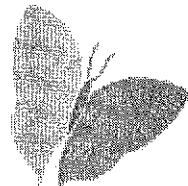


# Transforming Camden's Schools



Camden City Public Schools  
we're all  
for the children

July, 2003

Annette D. Knox,  
Superintendent of Schools

Mrs. Jan E. Gillespie-Walton,  
Assistant Superintendent, Curriculum & Instruction

**Camden City Public School District  
Camden, New Jersey**

Annette D. Knox, Superintendent of Schools

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## Foreword

The purpose of Transforming Camden's Schools is to provide a written description of the changes that are to be implemented in the district during the 2003-2004 instructional year. The plan addresses the expansion of the accelerated program, CHIPS, Small Learning Communities (SLC) in the comprehensive high schools, (Camden High School and Woodrow Wilson High School) with a shared leadership model, support for the middle schools through the School Based Youth Services Initiative, departmentalizing for each of our twenty-two (22) elementary schools, a diverse selection of courses to address bullying, harassment and intimidation and the Twilight Program that will address the academic and social needs of students who have been retained for two or more years with less than fifteen (15) earned credits. Camden's schools are poised for success; therefore, we look forward to the challenges and rewards of the 2003-2004 school year.

Annette D. Knox, Superintendent of Schools

## **Transforming Camden's Schools**

The extraordinary focus on academics in the district has placed strong emphasis on quality teaching and learning at all levels. There are plans to address those meaningful changes that range from construction relocation to equitable distribution of services for all gifted and talented elementary students.

By the fall of 2003 the Camden City Public School District will implement a plan that will provide a new paradigm for teaching and learning in our schools. This paradigm will provide a structure that will allow students to be immersed in a different kind of learning environment designed to help them bridge a gap that has existed in our schools for many years. This gap has supported mass student failure in the early, middle and high school grades; and although, our students will not be able during the 2003 – 2004 school year to choose their schools, there will be a greater diversity in the exposure that they will receive in courses and indeed, in the learning environments. Our building initiative has begun.

### **Instruction Responds to Construction**

With the beginning of a most needed construction program for the district commencing in 2003-2004, the following will take place in order to maintain instructional delivery and continuity. The first of the many schools to be rebuilt is the Early Childhood Development Center (ECDC) and the following concerns are currently being addressed: Administrators and teachers will engage in the design of the learning experiences, as well as assisting in the development of their learning environments. The staff at the Early Childhood Development Center (ECDC) has already met with the architectural teams to discuss and input their knowledge of what an effective school should look like to accommodate the needs of their special populations

- As Early Childhood Development Center (ECDC) will be the first of the buildings to be replaced through demolition and construction. Relocation and swing space are major concerns for the district.
- The district plans to minimize the number of children in and around this area as this construction project begins. Students will be located in area elementary schools and rented church school classrooms i.e. re (names of the specific facilities): Forest Hill (12 classes), Calvary Baptist Church (8 classes), The King's Christian Jr./Sr. High School in Mt. Ephraim, NJ (12 classrooms)
- These temporary relocations will reduce the disruption to curriculum delivery, while providing a **safe** learning environment.

## **The Changing Face of CHIPS**

The Camden Honors Intermediate Program for Scholars (CHIPS), formerly housed at the Forest Hill Elementary School, will be accessible to All of Camden's eligible students no matter where they attend school. The school year of 2003-2004 will reveal the new full-district design of the CHIPS. This district initiative will be represented at every elementary and middle school. Each school will have at least one CHIPS class per grade From grade 2 through grade 8. Many of our students currently participating in the program at the Forest Hill Elementary School will be returning to their home schools. As the district continues to address the No Child Left Behind Legislation through its sub-group focus, there arises a need to equitably address and identify those gifted and talented students at All of our schools. – State, No Child Left Behind (NCLB) Requirement.

