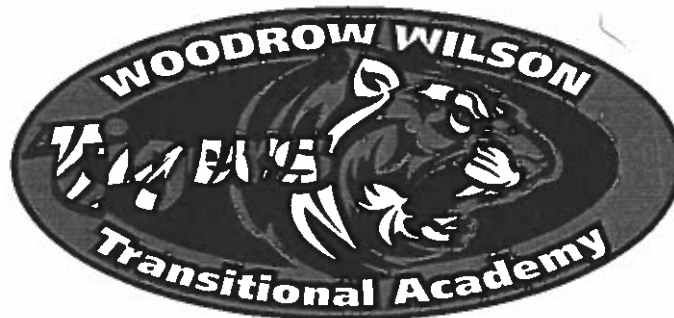


Student and Parent Handbook



Woodrow Wilson Transitional
Academy

3100 Federal st Camden, NJ
08105

WOODROW WILSON TRANSITIONAL ACADEMY

*3100 Federal Street
Camden, New Jersey 08105*

STAFF

Principal

Ms. Sandra Sims-Foster

Executive Director

Mr. Kareem Ali

Teachers

Ms. Donita Nero
Ms. Carol Roberts
Ms. Nicole Hall

Behavioral Staff

Mr. Christopher Pollard
Mr. Lavar Edwards
Ms. Kenyetta Brown

Basic Student Schedule

(Actual schedule may vary)

7:45 AM	Intake and Security Check
8:15 AM	Town House Group Share pertinent information Share individual and group expectations
8:30 AM	First Period
9:15 AM	Second Period
10:00 AM	Third Period
10:45 AM	Fourth Period
11:30AM	Fifth Period
12:15 AM	Lunch / Guided Group Interaction
1:00 PM	Sixth Period
1:45 PM	Seventh Period
2:30 PM	Town House Group Student Ownership and Accountability
3:00 PM	Dismissal

Welcome to Woodrow Wilson Transitional Academy

This handbook, containing the Student Code of Conduct (School Code), explains expected behavior, academic norms, policies and procedures at Camden City Transitional Academy. As a student attending Camden City Transitional Academy, you are required to demonstrate a complete understanding of the School Code. If you have any questions about any component of the School Code, the staff at Camden City Transitional Academy wants you to ask for assistance. The Student Code is designed to assist you in focusing on your education and behavior and doing your best!

Good luck and stay positive!

Camelot
Mission Statement and Core Values

Camelot Education is deeply committed to the academic and social success of its students. Through partnerships with school districts across the country, we focus on reengaging, graduating and preparing students for success in K-12 and beyond.

We are accountable for everything we do

We honor and embrace diversity

We ensure that all students are safe

We practice respect for all individuals

We model high standards of professional behavior

We believe in the power of teamwork

We deliver meaningful and appropriate instruction

We teach that education is the key to self-sufficiency

We recognize the unique value and talent of each individual

We focus daily on student success



The Five Basic Behavioral Norms:
“The Foundation Of Woodrow Wilson Transitional Academy”

1. No one has the right to hurt another person.
2. Education and the classroom are sacred.
3. Never behave in any way that will discredit
Yourself, your family, your peers or your
School.
4. Take pride in Camden City Transitional Academy.
5. A Camden City Transitional Student is always a
Lady or gentleman.

Six Steps to Success

1. HELP SUPPORT YOUR PEERS.
2. ACCEPT ALL INTERVENTIONS RIGHT OR WRONG, WEAK OR STRONG.
3. BE WHERE YOU ARE SUPPOSED TO BE ON TIME, PLAN AHEAD.
4. DO WHAT YOU ARE SUPPOSED TO DO.
5. TAKE PRIDE IN CAMDEN CITY TRANSITIONAL ACADEMY
6. WORK TOGETHER TO SUCCEED.

