined by its commitment to educate “One Student at a Time”. Our school is built around the recognition that each student has unique interests, needs, and abilities that the educational program must take into account. We believe that the key to academic achievement lies in fostering students’ individual interests and encouraging their active participation in the learning process. Students become passionate about their learning because they are learning what they are passionate about. Camden Big Picture Learning Academy focuses on authentic learning in order to develop students’ abilities to apply academic knowledge and skills to real life experiences and challenges. We believe students become productive citizens when they are challenged and mentored in leadership, problem solving and thinking skills while engaged in worthwhile tasks that are personally meaningful and have significance outside of school.

## Camden Big Picture Learning Academy:

- A student and his or her parent(s) work with an advisor to identify the student's interest and develop a learning plan as an extension of the student's interests.
- Learning is centered on real work, in context, that has significance outside of school. Adult mentors connect students to their interests and the world of work. Students have meaningful daily communications with advisors, mentors and peers.
- Students are respected for their individuality and diversity. The students and staff support and learn from one another.
- Students receive extensive adult mentoring and advising.
- Students see a connection between the behavior and attitudes they are being asked to demonstrate at school and in the community/workplace. The teaching of productive character traits and basic life skills is evident and consistent with real-world expectations and standards.
- Students have opportunities to work cooperatively with others and to be a productive and contributing member of a team.
- Students complete meaningful projects and solve challenging problems in the classroom and in an internship setting by learning and applying academic skills and knowledge.
- Students are aware of what they are expected to learn, know what they have learned, and can identify what they still need to learn.
- Students formally provide exhibitions of their work to advisors, parents, local college instructors, community mentors and other students. They are evaluated on their work as a reflection of both school and community standards.
- Students are aware of their individual interest and talents and pursue internship opportunities to work on relevant projects that interest them.

In order to translate these beliefs into practice, Camden Big Picture Learning Academy has made fundamental changes in the relationships between and among staff, students, parents, community organizations/businesses, the curriculum, and organizational structure. The culture, climate, and practices of the school reflect the individualized nature of the instructional program. Advisors advocate and mentor each student so that the students are engaged in his/her own learning. Parents are active partners in the school by helping to set quarterly learning goals at scheduled meetings and participating in the evaluation of their child's progress at exhibitions and a review of student portfolios. Community members work with individual students as mentors, teaching the skills and attitudes required to complete real work in a business/community setting. Camden Big Picture Learning Academy creates a structure, instructional methods, and a learning environment that supports students to become self-motivated, competent, life-long learners.



## Big Picture Learning

Camden Big Picture Learning Academy is not alone in our visions and beliefs. We are part of a larger network that shares our values and principles for educating students. Being a part of the Big Picture Learning network allows us to connect with other students and educators to share resources and ideas. This, in turn, promotes collaboration and increases rigor on the part of the students' projects. It also allows the students to feel connected to a larger movement and develop meaningful relationships with students around the world.

Big Picture Learning's mission is to lead vital changes in education, both in the United States and internationally, by generating and sustaining innovative, personalized schools that work in tandem with the real world of the greater community. We believe that in order to sustain successful schools where authentic and relevant learning takes place, we must continually craft techniques and test learning tools to make our schools better and more rigorous. Lastly, we believe that in order to create and influence the schools of the future, we must use the lessons learned through our practice and research to give us added leverage to impact changes in public policy.

The Big Picture Learning design is a dynamic approach to learning, doing, and thinking that has been changing the lives of students, educators, and entire communities since 1995. All of components of the design are based on three foundational principles: first, that learning must be based on the interests and goals of each student; second, that a student's curriculum must be relevant to people and places that exist in the real world; and finally, that a student's abilities must be authentically measured by the quality of her or his work.

### CAMDEN BIG PICTURE LEARNING ACADEMY'S DISTINGUISHERS

**Pick Me Up (PMU)/Kick Me Out (KMO)** is a welcoming to the school day. It is a chance for the entire school community to assemble and share, get ideas, learn new things together, try new activities. In short, PMUs set the tone for the school day. PMUs occur Monday and Friday for approximately 30 minutes. The philosophy of the PMU is to expose students to a variety of careers, talents, ideas, and educational opportunities.

