

# MARY S. SHOEMAKER SCHOOL

# PARENT HANDBOOK

*Woodstown-Pilesgrove Regional School District*  
2023-2024

**PRINCIPAL: Dr. Richard Carr**

**DEAN OF STUDENTS: Mr. Anthony Petruz**

Partnering with families to guide students through educational excellence.

**201 East Millbrooke Avenue – Woodstown, NJ 08098**

**856-769-0144**



## **Mission Statement**

Woodstown Pilesgrove Regional Schools embody a collaborative partnership that provides a secure, supportive environment with high quality resources based upon New Jersey's Student Learning Standards, committed to challenging and empowering each individual to see and pursue his/her potential and to develop a passion for life-long learning in our diverse and changing world.

## Table of Contents

Absences.....	13-14
Achieve Program.....	20-21
After-School Enrichment Programs.....	22-23
Attendance.....	13
Award Criteria for Leading Learners- Grade 5.....	32
Band.....	22
Bicycle Use.....	40
Board of Education Members.....	3
Bringing Food to School.....	10-11
Cafeteria/Recess Staff.....	6
Care of School Property.....	40
Carpool/Walkers Guidelines .....	11-13
Child Study Team Staff .....	5
Chorus.....	22
Class Assignments.....	18
Communication with the Main Office.....	12
Community Resources .....	41
Conferences- Reporting Student Progress.....	23
Custodial Staff.....	6
Directory Information Notice.....	15-16
Discipline Procedures.....	23-29
Distribution of Invitations.....	32
District Administration .....	4
Dissection Opt-Out .....	15
Early Childhood Behavioral Guidance .....	29-30
Early Dismissal.....	8
Elementary School Dress.....	32
Emergency Closing .....	8
Emergency Evacuation.....	8-9
Evaluation of Work/Standards Based Grading.....	36-37
Extended Absences.....	14
Family Educational Rights and Privacy Act (FERPA).....	16
Field Trips.....	39-40
Field Trip Chaperone Guidelines.....	37-38
Harassment Intimidation and Bullying.....	31-32
Health Services.....	37-38
Homework Guidelines.....	33-35
Intervention and Resource Service Team (I & RS).....	18
Latenesses.....	14
Lost and Found.....	11

Mary S. Shoemaker Elementary School Emergency Contact Information.....	7
Mary S. Shoemaker Elementary School Staff .....	4-5
MSS Delayed Opening Schedule.....	7
MSS Spirit Collections.....	40
Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA).....	17-18
Parent Teacher Organization.....	40
Physical Restraint.....	41
Possession of Non-School Items .....	40
Powergrade Access Information.....	37
Recess.....	10
Room Parents.....	39
School Age Child Care.....	7
School Curriculum.....	15
School Hours.....	6
School Insurance.....	38
Shoemaker Academic Program Enrichment.....	18-20
S.T.A.R.S.....	22
STARS Positive Behavioral System (PBIS).....	22-23
Student Breakfast/Lunch Program.....	9-10
Student Grievance Procedure.....	35
Student Residency Requirement.....	14
Technology Use.....	14
Textbooks/Materials- School Provided Materials.....	33
Transportation Coordinator Contact Information.....	7
Vacations During the School Year.....	38-39
Visitors to School.....	10
Wolverine Watch.....	6

**Board of Education Members**

- Ms. Maricia Chiarelli President
- Mr. Joshua Crane Vice President
- Ms. Jeanne DuBois Board Member
- Dr. Erin Hitchner Board Member
- Ms. Karen Gerber Board Member
- Mr. Robert Iocona Board Member
- Ms. Amy Wojciechowski Board Member
- Ms. Eileen Miller Board Member
- Mr. Travis Zigo Board Member
- Mr. Richard Morris, Jr. Board Member
- Mr. Michael Kinney Board Member

### **District Administration**

Dr. Christopher S. Meyrick	Superintendent
Mrs. Shannon Dubois-Brody	Business Administrator/Board Secretary
Mr. Sage Schmidt	Director of Special Education
Mr. Richard Senior	Woodstown High School, Principal
Mr. Steven Asay	Assistant Principal, WHS
TBH	Woodstown Middle School Principal
Mr. Joseph Ursino	Assistant Principal, WMS/ Director of Athletics
Mrs. Eliza Cadorette-Rawley	Director of Curriculum
Mr. Karlyle Adams	Chief Technology Officer
Dr. Richard Carr	Mary S. Shoemaker Elementary Principal
Mr. Anthony Petruz	Dean of Students, MSS Elementary
Mrs. Jennifer Hildebrand	William Roper ECLC Principal