BASIC SCHOOL UNIFORM COLORS

Khaki & White

SCHOOL MASCOT

Tiger



Program Goals

Camden City Transitional Academy has three basic goals for all students:

1. To change behavior from anti-social to pro-social
2. To develop life skills that will help sustain this change
3. To meet all academic goals

Program Services

- Post secondary educational placement
- Career development and student placement services
- Scholarship and grant eligibility and support
- Personal counseling
- Educational services
- Vocational services
- Security and safety
- Diagnostic evaluation services
- Social and life skill development
- Health services
- Recreational and leisure time activities
- Leadership and character development

Town House

Town House is a formal group process that utilizes positive peer group pressure to modify negative behavior. It is held every day at 9:01 AM and 2:40 PM. A Town House consists of every student on the same team, along with trained staff members who facilitate the group process. The goal of Town House is to change behavior from anti-social to pro-social. This is accomplished when peers provide feedback, intervention and support for one another.

Town House is also a tool used by staff to share information and expectations pertinent to life at Camden City Transitional Academy.

Guided Group Interaction (GGI)

The students will take part in GGI Monday through Friday under the direction of a staff facilitator. GGI is a form of group process that utilizes peer pressure to change behaviors. GGI also focuses on group dynamics, the importance of peer group pressure in relation to delinquency, and methods for observing and changing behaviors through the channeling of peer group pressure. The objective of GGI is to alter anti-social and delinquent behaviors and is achieved by directing behavior toward pro-social goals. A GGI curriculum will be implemented and students will earn state credit.

Special Events and Programs

During the school year, there are many special events in which students will have the opportunity to participate. Some of these may include prom, fishing trips, holiday picnics, holiday banquets, amusement park trips, educational awards ceremonies and sports awards ceremonies and a host of other events that are developed by staff members and students.

ACADEMIC OVERVIEW

Woodrow Wilson Transitional Academy is an Alternative Education Placement designed to serve both classified and non-classified, at-risk students seeking an alternative to the traditional educational program. The Woodrow Wilson School District has partnered with Camelot Schools to create Woodrow Wilson Transitional Academy. Potential students are referred to our placement who fall under the various categories: May be in danger of not graduating with their class, chronic discipline problems, adjudicated, self-abusive, gang and drug involved. Middle and high school age students are referred by local school administration and/or Child Study Team Members.

The school uses the most current and unique instructional strategies in the field of education. Students' areas of interest are incorporated into their instructional planning. Students earn grades and/or credits toward graduation by documenting skills demonstrated and proficiencies mastered. Teachers use a collection of Teacher-Produced Assessments and Portfolio's to determine grades. By maintaining a low student to staff ratio of 18:1, Woodrow Wilson Transitional Academy offers students the opportunity to become more invested and responsible for their education.

Woodrow Wilson Transitional Academy follows the local Camden School District curriculum which is aligned with the NJCCCS. The school considers the students' interests, specific skills and life goals in the instructional design. The school program addresses the educational, behavioral, social and emotional needs of students using a combination of project based learning, thematic instruction, service learning and portfolio assessment. Our staff uses a modified scheduling format to maintain a structured learning environment.

School Dress Code

The purpose of Woodrow Wilson Transitional Academy's Dress Code is to facilitate a school climate and culture that promotes student learning. Please remember that any clothing or items deemed inappropriate will be confiscated. Parents or guardians may come to the school to pick up any confiscated items. While in Woodrow Wilson Transitional Academy's custody, such items shall be stored in a locked and secured area. However, Woodrow Wilson Transitional Academy is **not** responsible for any lost or stolen items. Items will be returned only to parents or guardians within 48 hours. Items not retrieved will only be held until the end of the current marking period.