**Advisory** is the place where relationships between students and advisors are developed and manifested. During advisory, students are grouped with an advisor (15:1 max). Advisories should be as diverse as possible. As a cohort, the students are guided through their four-year high school experience by the one advisor who knows them best. In advisory, students work with their cohort on meaningful projects, discussions, activities and team building.

**Independent Work Time (IWT)** is a time when students work at their own pace to complete various tasks related to skill building, interest exploration, the LTI experience, the advisory, and Academic Seminar. This time period is monitored and facilitated by advisors who ensure that students are making steady progress. During Independent Work Time advisors are available for 1:1 assistance for students who need further guidance or support.

**Learning Through Interests (L.T.I.)** are the foundation of the personalized learning students engage in. These interests are where meaningful relationships are built with responsible adults through mentorship. Rigorous and Relevant work is crafted through projects which help the student academically and the site professionally.

### **Authentic Assessment**

Students document every aspect of their learning, research, and projects in *portfolios*, which are later refined during senior year and presented with their applications to colleges. Instead of multiple choice tests and exams, each student defends his/her work in hour-long *exhibitions* at the end of each quarter. A student's advisor, parent(s), mentor, and peers comprise the exhibition panel and offer feedback and recommendations for the following quarter.

Rather than a report card filled with number or letter grades, a student receives quarterly multi-page *narratives* from the advisor. These are driving by the students *learning plans* and connect with goals outlined from previous meetings. The narrative describes that student's academic and personal growth in detail, based on the goals outlined in the learning plan, the portfolio work, and the exhibition.

### **Summit Learning:**

**One-on-one mentoring** – Students meet one-on-one with their mentor—a teacher, or school administrator—at least once a week. Mentors get to know their students deeply and strive to support them as they develop their sense of purpose. Mentors also help students set both long-term and short-term goals and coach them through their progress.

**Projects** – Students spend the majority of their time working on projects that allow them to apply knowledge, skills, and habits to real-world scenarios. Science, English and History courses are divided into a series of projects taught by subject teachers. Teachers facilitate discussions in the classroom, coach students in applying their cognitive skills, and give students feedback.

**Self-Direction** – Students are guided through a learning cycle that fosters self-direction. They learn to set goals, select strategies, implement their plans, and reflect on the outcome to see if their plan worked. This cycle of learning can be applied to any task and is developed across all aspects of Summit Learning. Teachers and mentors work with students to provide individualized support.



## Camden Big Picture Learning Academy Grade Level Sequence

### **Freshman Year**

Camden Big Picture Learning Academy's freshman year is dedicated to fostering great relationships and getting students to embrace the idea of being responsible for their own learning. Our students get the sense that Camden Big Picture Learning Academy's philosophy and structures are completely different than anything they could have ever imagined. The year begins with the students doing a great deal of interest exploration activities and completing an introspective analysis, the "Who AM I" project. Students are also introduced to the internship process and are given their first opportunities to experience these internships in real world settings, leading to competencies and the acquisition of targeted skills.

### **Sophomore Year**

Camden Big Picture Learning Academy's tenth grade students have a clearer understanding of the school's expectations and better understand how to take responsibility for their own learning. The experience is manifested in the way they interact with their advisors, mentors, and peers. The focus for the sophomore year shifts from the school imparting most of the lessons to the students demonstrating to the school's stakeholders that they have genuinely internalized the philosophy. This notion materializes as the students build on their successes from exhibitions during the freshman year to completing a Gateway Exhibition. This ninety-minute oral presentation is the students' opportunity to demonstrate to their learning plan team (Advisor-Parent-Mentor) that they in fact have taken responsibility for their own learning and that Camden Big Picture Learning Academy is working for them.

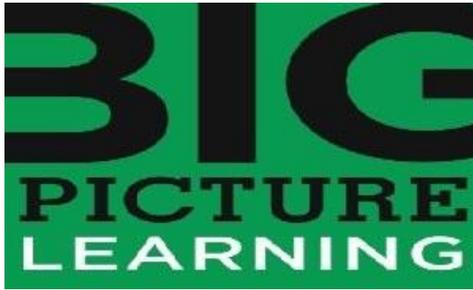
### **Junior Year**

The junior year at Camden Big Picture Learning Academy is about moving forward with collegiate expectations and further demonstration of the values that we imparted in the previous two years. During this time students are enrolled in "Senior Institute". This institute constitutes the final two years of students' tenure at Camden Big Picture Learning Academy and is focused on two goals: Senior Thesis Projects and college entrance.