### **MARY S. SHOEMAKER ELEMENTARY SCHOOL STAFF**

Dr. Richard Carr	Principal
Mr. Anthony Petruz	Dean of Students
Mrs. Stephanie Williams	Nurse
Mrs. Stephanie Rice	School Counselor (Grades 3 - 5)
Ms. Kimberly Geremia	School Counselor (Grades K - 2)
Mrs. Donna Simmermon	Administrative Assistant to Principal
Mrs. Alexis Simmermon	Administrative Assistant
Mrs. Holly Booth	Paraprofessional
Mrs. Kristine Dudzinski	Paraprofessional
TBH	Paraprofessional
Mrs. Mary McCracken	Paraprofessional
Mrs. Lorrie Wagner	Paraprofessional
Dr. Mirjam Biegen	Kindergarten
Mrs. Katherine DiDio	Kindergarten
Mrs. Ashley Murawski	Kindergarten
Mrs. Katherine Ragonese	Kindergarten
Mrs. Sheena Snitcher	Kindergarten
Mrs. Christina Daly	Grade One
Mrs. Kathleen Kidder	Grade One
Ms. Dominique Lieze	Grade One
Mrs. Hope Mortimer	Grade One
Ms. Jennifer Battaglia	Grade Two
Mrs. Charlene Grubb	Grade Two
Ms. Kerry Hars	Grade Two
Mrs. Karen Perry	Grade Two
Mrs. Lynda Boorse	Grade Three
Mrs. Kate Danner	Grade Three
Ms. Brenda Pagesy	Grade Three
Mrs. Lori Vilary	Grade Three
Mrs. Mary Cundey	Grade Four
Ms. Elena Harris	Grade Four

Mrs. Sara Mead	Grade Four
Mr. Jamie Morgan	Grade Four
Mrs. Rebecca Schalick	Grade Four
Mrs. Staci Clayton	Grade Five
Mrs. Danielle Dickson	Grade Five
Mrs. Gina Donahue	Grade Five
Ms. Kimberly Mullison	Grade Five
Mr. Jesse Stemberger	Grade Five
Mrs. Alison Schulze	Art
Mr. Bradford English	Phys. Ed & Health
Mr. Stephen New	Phys. Ed & Health
Ms. Laurie Miles	ELL/ Spanish
Ms. Pam Chew	S.T.E.L.L.A.R.
Mrs. Christine Nowmos	Music
Mrs. Shannon Sheridan	Instrumental Music
Mrs. Justine Asay	Special Education Teacher
Ms. Amber Berry	Special Education Teacher
Mrs. Stacy DuBois	Special Education Teacher
Mrs. Beverly Haney	Special Education Teacher
Mrs. Colleen Jennings	Special Education Teacher
Mrs. Megan Kubat	Special Education Teacher
Ms. Erica Tait	Special Education Teacher
Mrs. Whitney Widger	Special Education Teacher
Mrs. Susan Wolf	Special Education Teacher
Mrs. Martha Champigny	Reading Specialist
Ms. Diane Cioffi	Achieve
Mrs. Christy Carpenter	Achieve
Mrs. Claudia Kranz	Achieve
Ms. Shelly Cortés	Achieve
Mrs. Tara McQueston	Achieve

### **Child Study Team Staff**

Mrs. Pamela Crinite	Secretary
Mrs. Denise Barr	Learning Consultant Grades 3-5
Mrs. Joanie Hobbs	Learning Consultant Grades PK-2
Mrs. Rachel Medsker	Speech-Language Specialist
Mrs. Ashley Turco	Occupational Therapist
Ms. Kelly Pustizzi	Social Worker
Ms. Courtney Risher	School Psychologist