School Uniforms (Mandatory)

Students must wear the prescribed school uniform, described below, while attending Woodrow Wilson Transitional Academy. The school uniform consists of the following:

Shirts

- White collared Polo-style shirt or white dress shirt with collar
- Shirts must be tucked in at all times
- Students requiring additional warmth are permitted to wear an all white or gray shirt underneath their regular school shirts
- Shirts that do not conform to this policy will be confiscated by school personnel and the student will be permitted to borrow an approved shirt provided by Woodrow Wilson Transitional Academy

Pants

- Khaki pants or khaki slacks (No shorts allowed to be worn in school after October 15th until April 15th)
- Pants that have multiple pockets (i.e. cargo pants) are not permitted
- Pants with split seams at the bottom are not acceptable. Front pockets on all pants must be able to come out
- Pants that do not conform to this policy will be confiscated by school personnel and the student will be permitted to borrow approved pants provided by Camden City Transitional Academy

Belts

- A plain black or brown belt with buckle must be worn at all times
- Any belt and/or buckle with inappropriate insignia, studs, etc., will be confiscated .

Shoes

- Slip on shoes, sandals, mules or flip-flops are not permitted
- Sneakers without laces are not permitted
- Steel toed boots are not permitted
- Heels higher than 1 inch are not permitted
- Footwear must be tied at all times

Prohibited Items

- Jewelry of any kind including, but not limited to watches, rings, earrings, necklaces, bracelets, piercing, etc. If jewelry is brought to school it will be confiscated and must be picked up by a parent or guardian.
- Any clothing/jewelry item displaying gang affiliation of any kind
- Clothing or apparel with lettering or pictures of any kind
- Book bags and backpacks
- Head gear, sunglasses and headphones of any kind may not be worn in the building
- beepers, cell phones or other electronics devices. School personnel will confiscate these items and a parent or guardian will be required to pick them up

*****All Students are subject to search in an appropriate manner by authorized personnel**

Student Appearance

- Hair and facial hair must be neat and groomed
- Female hair must be neat and only covered rubber bands and clips are permitted. Combs, clips, brushes, hair picks, hair beads, and barrettes are not permitted
- Fingernails must be clean and trimmed. No nail polish or nail jewelry permitted

Money

Students may not bring more than \$10.00 to school. Wallets or purses are not permitted. Cash must be in the form of paper money only. No change is permitted. If more than \$10.00 is brought to school, it will be confiscated by school personnel and may be picked up by the student's parent or guardian. Woodrow Wilson Transitional Academy is not, however, responsible for any lost or stolen money.

Food/Drinks

No outside food or drinks are permitted in the building. Woodrow Wilson Transitional Academy provides a nutritious breakfast and lunch to all students. Food sharing is not permitted. Special dietary needs will be handled on an individual basis.

Attendance

Woodrow Wilson Transitional Academy conforms with all laws, rules, and regulations relating to attendance as prescribed by the Commonwealth of New Jersey and the School District of Camden. In addition, Woodrow Wilson Transitional Academy follows the School District of Camden's adopted school year calendar. Those written policies and rules adopted by the School District of Camden that govern pupil admissions, attendance, absence, and excusals, in accordance with Section 11.41(b) of the Camden Education Code, shall apply. Specifically stated: Camden City Transitional Academy takes students' attendance very seriously. All students are expected to attend school every day.

Excused Absences

The Camden Education Code provides excused absences in certain cases. A listing of the most common situations for excused absences follows. In all cases, however, a parent or guardian must verify the absence in writing. In cases where the absence is not anticipated, the student's parent or legal guardian must notify the school by telephone, and appropriate documentation verifying the student's absence must be provided to the school when the day in which the student returns.

Reasons for Excused Absences

- Religious holidays and religious instruction, limited to 36 hours per school year (written parental request required prior to student absence)
- Health care, where service is not available outside of school hours (homebound instruction might be required)
- Temporary excusals due to illness or other urgent reasons (where absences are for three or more consecutive days, a written statement is required by the treating physician or health-care professional)
- Court ordered or other verified legal appointments (proper documentation from court or probation officers is required)
- A death in the immediate family or funerals of close relatives
- Other cases, as provided in policies adopted by the School District of Camden

Unexcused absence

Student's parent or guardian will be notified and informed of the consequences of any further unexcused absences from the school. If a student is on probation, the student's probation officer will be contacted.