The Senior Thesis Project (STP) is a two-year project that is developed in the junior year and completed in the senior year. During the junior year students are required to do the groundwork and planning that will allow the project to be a success from conception to completion. Keeping in line with the community philosophy, the project must have some applicable relevance to helping their community. Some requirements include a college level research paper, business plan, video documentary, and a thesis defense exhibition. Students usually are enrolled in college courses or sit in on college seminars to gain a better understanding of the rigors and feel of university life. Furthermore, students systemically study for the SAT/ACT and begin their research into the colleges they want to apply to.

### **Senior Year**

The twelfth grade is designed for students to amalgamate the skills learned during all previous years to demonstrate competency of real-world practices in all forms of their work. During students' senior year at Camden Big Picture Learning Academy their focus is continued on their Senior Thesis Project and college entrance. During the first portion students complete their research and then begin working on actual implementation of their Senior Thesis Project timelines. Simultaneously, students narrow down college choices and engage in the application process for completion by midyear.



**Schedule of the Week (Monday, Tuesday, Thursday, Friday)**

<b>Period</b>	<b>Monday, Tuesday, Thursday, Friday</b>	<b>Wednesday</b>
<b>1</b>	<b>Advisory/Pick Me Up</b>	<b>Advisory</b>
<b>2</b>	Project Time (Core Class)	Travel time
<b>3</b>	Project Time (Core Class)	LTI
<b>4</b>	Elective	LTI
<b>5</b>	<b>Lunch</b>	<b>Lunch</b>
<b>6</b>	Project Time (Core Class)	LTI
<b>7</b>	Project Time (Core Class)	Learning Strategies
<b>8</b>	Elective	Learning Strategies
<b>9</b>	<b>Advisory</b>	<b>Advisory</b>

**LEARNING THROUGH INTERESTS (L.T.I)**

On Wednesday learning for Camden Big Picture Learning Academy students takes place at school and in the greater Camden community. Students are given real-world exposures and experiences at internships that are based on their passions or interests. Students are partnered with a mentor, who becomes a part of each student's learning team. While engaged in internships, students experience the rigors and routines of that specific profession. The internship culminates with a student-selected, interested-based project that is in service to the mentor or hosting organization. Additionally, the L.T.I. Coordinator, Advisors, and seminar leaders travel to internship sites to meet with mentors and help facilitate student

learning. They also have common planning time, prep time, and meet with students 1-1, both in school and at internship sites. This structure is the similar across sixth through twelfth grade levels at Camden Big Picture Learning Academy with variations of rigor. Our students have earned internships across the Camden community and have branched out of the city in search of opportunities to pursue their interests. One important aspect of Camden Big Picture Learning Academy's design is students' ability to change their internships as their interests are changed and refined. We typically have above 85% of our students at meaningful internships at any given time.

Below are examples of the breadth of internship sites and mentors the students' have experienced.

<b>Site</b>	<b>Mentor</b>	<b>Site</b>	<b>Mentor</b>
<b>Cooper Hospital</b>	Pediatric Neurologist	<b>State Courthouse</b>	District Judge
<b>Temple University</b>	Graduate Professor	<b>Animal Hospital</b>	Leading Doctor
<b>Torre Studios</b>	Photographer	<b>Virtua Hospital</b>	Emergency Room Doctor
<b>Velocity Sports</b>	Professional Coach	<b>Elementary School</b>	Principal
<b>Television Station</b>	Production Technician	<b>Funeral Home</b>	Funeral Director

## **SCHOOL GUIDELINES**

- Please come to school daily and be prompt (8:30 a.m.)
- Wear uniforms daily (Red or black polo shirts for grades 9-12, tan or black khaki pants or shorts/skirts of appropriate length (Not hats, hoodies)
- Use all Electronics devices appropriately and at the correct times
- Walk purposefully through hallways with quiet voices
- Classrooms should be cleaned/maintained daily
- Exhibitions and L.T.I.s are explicit components of the school's curriculum; they are mandatory for all BPLA students.

## **Grade Level Expectations**

Camden Big Picture Learning Academy uses grade level expectations to determine student progress and communicate to students and parents the academic culture of the school.