The impact of this design will most favorably support those schools designated as being in Category 1 defined as these schools did not achieve AYP and have an achievement gap of more than 25% in attaining the state standards in either language arts literacy or mathematics. The progress achieved by these schools demonstrates that significantly greater assistance is needed to reach full state standards. This includes those schools that met the above criteria for one or more grade levels, even though they also achieve Category II, Schools in Performance Monitoring, in another grade level. Referred for review by district team to identify causes for poor performance. School becomes a top priority for intensified district support for researched-based programs and technical assistance. The possibility of raising test scores at each grade level becomes a reality. Currently, creatively talented instructors are being identified to teach in this program. Principals are responsible for making this in-house selection. This expanded model replicates the district's prior academic accelerated program by offering access to parents and students across the district, who because of the limited number of program participants have been unable to participate. The application process has been established at each elementary and middle school.

### **Additional District Plans to Support Curriculum Delivery**

Every Camden City Public Schools will be comprised of small learning communities (SLC) with themes that allow for teachers of each SLC to present in an interdisciplinary manner. For our elementary schools, departmentalization will take place for the first time. Teachers will deliver in SLC teams and focus on the areas where they are most proficient. Students will grow more effectively via this constructivist model, which allows them to avoid limited access based on the scope of the teacher's knowledge base. Both comprehensive high schools as well as two middle schools will have the advantage of two principals at the helm, one for each SLC.

Research indicates that there are six elements and main themes that exist in schools that experience transformational change.

- A personalized school experience with smaller learning communities
- A coherent curriculum that makes sense to students and links classroom learning to real world appreciation
- Year round opportunities for learning with teachers engaged with fewer students
- Use of technology as both a tool for learning and appreciation
- Professional development learning plans and support for the new roles educators must assume; and
- Quality shared leadership focused on a common desire to ensure every student's success

Internal planning for the changes to be implemented began in the district during the Spring of 2003 and has continued during the summer months with teams of persons who will be working in the various programs that are planned for fall 2003 implementation. The district has committed its resources, both financial and human, to these efforts and although we operate in fiscally challenging times we believe that it is possible to successfully achieve our goals.

The district's vision states that, "Camden City Public Schools are centers of excellence." Quality education is delivered to every child as a right. Our educational innovations ensure extraordinary student performance facilitated by skilled, professional educators. A systematic design approach engenders a belief by all stakeholders that our commitments are "all for the children."

Our vision drives the district's desire to address problematic areas of concerns that affect our ability to provide a thorough and efficient education for every student in our system. Of approximately 700 students entering Camden High School in 1999 only 188 graduated on June 20, 2003. This data is clearly a mandate to address the failures of our system. Although many of our students successfully complete their studies and go on to further education in places ranging from Ivy League colleges and universities to local community and technical colleges, many others are struggling. Further, a significant number of those who do graduate lack the skills to get good jobs and do not have postsecondary plans to acquire those skills. The goals and objectives developed and approved by our board include four goals:

- Improvement in student performance and academic achievement
- Provide meaningful experiences through a comprehensive unified curriculum
- Fiscal management/accountability
- Establish effective communications and public relations

For example the following schools have been identified as “persistently dangerous”, a designation defined by three consecutive years of category “A” offenses or a school with a score of 1.0 or greater on the index category “B” offenses: Bonsall Elementary, East Camden Middle and Camden High School. Other schools that are close to being classified as such are Woodrow Wilson and Morgan Village. The district in collaboration with school based, central office and a diverse cadre of persons representing state and federal agencies have developed a series of plans to address the concerns that plague the schools in our district with a special focus on the above named schools. Please review the attached information regarding the attendance and Truancy Collaboration which will address students in schools who require wrap around services to become more competitively and academically involved.

High Schools/Middle Schools - The plan for Woodrow Wilson, Camden High School, Morgan Village and East Camden Middle School focus on small learning communities (SLC) with a shared leadership model. Both Camden High and Woodrow Wilson use the whole school reform model, High Schools that Work, which supports the concept of small learning communities. The purpose of a small learning community is to engage the learning community at large and focusing on professional dialogue regarding the delivery of instruction to all students.

Ideas about how to better deliver instruction to all students will come as good people work in collaboration. To facilitate discussion the shared leadership teams will meet daily and with staff at least weekly. Instructional staff should meet at least once weekly for common planning to facilitate reflection and improvement in the delivery of our educational services. (Schedules must reflect common planning periods and principals are to attend, direct and participate fully in the plans for instruction).