Inclement Weather

Woodrow Wilson Transitional Academy may be closed on "bad weather" or "inclement weather" days. Local Television KYW-1060 AM radio station, and/or the Camden School District website may have information about school cancellations or delayed schedules due to bad or inclement weather. Parents or guardians are asked to follow any announcements made by the School District of Camden. In the event school is closed due to bad or inclement weather, students may be required to attend school on scheduled make-up days for the same number of days schools were closed.

Tardiness

All students are required to enter the school facility on time. Any student who comes to school after such time will be required to provide documentation that identifies a reasonable reason for tardiness, along with the telephone number and signature of a parent, guardian, or health care professional. Each note is subject to review by administrators to determine if the tardy is excusable. Students reporting to school 15 minutes after the prescribed start time may be subject to consequences and/or disciplinary action. Repeated lateness could result in additional disciplinary action.

Make Up Work Procedures

All students will be given the opportunity to complete work missed or make-up computer time resulting from all absences, as long as the student has brought documentation to excuse the absence. Once proper document has been verified, it is the responsibility of the student to see his/her teacher for make-up work. Students will have the number of days equal to the number of days of absences to complete all make-up work. The time allowed to complete missed computer time during absences will be determined by staff. Failure to turn in work or complete work within the time frame provided may result in the student receiving no credit.

Student Responsibilities

- Students are responsible for following the norms, procedures, schedules and directives of school personnel while at school
- Students are responsible for showing respect to students and staff at all times, and may not use language or exhibit behavior in a manner that would be demeaning or vulgar, or that would imply any type of prejudice or discrimination toward any student
- Students are responsible for conducting themselves lawfully by not accepting or passing contraband, and by not violating the law
- Students are responsible for requesting necessary medical care
- Students are responsible for making up work when they are absent
- Students are responsible for maintaining good personal hygiene

Student rights

Woodrow Wilson Transitional Academy students have specific rights and responsibilities, which are listed below:

- Students have the right to fair and impartial treatment regardless of race, national origin, color, creed, physical handicap, or sexual orientation
- Students have the right to be informed of Woodrow Wilson Transitional Academy norms, expectations, procedures, and policies relating to school operations
- Students have the right to an education experience that is free of harassment, intimidation, threats, harm, assault, and humiliation
- Students have the right to nutritious meals, sanitary facilities, and a safe functional, and maintained facility
- Students have the right to proper medical attention
- Students have a right to participate in both indoor and outdoor recreation
- Students have the right to report any problem or to register complaints regarding any aspect of the school without fear of punishment in accordance with published grievance procedures

Student Process (Chain of Command)

1. Peer
2. Pledge
3. Student Government
4. Executive
5. Behavior Specialist
6. Team Leader
7. Director of Operations
8. Executive Director

Rating System

Needs Improvement

Reserved for new students and students with documented behavior problems. In order to improve rating:

- Understand that eye contact, “yes”, “no” and “excuse me” is how all school personnel and visitors are to be addressed
- Study and understand the Student Handbook
- Learn all school personnel and student names, and understand the daily school schedule
- Understand how norms and redirection are utilized at Woodrow Wilson Transitional Academy
- Demonstrate conformity to the Woodrow Wilson Transitional Academy culture
- Grow personally, cognitively and behaviorally while at Woodrow Wilson Transitional Academy

Developmental

At neutral status, student may be unsure of the process and methods used at Woodrow Wilson Transitional Academy but are able to demonstrate the ability to adjust to the normative culture. In order to improve level:

- Become more vocal in redirecting the negative behavior of peers
- Demonstrate support for and maintenance of the normative culture at Woodrow Wilson Transitional Academy
- Grow personally, cognitively and behaviorally

Strength

At positive status the student is being observed by school personnel for their ability to consistently confront negative behavior, and for their ability to consistently maintain and promote positive behavior. School personnel are looking to see if the student has the leadership qualities and decision-making abilities to become a school leader. School personnel are also observing the students ability to interact appropriately with other students with minimal or no staff direction. A student rated positive should spend time doing something educational. **DOING NOTHING IS NOT AN OPTION**, and may result in a loss of status.