### **Ninth Grades**

- Follow your interests in the real world (Informational Interviews, Shadow Days and Learning through Internship sites)
- Obtain learning through Internship site (LTI) in the second quarter
- Meet with your full Learning Plan Team at least 4 times per year
- Reflect on gaps in your learning and address them through your project work
- Create at least four learning plans and publish them to your website
- Complete the work in your Learning Plans
- Build a portfolio of your work
- Save hard copies of your work, in an organized manner, in your Working Portfolio and your Portfolio Box
- Exhibit your work publicly four times a year
- Write in your journal 3 times a week
- Come to school every day on time, prepared to make progress on your goals
- Be responsible for your location and actions
- Show respect for others and yourself
- Take responsibility for the learning process
- Take advantage of opportunities and make summer plans
- Take part in mediations if conflicts arise
- Prepare for PARCC and other standardized assessments such as SAT, ACT, ASVAB, and College entrance exams
- Pass ALL units and projects on the summit learning platform.

### **Tenth Grade**

- All of the 9<sup>th</sup> grades expectations and:
- Have a positive impact on the community (service learning)
- Do at least two in-depth LTI projects during the year
- Read at least 8 books during the year
- Create a resume
- Present a Gateway Exhibition during the third quarter
- Apply to senior institute
- Begin to visit colleges and align to requirements
- Work on each Learning Goal in depth
- Create a graduation plan for the next two years to fill in Learning Goal gaps
- Pass ALL units and projects on the summit learning platform

## **Eleventh Grade**

- All of the 10<sup>th</sup> grade requirements and:
- Demonstrate heightened personal qualities and depth of work
- Play a leadership role in the school
- Get a Senior Thesis Project Proposal approved by committee
- Read at least 8 books during the year, including two autobiographies
- Write first 25 pages of autobiography
- Meet with college counselor and share information with your Learning Plan Team
- Research five colleges and their requirements
- Address any remaining gaps in college admissions requirements in your Learning Plan
- Bring family to College Night
- Visit at least three colleges
- Create a draft of your college essay
- Begin to create a College Portfolio (resume, transcripts, essay, awards, best work)
- Pass ALL units and projects on the summit learning platform

## **Twelfth grade**

- All of the 11<sup>th</sup> grade expectations and:
- Complete and in-depth Senior Thesis Project
- Meet consistently with your Thesis mentor
- Contact a resource related to the Thesis at least every week and keep a log
- Finish a 75 page autobiography
- Prepare for and take the SAT in the fall
- Complete the College Portfolio by winter break
- Visit and interview at least 4 colleges
- Apply for financial aid
- Read one book each month (9 total, including 1 autobiography)
- Create a post high school plan
- Pass ALL units and projects on the summit learning platform

## Field Trips and School Incentives

Camden Big Picture Learning Academy uses an incentive system (BPLA Bucks) to reward students for upholding our school's principles and doing what they can to maintain an excellent school culture. Throughout the school year students earn BPLA Bucks when they perform well academically, serve the community, wear their school uniform. As their money accumulates, they can redeem their money in the school store, to gain access to the Trailblazer Lounge or to pay for a school trip.

Field trips are viewed as an extension of the classroom to contribute to the achievement of the school's mission and vision. While on field trips students are guests and considered ambassadors and representatives of the school, the school district, and the city. Students must treat employees, chaperones, and guides with respect and courtesy.

Once a student earns school money it cannot be confiscated. However, school staff do not have to issue money to students who exhibit undesirable behaviors. Administration reserves the right to remove students from trips, even if a student has paid for the trip. In these rare cases, money is forfeited and not returned.

## Transportation

Camden Big Picture Learning Academy students who live outside the distance parameters set forth by the Camden City School District (2.6 miles) will be given NJ Transit tickets to travel to and from school.

All Camden Big Picture Learning Academy students will be given complimentary bus tickets or bus passes to travel throughout the LTI process.

## Assessment

At Camden Big Picture Learning Academy, we firmly believe that each student should be viewed and assessed as individuals. To that aim, we utilize a wide variety of assessments to evaluate students' progress. Those assessments include:

**Exhibitions** - Quarterly presentations that enable students to share their learning's with the school community and their families'.

**Student Narratives** - Each quarter students reflect on the progress for the marking period in writing. These narratives are written in essay format and shared during students exhibitions.