Small learning environments have been found to be demonstrably better for students of all ability levels, in all kinds of settings. Academic achievement rises in all areas, grades, test scores, honor roll membership, subject-area achievement and assessment of higher order thinking skills as evidenced by Brimm Medical Arts and Creative Arts High Schools. To facilitate this model for 2003 – 2004 school year the district plans to implement the following strategies:

- Development of a lower and upper school at Camden High School and Woodrow Wilson High School: 9<sup>th</sup> grade – 10<sup>th</sup> grade and 11<sup>th</sup> grade 12<sup>th</sup> grade. East Camden Middle School and Morgan Village Middle School: 5<sup>th</sup> grade – 6<sup>th</sup> grade and 7<sup>th</sup> grade and 8<sup>th</sup> grade. 6<sup>th</sup> grade and half of 8<sup>th</sup> grade and 8<sup>th</sup> grade and half of 7<sup>th</sup> grade where applicable.
- Each principal will supervise the curriculum/instructional aspects of his/her school as well as the other areas that impact on the teaching/learning environment. Principals will attend, direct and participate in the common planning periods, scheduling and extra curricular activities. Both principals will work together to direct services that are school wide such as security, custodial, budget

(there will no division of the budget). Principals in the shared leadership model will work together to prepare evaluation reports of persons that provide full student population i.e. physical education, fine arts, school to careers. Schedules will be worked out for cafeteria services for both schools all staff including principals to be evaluated as required by district/state policy.

- Block scheduling (80 minute periods)
- Waiver to allow students to take physical education during the summer to allow students to take more academic courses during the regular instructional year
- 9<sup>th</sup> grade academy at both high schools
- 9<sup>th</sup> grade academy with two day orientation during the 1<sup>st</sup> two week of September
- Recommending uniforms for 9<sup>th</sup> grade academies
- Recommending 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade mentors for 9<sup>th</sup> graders
- Dedicated area of the facility to house the 9<sup>th</sup> grade academies
- Students classified in the subgroups i.e. Special Needs, English Language Learners will experience inclusion and success through cultural constructivist presentations. For example, the district will utilize the Berlitz Language Program for professional development to enhance teacher effectiveness in addressing English language learners and their parents. To facilitate district wide exposure staff will be able to access this information through distance learning.
- Implementation of an assessment, pre and post and periodically (every six weeks) to inform instruction and strengthen students skills at 9<sup>th</sup> grade level

Budget – Funds for the additional administrative staff resides in the 2003 – 2004 budget. A review of the 2002 – 2003 budget revealed areas that we might utilize in the 2003 – 2004 budget. Approximately \$90,000 per administration times 4 equals \$360,000 which will be transferred from other areas.

Staff – One additional administrator (principal), one additional guidance counselor, coordinate the services of the Link and Liar to the needs of the students with the support of an in-house probation officer, and drop-out prevention officer. Other staff to be assigned based on student population, instructional and programmatic needs. Middle Schools – East Camden and Morgan Middle Schools utilize America's Choice, a whole school reform model that addresses the intellectual, social and emotional needs of middle school students. It stresses the students' needs in each area. It also stresses the importance of small, personal learning environments, where every student is known and valued. America's Choice also recognizes the tremendous but often untapped academic abilities of middle school students. Teachers in this model work together closely – to implement the design, to acquire new content knowledge in their particular disciplines and in interdisciplinary areas, with grade level teams to devise strategies for improving the instruction of students they have in common. This model has proven to be successful in each of the schools in that it has unified them around a common instructional model that parallels the needs of both staff, students and parents. Parent and community

involvement is a key element of America's Choice. There will also be an additional principal placed at East Camden Middle and Morgan Village.

Each of the five middle schools will implement the School-Based Youth Services Middle School Initiative during the 2003 – 2004 school year. The program will provide family counseling, medical, health education, pregnancy prevention, attendance, recruitment and extended day services. Camden School Based Youth Services Program will expand to establish School Based Youth Services Program in five Camden Board of Education Middle Schools: They are as follows:

- Cooper B. Hatch Middle School
- Morgan Village Middle School
- Pyne Poynt Middle School
- Veterans Memorial Middle School
- East Camden Middle School

The following staff will form the Middle School School-Based Youth Services Program (MSSBYSP) Team. Existing staff including the Health and Human Service Coordinator and Drop-Out Prevention officer will join with MSSBYSP funded staff, Family Therapist, Community Resource Specialist, Nurse Practitioner (Part-Time at each site) and Reproductive Health Educator (one day a week at each site) to implement the program.