Pledge

Once a student has earned pledge status, the student is issued a pledge log. Completion of the Pledge log is required for a student to move to the next status level. Pledges must demonstrate the following.

- Is consistent in confronting negative behaviors of other students
- Demonstrates pride in their Pledge Log
- Consistently supports and maintains the normative culture at Woodrow Wilson Transitional Academy
- Provides appropriate mentoring to new students, with staff guidance
- Exhibits leadership in all areas relating to Woodrow Wilson Transitional Academy
- Grows personally, cognitively and behaviorally while at Woodrow Wilson Transitional Academy

At Pledge status, the student should be developing a positive redirection style, and documenting redirections in their pledge log. The pledge log and the students behavior will determine if they are promoted. **DOING NOTHING IS NOT AN OPTION**, and may result in a loss of status.

Eagle

- Has completed their Pledge Log and is now a member of student government
- Consistently redirects negative behavior
- Supports the normative culture of Woodrow Wilson Transitional Academy
- Provides mentoring for new students and lower status students
- Supports staff
- Ensures student processes are followed correctly
- Communicates with staff about school related issues
- Is a role model for his/her peers

An Eagle should be self-directed in redirecting and enforcing the normative culture at Woodrow Wilson Transitional Academy. They should be a role model for all other students on campus. Being a club member means the student is trusted, has the ability to make decisions, and consistently maintains, positive behaviors. Club members are responsible for supporting and maintaining the normative culture at Woodrow Wilson Transitional Academy. **DOING NOTHING IS NOT AN OPTION** and may result in a loss of status

Executive

Students have earned the highest status of student government. They should lead by example and consistently assist other students with their problems. This means they are an officer of student government.

- Is vocal in redirecting their peers consistently
- Supports and maintains the normative culture at Woodrow Wilson Transitional Academy
- Mentors new students and lower level students consistently
- Supports staff
- Provide leadership
- Ensures student processes are followed
- Communicates with staff about school related issues
- Is a role model for his/her peers
- Sets a positive standard of conduct while attending on and off campus events

Hallway and Transition Norms

- In the hallway we don't run
- In the hallway we line up for our class
- In the hallway we stay quiet
- In the hallway we walk in protocol
- In the hallway we use the bathroom and water fountain when we have permission
- In the hallway we have permission from staff to be there
- In the hallway we walk in lines

Classroom Norms

- In class we don't sleep
- In class we complete all our work
- In class we ask for missed assignments
- In class we raise our hand for attention
- In class we stay in our seat
- In class we don't call out
- In class we don't copy others work
- In class we don't cheat
- In class we don't graffiti desks

Lunchroom Norms

- In the lunchroom we thank the lunch personnel
- In the lunchroom we put waste in the trash can
- In the lunchroom we clean up after ourselves
- In the lunchroom we don't talk across tables
- In the lunchroom we don't table hop
- In the lunchroom we don't share food

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Classroom Norms

In class we don't sleep

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In class we don't call out

In class we don't copy others work

In class we don't cheat

In class we don't graffiti desks

Lunchroom Norms

In the lunchroom we thank the lunch personnel

In the lunchroom we put waste in the trash can

In the lunchroom we clean up after ourselves

In the lunchroom we don't talk across tables

In the lunchroom we don't table hop

In the lunchroom we don't share food

In townhouse we fill in our seats

In townhouse we keep all eyes on the speaker

In townhouse we hang up our coats neatly

In townhouse we don't talk across rows

*****Become familiar with all of these norms and policies. However, these are not all of the norms at Camden City Transitional Academy. Discuss norms with your student government to become more familiar. It is your responsibility to learn them.**

Peer Support

In the event that all other techniques have failed, it may be necessary that you ask your peers for help. Peer support can be given with both verbal and non-verbal communications.