**Parent Narratives** - Each quarter Advisors and seminar teachers write narratives for each of their students. Each narrative specifically discusses the students' progress through the learning goals and identify areas of improvement. These narratives replace traditional report cards and are given directly to parents.

**Portfolios** - Beginning with the student's first assignment, a portfolio of their work is established and maintained for all four years of their high school experience. This process makes their growth and progress more visible. Portfolios are also considered an alternate form of assessment.

**Gateway** - Towards the conclusion of the students' sophomore year Gateway presentations are made which demonstrate understanding of the Big Picture Learning design, the student's first two years of high school. Gateways also indicate a student's preparedness to move on to the eleventh grade.

**Senior Institute** - Refers to a variety of activity and experiences related to the college experience. This process assesses how well students have met the Big Picture learning goals and New Jersey's Graduation requirement. During the senior year, all seniors are assessed on the following graduation requirements: S.T.P. - Autobiography-Community Service Hours- and their Valedictorian Speeches.

**Advisors** - Most of the teachers at Camden Big Picture Learning Academy are called advisors, and each advisor is responsible for the educational experience of their advisees. Advisors manage each student's personal schedule and Learning Plan (described below), and act as direct links to family and internship mentors. Advisors get to know the whole student, not just his or her ability in one subject area and are integrally involved in each student's learning process. Advisors conduct advisory meetings, work individually with each student, and sometimes teach workshops to students interested in a particular topic. Advisors are responsible to teach students how to learn, gather and filter the information they need from among human, print and web-based sources. They set up and oversee student internships, facilitate Learning Plan meetings, collaboratively design individual and group projects, and provide guidance through student exhibitions. Advisors document student progress within the Learning Goals through narrative assessments. All advisors are New Jersey certified teachers.

**Parent/Family Engagement** - Families are a vital part of the school community and are encouraged to become actively involved. The family is the student's primary teacher and is considered a partner in educating one student at a time. At least one parent or guardian must be part of each student's Learning Plan Team, which meets four times a year. For students whose parents aren't able to be part of the Learning Plan Team, then a designated adult may attend.

## **STUDENT DRESS CODE POLICY**

- Students must wear appropriate dress for internship and volunteer experiences. Unless other attire including but not limited to scrubs or athletic attire is expressly required by mentor, students will wear school uniform consisting of black or red collared shirt and black or tan khaki pants for high school students and white or green collared shirt and black or tan khaki pants for middle school students. Students dressed inappropriately for internship will remain at the school.
- It has been a matter of pride and satisfaction that students have been suitably dressed. It should remain a matter of personal pride to maintain high standards of neatness and appropriateness of dress and appearance as in accordance with the Camden City School District.

- Cleanliness of body and dress is vital to the individual and to those with whom the student share a space whether in school or at an LTI. Student's clothing or hair should not be such that it will be hazardous to them in their various school activities. Grooming and dress that prevent the student from doing his/her best work because of blocked vision or restricted movement, or that expose the student to accidents, must be avoided.
- The wearing of clothing, hair arrangements, or other personal adornments or embellishments which are disruptive or interfere with the regular operations of schools are expressly prohibited.
- To promote a positive, safe, and non-disruptive learning environment, proper attire must be worn. Therefore, the following attire which is expressly prohibited from wear in the Camden City Schools includes, but is not limited to:
  - Coats, jackets or other attire normally worn as outerwear.
  - Head covering of any kind except those worn pursuant to established religious customs. The term "head coverings," includes but is not limited to, scarves, bandannas, masks, kerchiefs, athletic headbands, caps or hoods.
  - Footwear which marks/damages floors or is a safety hazard. (Ex: Sandals, Flip Flops, Open Toe Footwear)
  - Sunglasses (unless required by a doctor's order).
  - "Name" or other oversized metal belt buckles, spiked or studded bracelets, oversized (or) multi-finger rings, belts or any other article of attire with spikes or studs attached.
  - Attire or accessories which promote the use of drugs, alcoholic beverage and/or products, groups, or the school for other organization and is likely to incite or inflame.
  - Clothing with slogans, names, titles or the like which is defamatory towards a person(s), groups or the school or other organization and is likely to incite or inflame.
  - Clothing which reveals the abdomen, chest, the back of the derriere, the derriere or undergarment.
  - Short shorts, (however, shorts will be permitted as long as they are not shorter than five inches above the middle of the knee and appropriate fit).
  - Miniskirts, or pants, including tight fitting leggings, which reveal the upper thigh or undergarments "the five inches above the middle of the knee" rule applies here as well and see through clothing.
  - Students whose dress and grooming do not conform to these standards will be referred to the principal, or his/her designee. Any infraction of these Dress Code Policy will be addressed in accordance with each individual's school and/or Board Disciplinary Policy. Nothing in this policy is intended to intrude on the constitution or statutory rights of any student as long as, in exercise of these rights, students do not create a threat to the good order of the school or cause the disruption of any recognized school function. The exercise of such rights by students must be consistent with the public purpose for which the public schools have been established.