## **Cafeteria/Recess Staff**

Ms. Susie Ashlock	Lunch/Recess Aide
Mrs. Lisa Sparks	Lunch/Recess Aide
Mrs. Victoria Levine	Lunch/Recess Aide
Mrs. Margaret Sammacicci	Lunch/Recess Aide

## **Custodial Staff**

Mr. Franklin Conover	Maintenance
Mr. Harold Martin	Custodian
Mr. Scott Morris	Custodian

## **Wolverine Watch**

Mr. Don Rambo	Security Specialist
---------------	---------------------

## **SCHOOL HOURS**

7:30 a.m. Entrance of students to MPR/Playground/Cafeteria/Conclusion AM SACC

7:45 a.m. Warning Bell

7:50 a.m. Late Bell

### **Lunch Times**

<b>Kindergarten</b>	<b>10:30-11:00</b>
<b>Grade 1</b>	<b>10:30-11:00</b>
<b>Grade 2</b>	<b>11:00-11:30</b>
<b>Grade 4</b>	<b>11:30-12:00</b>
<b>Grade 3</b>	<b>12:00-12:30</b>
<b>Grade 5</b>	<b>12:30-1:00</b>

### **Dismissal Times**

2:30 p.m. School Age Child Care (SACC)

2:32 p.m. Bussing students

2:35 p.m. Carpool students and walkers dismissal

2:55 p.m. End of day for teaching staff & paraprofessionals

12:05 p.m. Early Closing

## **MSS Delayed Opening Schedule**

In the event Dr. Meyrick declares a delayed opening schedule at any time for inclement weather, the following will occur:

### **Two Hour Delay:**

Student arrival 9:30am - 9:50am - Late at 9:50am  
Breakfast will still be served on delayed openings.

### **Transportation Coordinator Contact Information:**

Carol Bowling: [bowling.c@woodstown.org](mailto:bowling.c@woodstown.org)  
Office: 856-769-0144 ext. 22250

### **Mary S. Shoemaker Elementary School Emergency Contact Information:**

**Rich Carr** [carr.r@woodstown.org](mailto:carr.r@woodstown.org)  
Office: 856-769-0144 ext. 66249 or 856-207-9180

**Anthony Petruz** [petruz.a@woodstown.org](mailto:petruz.a@woodstown.org)  
Office: 856-769-0144 ext. 66131 or 609-202-6613

*The Woodstown-Pilesgrove Regional School District does not discriminate in its educational programs, activities or employment practices based on race, color, national origin, gender, sexual orientation, disability, religion, ancestry or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 503 AND 504 of The Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act of 1990. Information relative to special accommodation, grievance procedure, and the designated responsible official for compliance with Title VI, Title IX, and Section 503 and 504 may be obtained by contacting the school district.*

## **SCHOOL AGE CHILD CARE**

Parents can reach the School Age Child Care (SACC) office by dialing 856-430-4921. The SACC Program is a separate organization that conducts a before and after school care program held at the Shoemaker School for children in kindergarten through sixth grade. The schedule is listed below:

6:30 a.m. Students Arrive  
7:35 a.m. Conclusion of AM Session  
2:30 p.m. Students Arrive  
5:30 p.m. Conclusion of PM Session

The SACC program follows the school schedule in the event of early closing or school closes due to inclement weather.

## EARLY DISMISSAL

We encourage regular school attendance and minimal interruption to the school day; however, it is sometimes necessary for a student to leave early for a medical appointment or a family concern. Please try and utilize our *Note to School* which is located on our website or you can obtain one from the school office. The early dismissal procedure is as follows:

1. The student must submit a note from the parent to the classroom teacher indicating the following:
  - a. the student's name
  - b. the reason for leaving school early
  - c. a telephone number for parent/guardian contact in the morning
  - d. the parent's/guardian's signature
  
2. The student will be dismissed from the office when the parent arrives. The parent must sign his or her child out in the school office before the child is permitted to leave the school building.

## EMERGENCY CLOSING

If the school district closes due to poor weather conditions or emergency situations, parents and guardians will be contacted via our emergency School Messenger Call system. This automated system allows us to call hundreds of families within minutes of a decision to close school. The call will be activated to the one primary phone number that was submitted to the office.