At each Site, MSSBYSP will operate Monday through Friday. The hours of operation will be Monday and Friday, 8:30 am to 4:30 pm; Tuesday, Wednesday, and Thursday 8:30 am – 6:00 pm.

The core of these MSSBYSP is the family Intervention Program, a treatment model designed for urban children and families at risk for substance abuse.

Initially, the Health and Human Service Coordinator and the Community Resource Specialist, with the assistance of the Drop-Out Prevention Officer and the Guidance Counselor will identify students who are at risk of future negative outcomes. These students will be identified through three avenues, their attendance; behavior in school; and academic progress. These children as well as any interested students may participate in MSSBYSP. Participating students will enter the program with parental/consent and a group orientation experience.

The F.I.P. model stresses empowerment of adolescents through the strengthening of relationships in the family and community. The Family Therapist and Community Resource Specialist will develop assessment and interventions in the context of the school-based model. In each middle school, the MSSBYSP will be integrated into the work of the Nurse, Guidance Counselor and Drop-Out Prevention Initiative.

Our Collaborators are as follows:

- Planned Parenthood of Southern New Jersey
- CamCare Health Corporation
- Center for Family Services, Inc.
- The Center for Family, Community, and Social Justice Inc.

This program is important because of the large number of students whose experiences require counseling and other wrap around services to help them to navigate life's challenges.

Additionally, the district has already developed programs with outside agencies that are part of our Attendance/Tuancy Collaboration that addresses bullying, intimidation, harassment and overall school safety. Those programs are:

- Cadet Program - State Police
- COPS - Camden City Police Department
- Challenge - Juvenile Justice
- Youth Court Program - Prosecutor's Office
- 21<sup>st</sup> Century Extended - Communities in Schools
- Camden/Rutgers Leadership Program - Camden School District/Rutgers University

The aforementioned programs and the inclusion of Woodrow Wilson and Morgan Village are evidence that the district is aggressively providing early warning and support for schools on the cusp of the persistently dangerous category.

### **Twilight School**

The twilight program is designed to address the academic and social needs of students who have been retained in the 9<sup>th</sup> grade for two or more years and earned less than 15 credits. Their course schedule is broken up into two 18 week semesters. Students take four 80 minute classes everyday each semester. This enables them to earn as many as 20 credits each semester which will total 40 for the entire school year. Twilight students will also be given an opportunity to take two more courses including physical education in summer school totaling 50 credits for one school year. Students will remain in the program for two years. This length of time will assist in moving them into their correct grade level when they leave the program. Academic achievement is emphasized in the program. Class sizes are small, preferably no more than 20 students per class. It is

important that we recognize that the profile of our Twilight program students who are eligible because they fall into the following categories:

- Any student who is between the age of 14 to 18
- Retention – failed a full grade twice
- Meet drop-out checklist
- A history of chronic behavior problem
- A severe attendance problem
- Truant
- Pre-adjudicated youth
- Cultural and language barrier
- HSPA score
- Low motivational level

We will review the sources of the Link and Liar to ensure services adequate to the needs of the students. The Link and the Lair, which provides student-support programs from each comprehensive high school will provide additional support. Their efforts will enhance the work being done by the counselor/mentor, school psychologists, as well as the school social worker as needed.

The courses to which the students are exposed include the following:

- English 1 and 2
- Global Studies, History
- Biology, Earth Science
- Pre-Algebra and Algebra I
- Computer application
- Foods/Nutrition
- Pre-Cosmetology and Printing
- Life Skills

The district is requesting a waiver through the County Superintendent's office to allow Twilight students to take Health 1 and 2 and Gym 1 and 2 during the summer school sessions.

As we enter the 2003-2004 school year, we enter with enthusiasm and hope. Our planning is built on a moral purpose that all children can and will learn to their utmost capacity. In the Camden City Public Schools there will be No Child Left Behind. We have placed a serious emphasis on our professional development, principal selection, partnership alignments, and the acquisition of meaningful instructional materials.