If at any time during an intervention you feel your peer may lose control and injure himself/herself or others, you are to immediately request staff assistance. **Never attempt to touch or restrain your peers.**

When and Where Student Intervention Should Be Utilized

1. Anytime you observe anti-social behavior
2. Group Guided Interaction
3. Town House
4. Student Government Meetings
5. Orientation of new peers
6. During any and all program areas when necessary

Unacceptable Interventions

Students are **never** permitted to touch another student or restrain a student when dealing with peer behavior.

Staff Behavioral Management Program

De-escalation Technique #1

Friendly Non-Verbal

The Friendly Non-Verbal is first in the order of Behavioral Intervention. When a staff member observes a student who is involved with a problem, they will give this student a helpful non-verbal gesture. These gestures are made with the eyes, hands, head or other body parts. These gestures are used to change the behavior of this student at the immediate time of the problem. Non-verbal's given with empathy are given to affect change. If after a helpful non-verbal is given and the student does not change their behavior, a non-verbal given with concern is the next technique utilized.

De-escalation Technique #2

Concern Non-Verbal

After the student has not responded to the helpful non-verbal's, the next form of Behavioral Intervention is a concerned non-verbal. This can be done by staff through stern and forceful facial gestures, hand gestures or other non-verbal gestures. These non-verbal's are used in order to change behavior or actions of a student at a particular time. If a student does not respond to this level of intervention, a helpful verbal technique will be used next.

De-escalation Technique #3

The Helpful Verbal

When a student is unable to read the concerned non-verbal, the next level would be the helpful verbal. At this time, staff would verbally communicate, in a cordial manner, their concern with the student involved in the incident.

De-escalation Technique #4

Concern Verbal

After a student who has been given a helpful verbal concerning his/her anti-social actions and disregards this, the next step of intervention would be a concerned verbal. The concern verbal given by staff would inform the student in question, that his/her actions are fast becoming a major concern to that staff member. Intervening staff would accomplish this by using different voice levels, facial expressions and non-physical actions.

De-escalation Technique #5

Staff Support

Support is requested when the student ignores the concerned verbal. This is used to alert the student that his actions have reached a high level of concern. This is done by enlisting staff support. Staff support is given through both non-verbal and verbal communications such as different voice levels and facial expressions. In addition, supporting staff also observe to ensure that all staff act professionally and prepare the physical environment to ensure safety in the event that the student becomes a threat to themselves or others.

Staff Escort

In the event that the first five de-escalation techniques fail in motivating the student to change the behavior from anti-social to pro-social, a Staff Escort may also be used. The sole purpose of the Staff Escort is to provide the student with a final attempt to gain self control. The Staff Escort shall be conducted by staff who places one hand on the student's wrist and the other on the student's elbow. The purpose of this is to communicate to the student that the behavior is becoming a major concern to staff. The student's response will determine if the intervention will be de-escalated or if a restrictive procedure is necessary. If at any time during the Staff Escort, the student becomes out of control and a threat to injure themselves and/or others is present, a restrictive procedure will be utilized.

Restrictive Procedures

Emergency Safety Intervention

If all de-escalation techniques have failed and the student becomes a threat to him/herself and/or others, staff members trained in Emergency Safety Intervention procedures will restrict the student according to Emergency Safety Intervention protocol. The restraining staff will use the least amount of physical restraint as possible until the student is no longer out of control or a threat to him/herself and/or others. At this time, staff will take this opportunity to talk with the student and use the incident to help the student mature and grow.

Date: _____

By signing below, you are indicating that you have received your Woodrow Wilson Transitional Academy Handbook. Compliance with this handbook is essential for your success at Woodrow Wilson Transitional Academy. The handbook will be reviewed during new student orientation, Town House Meetings, and with your Team Leader/Lead Teacher; however, it is your ultimate responsibility to know the norms and procedures listed within this handbook. You are responsible for your own behavior.

Student's Signature

Parent/Guardian's Signature

Admissions Representative
Woodrow Wilson Transitional Academy