Additionally, we will try to have that information on our website, <http://www.woodstown.org> by 6:45 AM. You may also 769-0144 ext. 66247 for an updated phone message recording. Philadelphia stations use a code number to identify each school district. Our number is **902**. The following sources can be accessed to find out if the district is closed.

**Please check more than one source for confirmation of the closing!**

**Radio Stations Internet TV Stations** KYW News Radio1060 AM [www.woodstown.org](http://www.woodstown.org)  
WTFX – TV Fox WDEL1150 AM [www.NBC10.com](http://www.NBC10.com) KYW – CBS 3 WSTW93.7 FM  
[www.WPVI.com](http://www.WPVI.com) WPVI-TV - ABC 6 WSNJ1240 AM/107.7 FM [www.kyw1060.com](http://www.kyw1060.com) WCAU-TV  
- NBC 10

A two-hour delay means that transportation for students and starting time for school will be delayed two hours. School begins at 9:50 for all students.

**Emergency conditions may necessitate the closing of school during the day. It is important that parents instruct children regarding what to do if no one is at home. The school will arrange an emergency phone chain each year via School Messenger to assure parents are notified as soon as possible in the event of an emergency school closing. The primary number that you provide for us will be the phone number that is used for the School Messenger system.**

## EMERGENCY EVACUATION

The Mary Shoemaker School has emergency evacuation plans, In the event of an emergency evacuation of the Mary Shoemaker School, the following plan will be used:

1. In clear weather, students will evacuate to the football field.



2. In inclement weather, the students will be walked to the high school/middle school gym.
3. If the district needs to be evacuated, the students will walk to the Friend's Village or be transported to the Salem Community College.
4. After it is determined that it is safe to re-enter the building the regular schedule will be resumed.
5. In the event that the building cannot be re-entered within a short period of time, the students may be dismissed for the day. Parents will be kept informed via ConnectEd and/or phone calls.

## **STUDENT BREAKFAST/LUNCH PROGRAM**

Lunch \$3.10 A la carte items prices will vary. Please review the Woodstown-Pilesgrove School District

Breakfast \$2.00

Student breakfast consists of a well balanced platter. Lunch consists of a platter or an alternative option. Parents are encouraged to utilize the Lunchtime feature. Deposits may be sent in with your child or parents can deposit the funds between the hours of 7:35 a.m. and 8:05 a.m. daily. Additionally, Lunchtime accepts debit and credit cards online. Visit the school homepage for more information. If a student is charging lunch, that student will be sent to the cafeteria early in the morning to have this recorded so charges will be paid at a later date. Students are not denied a school lunch if they have forgotten their lunch money. Students are not permitted to bring soda or glass of any kind to school. Please keep in mind, student lunches cannot be heated by our staff.

policy #3542.2 regarding School Meal Program. **Nutri-Serve Facts**

**1. Decision Making:** Purchasing a school meal is an opportunity for your student to make a choice regarding his or her own health. We encourage students to be proud and OWN THAT DECISION! **2.**

**Consistency:** School meals are consistent in the food groups offered. For a student, this is constant reinforcement of what makes up a balanced meal.

Lunch: PROTEIN, GRAIN, FRUIT, VEGGIE, MILK

\*Students must take at least 3 out of the 5 components including a FRUIT or VEGGIE.

Breakfast: PROTEIN, PROTEIN /GRAIN, FRUIT, MILK

\*Students must take at least 3 out of the 4 components, one item must be a FRUIT.

**3. Healthy Peer Pressure To Try New Foods:** We see a lot of POSITIVE peer pressure in cafeterias. Students are intrigued by what

their friends are eating & are influenced by their reactions. This opens their minds to NEW FOODS! **4. The**

**USDA Fruit & Veggie Requirement:** Convincing every student to take a fruit or veggie with their meal? We say, CHALLENGE ACCEPTED! We LOVE introducing NEW healthy fruits & veggies as they are necessary in a healthy diet. So how do we combat these items ending up in the trash? The POWER of CHOICE: "Students given a CHOICE between carrots and celery ate 91% of the veggie taken vs 69% when carrots alone were offered."- Cornell Center for Behavioral Economics in Child Nutrition

**5. Learning the Social Behavior of Purchasing Something:** For many students, purchasing a school meal may be one of the first times they buy something without the guidance of a parent. They have to learn to wait patiently in line, hand over money (or make sure they

have it on a lunch account), and say "thank you".