**Camden Board of Education**  
**ATTENDANCE**  
**ACCOUNTABILITY**  
**INITIATIVES**

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*STATUS OF ACTIVITIES*

*2001-2002*

*2002-2003*

*Annette D. Knox*

*Superintendent*

The Mission of the Camden City Public School's Attendance Accountability Initiative is to improve student attendance.

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**Goal: To Increase Student Attendance by 10%**

**Objectives: The Attendance Accountability**

**Initiative will be able to:**

- Reduce Truancy
- Lower the Dropout Rate
- Identify Students with Chronic Attendance Problems
- Collect Accurate Data
- Provide Instructional Support Services
- Coordinate and Collaborate
- Report Accurate Data to Responsible Parties
- Increase Parental Involvement/Accountability

# Guiding Principles

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- Strengthening the family
- Supporting core social institutions
- Promoting delinquency prevention
- Intervening immediately and effectively
- Identifying and controlling the small group of serious, violent and chronic juvenile offenders; and
- Developing a system of graduated sanctions

*From Camden city Youth Services Commission  
Community Assessment Report April 2002*

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**"Students Cannot Benefit From  
Sound Instructional Practices  
And Quality Programs,**

**If They Are Not In School"** Annette D. Knox,  
Superintendent Camden City School District

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**"Local Capacity to operate a school district  
should be determined by examining  
numerous factors; reliance solely on pupil  
achievement is narrow."** William Librera, Ed.D.,

Commissioner

State of New Jersey Department of Education

# **Sequences of Actions**

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- **February 7, 2002** - Notification to Principals regarding adherence to Board Policies: School Suspension - File Code: 5114 and Absences and Excuses - File Code: 5113
  - **March 10, 2002** - Central Office Conceptual Planning Session for the Development of An Attendance Accountability Plan
  - **March 12, 2002**- First -Meeting at Woodrow Wilson High School - Topics 1. Aggressive Comprehensive Approach - Dropout Prevention 2. Delineation of Responsibilities of Staff 3. Community Awareness Campaign
  - **March 13, 2002** - Notification of Meeting at the J. Riggs Center for March 14, 2002 to outline the Attendance Accountability Plan - Roles and responsibilities for teams and team members
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# **Sequences of Actions Con't**

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- **March 13, 2002** - Transfers In/Out Fax to Affirmative Action Office
- **March 13, 2002** - Schools requested to send composition of AAT teams to Dr. Reiss by the close of day
- **March 14, 2002** - Attendance Accountability Meeting- selected staff members- CSC, Dropout & Attendance Officers
- **March 16, 2002 - Saturday** - Superintendent/ Attendance Officers/Community- OutReach Specialist Door-to-Door community visits - 100 excessively absence/dropout population

# **Sequences of Actions Con't**

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- **March 18, 2002**- 20 families responded to visits and 2/3 re-enrolled
- **March 18<sup>th</sup> & 25<sup>th</sup>, 2002** - Central Office Attendance Accountability Team meeting held with Superintendent - strategy building session
- **March 22, 2002** - Notification from the Camden County Health & Human Services Department - Health Related School Absenteeism Report Mandate from County to receive notification from schools with a 15% absenteeism rate.
- **April 18, 2002**- Attendance Accountability Informational Session held at Woodrow Wilson - District AAT teams attended

# **Sequences of Actions Con't**

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- **April 5, 2002** - Central Office AAT- Strategy session
- **May 9, 2002** - Attendance Accountability Informational Session held at Hall of Justice for Probation and Family Court Personnel
- **May 13, 2002** - Attendance Accountability Teams Technical Assistance Session - Elementary Schools
- **May 24, 2002** - Lakeland Detention Center - Closing gap of services for youth returning to district
- **May 14, 2002** - Attendance Accountability Teams Technical Assistance Session-Elementary Schools

# **Sequences of Actions Con't**

- **May 15, 2002** - Attendance Accountability Teams Technical Assistance Session - K thru 8 and Middle Schools
- **May 16, 2002** - Attendance Accountability Teams Technical Assistance Session - High Schools
- **May 22, 2002** - Interagency Collaborative Meeting with Juvenile Justice for Disaffected Youth
- **May 30, 2002** - State Troopers press Conference at Parents Center
- **June 3, 2002** - Meeting with 1st Assistant Attorney General - Preparation of Technical Assistance Conference for Disaffected Youth