## **FIRE DRILLS/EMERGENCY PROCEDURES**

Each room in the school has been assigned a specific exit that is to be used during a fire drill.

Fire drills are held regularly as required by state law. Students must exit with their class and follow the procedures listed below:

When the fire signal sounds, students should exit, leaving books, etc. in the room.

Walk quietly and orderly to assigned exits.

As you exit, stay on the same side of the corridor on which the room is located.

There is to be no talking so that verbal directions can be heard.

\*\* All students must be accounted for and remain in the presence of their teacher for the duration of the drill.

## **ACCOUNTABILITIES**

Students who owe money to the school for such things as lost or damaged books or other school property possess accountability. This accountability is monitored by school personnel and the students' administrator. A debt to the school must be settled as soon as possible since the school will not issue report cards, books and/or transcripts to or for any student owing an accountability.

### **Lost or Damaged Textbooks, School Materials, or Technology**

Students are required to treat and use textbooks, library books, and school materials with care. If students lose or damage any of the above, they are responsible for paying for the replacement. **Failure to do so will result in the withholding of grades, report cards, transcripts and any textbooks that might be issued until the pupil pays for or returns the lost item.** Additionally, disciplinary action may be administered for careless disregard of school materials.

# **ATHLETICS @ CBPLA**

Athletics and competitions are considered an important part of the Camden Big Picture Learning Academy (CBPLA) experience. For the most part, students may begin participating on sport teams and competing in the sixth grade.

Our athletic program consists of participation in varsity & intramural sports and school-based competitions. Student who desire to play varsity sports will do so at either Camden High School or Woodrow Wilson High School, depending on their home address. CBPLA also hosts a series of school-based competitions throughout the school year. Regardless of which types of sports students choose it is expected and required that they are in good academic standing. The school district, athletics directors from the local comprehensive high schools and CBPLA administration determine eligibility for varsity athletics. CBPLA's administration sets and enforces eligibility requirements for intramural sports and school-based competitions. To try out and/or participate in athletic competitions and intramurals students must and maintain a 2.5 cumulative GPA. CBPLA administration may remove a student from any sports team if he/she exhibits behaviors that are counter to the school's philosophy and principles.

Involvement in the athletics programs calls for commitment. Practices and games are often held on school holidays and breaks as well as weekends from time to time. Players are expected to attend.

## **TO THE PARENTS**

Your son/daughter has indicated the desire to voluntarily participate in Camden Big Picture Learning Academy's athletic program. We believe participation in athletics provides many opportunities to enhance social, intellectual, and physical development. Open lines of communication and a clear understanding between parents, coaches and social administration are vital to each athlete's success. Your interest and active participation in support of your student-athlete is, therefore, greatly appreciated.

CBPLA sets policies and procedures that govern the spirit of competition and uphold the values of our school community. To be effective, these rules require broad support from parents, an objective requiring proactive communication. This handbook addresses that objective. We ask that you read this policy thoroughly with your student-athlete(s).

**\*\*Like all schools in the Camden City School District, Camden Big Picture Learning Academy is fully approved by the NCAA\*\***

## **TO THE ATHLETE**

Participating in athletics at CBPLA is a privilege. Participation carries certain responsibilities on and off the field and courts, and on and off campus. Camden city has a great athletic tradition, built by the hard work of many people over many years. You are a valued part of continuing to build a wonderful tradition, a tradition you are challenged to uphold. We ask that you read this policy thoroughly with your parents.

## Camden Big Picture Learning Academy Team

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