**ALL IMPORTANT LIFE SKILLS!**

For your convenience, online prepayments are possible using the site [www.schoolpaymentportal.com](http://www.schoolpaymentportal.com) with your child's student ID. Cash or a check can also be applied to your child's account by any cashier. To set up your account you will need to go to [www.schoolpaymentportal.com](http://www.schoolpaymentportal.com).

1. Click on create account and enter your information that you will use to access your account 2.  
Click on login page
3. Sign in with the information you entered in Step 1
4. Click on add student and enter zip code 08098
5. All districts in that zip code will show
6. Click on your student's school
7. Enter your student's last name, first name and student ID number then click continue. (Your child's student ID number can be found by logging into your PowerSchool account and clicking on "Report Card" found in the Navigation pane.)
8. Click add student
9. From here you can view your student's account or make a payment.

## **RECESS**

Your child will receive approximately 20 minutes of recess time each day. In addition to recess during the school day, children will also receive morning recess for approximately 15 minutes. Personal safety is always first on our list of concerns. Prior to the start of each school year, we explain all of the safety precautions. Our rules are designed for students to have a safe and enjoyable school experience. Parents can help by reminding your children to follow our rules and to always consider personal safety. Due to the fact we have so much activity revolving around running and climbing, we ask that all children wear the correct footwear for recess. Sandals and opened-back shoes make it difficult and dangerous for children to run and climb outside.

We consider recess an important part of the school day. We try to go out when the weather is cold too. So children should always be prepared with hats and gloves. All children will go outside unless there is a medical reason that they cannot. We will try to remain outdoors for recess when possible. During very cold weather and wet conditions, we will take our recess indoors. Children are provided with indoor games and other activities to play.

## **VISITORS TO SCHOOL**

During the course of the school day, all of our doors are kept locked. Our school security specialist is on premises daily. For security reasons, we always need to know who is in our school and why. Please be sure to have a photo ID available. Buzz-in visitors will be asked to state their name and reason for entering the school and must always stop at the security desk and secure a pass. Please do not be offended if you are stopped and questioned by our staff if you are not wearing a hall pass.

If you are bringing items to school such as food or projects, you may drop them off at the security desk and our staff will ensure they are brought to the classrooms for you.

Often parents need to see teachers for "just a minute." However, this time the teacher spends with you takes away from the instructional or supervision responsibilities the teacher has for their students. The teacher should always be expecting you prior to your arrival.

Please note: If you are waiting to meet with a staff member or picking up your child we ask that you wait in our "MSS Waiting Area" by the main entrance security desk.

## **BRINGING FOOD TO SCHOOL**

Our food policy encourages healthier lunches and good eating habits. When bringing items to school for a special occasion or class activity, please consider the following:

1. The teacher must know ahead of time what you will be sending into school.
2. All snacks should be labeled and in a closed disposable container.
3. Please provide enough for your child's class.

4. All food will be consumed in the classroom/cafeteria as students are not allowed to bring food on the bus. Any food not eaten will be thrown away.

5. If your child's classroom has food allergy concerns, please follow the guidelines as necessary in that classroom.

### **LOST AND FOUND**

Please label your child's jackets and lunch boxes. These are the most common items to be lost during the school year. By putting your child's last name on the item, it can easily be returned. We have a lost and found box located in the rear of the cafeteria for your convenience.

### **CARPOOL/WALKERS GUIDELINES**

#### **Morning Carpool Arrival (7:30am - 7:50am):**

In the morning, please note the following information regarding the carpool drop-off procedure:

1. The designated carpool drop-off time is from 7:30 to 7:50 am in the main entrance loop. Please ensure that you arrive within this timeframe to drop off your child.
2. It is important not to drop off your child before 7:30 am as there will not be supervision available at the school. Waiting until the designated time ensures the safety and well-being of all students.
3. If your child takes the bus to school, please use the designated busing area located at the loop near the MPR (Multi-Purpose Room). This area is specifically designated for buses and should not be used for carpool drop-offs.