# **Sequences of Actions Con't**

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- **June 4, 2002** - Technical Assistance Conference for Grant Disaffected Youth - Trenton, New Jersey
- **June 5, 2002** - Preparation of memorandums for data collection for disaffected youth grant program
- **June 10, 2002** - TV program designed for students to ask questions to the State Troopers assigned to Camden City
- **June 11, 2002** - Jamesburg Detention Center visit - Closing the gap of services for youth returning to the district
- **June 19, 2002** - Technical Assistance Meeting held at Camden High School for Disaffected Youth Grant
- **June 20, 2002** - Court mandated parenting classes began at the District Parent Center

# **Sequences of Actions Con't**

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- **September 7, 2002 - June 2003** - School level Attendance Accountability Teams - collaborative meetings and work-sessions held this year to support student attendance
- **October 23, 2002** - Central Office AAT - collaborative meeting schedule:
  - November 1, 2002**
  - November 28, 2002**
  - January 29, 2003**
  - February 14, 2003**
  - April 2, 2003**
  - May 15, 2003**
  - May 22, 2003**
- **November 12, 2002** - Presentation to Youth Services Commission, Camden County College

# **Sequences of Actions Con't**

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- **April 8, 2003** - Satellite Video Conference - "Community Response to Truancy" - 102 participants
- **March 27, 2003** - School District of Philadelphia - Roundtable meeting with the Philadelphia Truancy Support Center - participants identified strategies and procedures used to support Philadelphia's Truancy Program
- **June 12, 2003** - Minority Over-Representation of Juvenile Offenders - Articulation meeting will address the problems found locally with the disparity of youth in the juvenile justice system
- **June 18, 2003** - Satellite Video Conference - "Children of Prisoners, Children of Promise" - Conference addressed the issues students face when their parents are incarcerated - 75 participants attended
- **June 20, 2003** - New Jersey Juvenile Reentry Roundtable meeting will be held to address incarcerated youth returning to the Camden district.

As stated by Norman A. Lockman a Pulitzer Prize winning  
associate editor for the News Journal in Wilmington,  
Delaware

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□ *“Statistical analysis quantifies some of  
the problems, but the data don’t tell us  
how to eliminate it. That might be left  
to social scientist brave enough to get  
beyond the numbers to deal with the  
**systemic problems of schools** that  
do not properly teach the unprepared  
and unwanted.”*

# Major Risk Factors

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- Family Management Problems
  - One in four households headed by single mothers
- Extreme Economic deprivation
  - 53.60% housing by owners
  - 46.10% housing by renters
  - 19% of 29,769 housing units are vacant
  - 369 housing units of public housing lost
  - Academic Failure beginning in Late Elementary School

# Systemic Statistical Factors

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- Abuse/Neglect Cases 4,397
  - Arrests outside of school 3,465
  - Curfew Violations 5,317
  - Reported Suspensions (only 16 Schools)
  - Under-reporting

## Other Systemic Factors

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- Statewide, more youth incarcerated in juvenile facilities are from Camden than other cities in the state.
  - There is an overrepresentation of minority youth (African American and Hispanic) in confinement.
  - Of 156 Camden City 8<sup>th</sup> grade youth surveyed, 60% had used alcohol and nearly 20% had used drugs during their lifetime.
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## District Wide Incidents

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- Incidents 1633
  - Vandalism 144 (reported cost \$16,932.50)
  - Violence 1360
  - Weapons 86
  - Substance Abuse 21
  - Police Action 100
  - School action 1378
  - Security Action 1244
-

# Attendance Accountability Teams

## School Year - 2002-2003

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- AAT Teams must begin the 2<sup>nd</sup> week of school -  
Coordinator of Initiative- Mickey Torres
- By September 24<sup>th</sup> - the teams reviewed truant lists  
from 01-02 and identified those students using the  
current year's attendance roster to begin the process  
wrap-around process
- Impact of this process:  
All students that were prior truants
  - Excessive absences
  - All potential dropouts based on previous year's data  
Grades; attendance; D-8
  - Anticipation of Twilight students