To ensure a smooth and efficient drop-off process at the school, please follow these guidelines:

1. Complete all necessary tasks, such as preparing lunch money and reminder notes for your child, before arriving at the school. This will help save time during the drop-off.
2. When you arrive at the school, please join the back of the current line. Do not cut in front of parents who have been patiently waiting in line.
3. Regardless of the direction from which you approach the school, always go to the end of the line. This ensures fairness and maintains order in the drop-off area.
4. Occasionally, the school security specialist may allow a left turn if it is deemed safe and necessary. Follow their instructions if they permit this.
5. School staff members are available to assist your child to and from the vehicle, so you can remain in the driver's seat. Please do not exit your vehicle unless instructed to do so by the staff.
6. It is important for parents to remain in their vehicles during the drop-off process. This allows the line to keep moving smoothly and ensures the safety of all children.
7. We understand that many parents need to head off to work after dropping off their child. By following these guidelines, we aim to maintain a safe and efficient drop-off process for everyone involved.

Thank you for your cooperation in adhering to these guidelines. Your participation helps create a positive and secure environment for all students at our school.

**Morning Walking Arrival:**

If your child is walking to school, the students are to arrive at 7:30am and enter the building near the Art room, or the first grade wing and report to the multi-purpose room or cafeteria.

**Afternoon Routine:**

**2:30 pm – (SACC)** – Students who are enrolled in SACC will check in with SACC personnel at either the cafeteria or multipurpose room.

**2:32 pm – (Bus students)** – The bell will sound and students will walk to their buses that will be located in the small horseshoe loop near the Art room. Staff will assist students to their proper location.

**2:35 pm (Carpool students)** – Students will be dismissed via the main entrance of the school (large horseshoe) and board their vehicles. Please follow the same procedures established for the morning carpool. Vehicles are to wait behind the sign near the tennis courts until approximately 2:35pm and then enter the carpool loop. Mr. Beebe will signal when it is clear to enter the loop. When releasing the children, our staff will ask for parent identification if we do not recognize you. Please do not be offended with this procedure.

**2:35 pm (Walking students)**

**Headed home past WHS/WMS-** At dismissal, the teachers will send the students to a designated location inside the school (near the first grade classrooms) and our staff will walk with the students to the bridge area of the Woodstown High School/Middle School grounds. Once the students reach the bridge area, it is the responsibility of the parent to instruct how the child is to proceed home. The MSS staff will not be supervising the children once they are dropped off at the bridge area.

**Headed home via EAST MILLBROOKE** -Parents who wish to have their child walk via East Millbrooke should wait for their child on the side of the multi-purpose room near the bike rack. The staff will dismiss the students to a designated location in the school (near the music room) and our staff members will escort the children to the bike rack area outside.

For parents who are picking up their children who walk to school, please take note of the following information:

1. There are two designated areas where parents can wait to pick up their walking students:
  - a. The Multi-Purpose Room bike rack.
  - b. The WMS walkers' exit near the first-grade bike rack.
2. Parents should wait at these designated areas to pick up their children who walk to school. This helps ensure a smooth and organized process for both parents and students.

3. Once students cross the bridge area and are dropped off by the school staff, parents become responsible for their children's supervision and well-being.

## **COMMUNICATION WITH THE MAIN OFFICE**

To facilitate effective communication and ensure the safe care of your child, please take note of the following guidelines:

1. Notify the main office promptly of any changes in the following information:
  - Home address
  - Phone number
  - Court paperwork (if applicable)
  - Parent's telephone number at work
  - Emergency contact person in case of illness or emergency
2. It is important to inform the main office of these changes to ensure accurate record-keeping and smooth communication between parents and the school.
3. To provide this information, you can utilize the "Note to School" form available on the school's website. Alternatively, you may use your child's assignment book if provided by the school. Completing the note form ensures that all pertinent information is included.
4. It is recommended to use the designated note form rather than solely emailing the classroom teacher. Emails may not be seen by the teacher prior to dismissal time, and using the note form ensures that the main office receives the information promptly.

By following these guidelines and promptly informing the main office of any necessary changes, we can maintain effective communication and ensure the safety and well-being of your child. Thank you for your cooperation in this matter.