# Composition of School Based Attendance Accountability Teams

Approximately \$5 million in Staffing Costs

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- Principal**
  - Dropout Prevention Officer (Home Visits)**
  - Attendance/Truancy Officer (Home Visits)**
  - Guidance Counselor (Home Visits)**
  - School Based Youth Services Staff (Home Visits)**
  - Attendance Clerk**
  - Community School Coordinator (Home Visits)**
  - Social Worker / WSR Social Worker (Home Visits)**
  - Child Study Team Social Worker**
  - Crisis Counselor (Home Visits)**
  - Health & Social Service Coordinator (Home Visits)**
  - School Nurse**
  - School Law Enforcement Officer**
  - Probation Officer (Home Visits) / Parole Officer**
- 
- Cops In School (Home Visits)**

# Weekly Status Report

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- Weekly meetings - Every Tuesday!
- Reports - Faxed Weekly on or before Friday to Mr. Mickey Torres - 966-2571
- Discussion should **follow items I through VI** on the Weekly Status Report (when completed, they become your minutes and your report):
  - I. Progress report from previous meeting (number of home visits by each AAT member, parent conferences, suspensions, counseling, etc.)
  - II. Review of monthly Excessive Absence Report
  - III. Current status of services provided (impact assessment [positive or negative])
  - IV. Corrective Actions and individual assigned
  - V. Future Assignments
  - VI. Issues to be addressed
  - VII. Other

## Camden Board of Education

### Weekly Status Report

Date of Meeting \_\_\_\_\_ # of Tracking Forms Completed \_\_\_\_\_

School Name \_\_\_\_\_ # Court Referrals \_\_\_\_\_ # Home Visits \_\_\_\_\_

Principal \_\_\_\_\_ Attendance Sheet Attached YES \_\_\_\_\_ NO \_\_\_\_\_

I. Progress report from previous meeting (number of home visits by each AAT member, parent conferences, suspensions, counseling, etc.)

II. Review of monthly Excessive Absence Report

III. Current status of services provided (impact assessment [positive or negative])

IV. Corrective Actions and individual assigned

V. Future Assignments

VI. Issues to be addressed

VII. Other

# Student Tracking

- No Student will fall between the cracks!
- Every student with (ten) excessive absences will be monitored by a student tracking form
- Every stakeholder (AAT) will be accountable for the completion of a Student Tracking Form (To be kept at a central location at the school)
- During weekly (AAT) Meetings stakeholders will discuss the student Tracking forms and corrective actions taken
- Site visits will be performed to review student tracking forms, etc.

**Camden Board of Education  
STUDENT TRACKING FORM**

Name of Student \_\_\_\_\_ School \_\_\_\_\_

Address \_\_\_\_\_ ID# \_\_\_\_\_

Grade \_\_\_\_\_ Phone # \_\_\_\_\_ Parent/Guardian \_\_\_\_\_

Team Member Name \_\_\_\_\_ Position \_\_\_\_\_

Date	Service Provided	Results of Service	Future Plans

# Comprehensive Recommendations

- Bring the District into the 21<sup>st</sup> Century-Technology Audit to be conducted to streamline and coordinate required data**
- Flow Chart** should be developed to show clear lines of responsibility in providing accurate data:
  - Emergency Cards (Accurate Addresses)
  - Student Data Forms
  - Transfers In/Transfer Out ( Student Mobility)
  - Lunch Applications
  - Computerized Attendance for Every Classroom
- Organizational Chart** should be developed to show clear lines of collaboration and accountability for all stakeholders.
- Professional Development** for all Stakeholders
- Reinststitute the usage of home dial-up system
- Reinstatement Program

"Leave No Child Behind"

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***How many ears does the  
district need before we  
hear our children cry!***

# District Attendance Accountability Initiative

Annette D. Knox, Chairperson

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## District Team Members

- Regina Broadbelt, 966 - 2109
- Kim Buell- Alvis, 966 - 2050
- Edna Davis, 966 - 4443
- Deborah Polk, 966 - 2527
- Ed Smith, 966 - 8899
- James Thornton, 966 - 2101
- Marilyn Torres, 966 - 4445
- Mickey Torres, 966 - 2510
- Stanley White, 966 - 2025
- Ernie Williams, 966 - 2537