## **ATTENDANCE**

Regular attendance at our school is essential for the academic achievement of your child. Therefore, it is important that you call the school whenever your child is absent. When your child returns to school, a note should be sent to explain the reason for the absence. If a physician or dentist sees your child, it is necessary that you secure a note to have your child excused within the rules of the Board of Education Attendance Policy. Please familiarize yourself with the attendance policy at [www.woodstown.org/policies](http://www.woodstown.org/policies).

## **ABSENCES**

1. Parents will be notified in writing after 5 absences accrue. Students will meet with the school counselor and parent contact will be conducted by the school counselor.
2. Additionally, parents will be notified in writing after every 5 absences thereafter. When a child reaches 10 or more absences parent contact will be conducted by school administration.

3. More than 15 days absent from school in any one year may result in retention and a mandatory meeting with the superintendent.
4. The only exceptions to the above rules are those absences explained in a physician's certificate, exclusions certified by the school nurse, or absences because of religious holidays as certified by a written excuse signed by the parent and as identified by the State Board of Education as recognized religious holidays.
5. In unusual situations not anticipated by the above, the principal shall be permitted to grant an exception if the situation so warrants. Whenever your child is absent, parents are requested to call the school. When your child returns to school, please write a note to explain the reason for the absences.
6. Parent notification is crucial to knowing student whereabouts and safety. However, parent notification is not an excused absence.

### **LATENESSES**

Lateness to school is not only an undesirable habit, but it also seriously detracts from the learning process. The school guidelines for student lateness are as follows:

1. The building opens at 7:30 a.m. for students. Students may not enter the building before 7:30 a.m. as supervision begins at that time. Students should report to their designated areas upon arrival. Students report to their classrooms at 7:45 a.m.
2. Students who arrive after 7:50 are late. Those students should report to the office. Those students will be issued a late slip and their lateness will be entered into our database system.
3. Parents will be contacted in writing by administration regarding excessive lateness. Please refer to the policy.
4. After 7 latenesses, a student will be assigned a 30 minute detention. Transportation will be required by the parent. Each additional 7 latenesses will result in a 30 minute after school detention. Lateness totals reset to 0 each trimester.

### **EXTENDED ABSENCES**

During an extended absence due to health difficulties, contact should be made with the school office to have work sent home. If the anticipated absence will be longer than two weeks, a physician's request for home instruction should be submitted to the school nurse.

Prior to an extended absence for non-health related reasons, parents must contact the principal. Advanced notice allows the student the opportunity to complete work missed during the absence. **The number of days absent must still fall within the 15 day limit outlined in the Attendance Policy.**

### **STUDENT RESIDENCY REQUIREMENT**

**ATTENTION:** The Woodstown-Pilesgrove Board of Education actively investigates reports of students who are **not legally domiciled** in Woodstown or Pilesgrove Township. Individuals who enroll students in the district when those students are found to be not legally domiciled within the district are liable for tuition charges for each day of illegal attendance. It is **illegal** for parents or legal guardians to place students in the home of another merely for the purpose of attendance in local schools.

## **SCHOOL CURRICULUM**

Our curriculum in Kindergarten through fifth grade reflects current “Best Practices in Education.” In the key curriculum areas of Language Arts Literacy, Science, Mathematics, Social Studies, Physical Education, Technology and the Arts, our programs are tied to the National Standards of quality education. In general, our instruction is based on solid educational research, is developed from sound learning theory and mirrors the “Best Practices in Education” as we know it today.

In every classroom and each grade level, we try to make sure our instruction is standard and the students are having similar learning experiences. The pace, content and activities may differ somewhat from teacher to teacher. However, the core of what students learn year-to-year goals remains the same. Please contact your child’s teacher, Mr. Petruzzi or Dr. Carr for any questions you may have.

## **TECHNOLOGY USE**

All students are issued in the beginning of their first grade year. They will carry that Chromebook through the end of fifth grade and must follow the acceptable use policy which can be found on the district webpage.

[Woodstown-Pilesgrove Technology Webpage](#)

## **DISSECTION OPT-OUT**

P.L. 2005, Chapter 266 (C. 18A:35-4.24 & C.18A:35-4.25) requires school districts to provide alternative education projects for those pupils who choose not to participate in dissection and related activities. Schools are required to notify students and their parents/guardians at the beginning of the school year of their right to refuse to dissect, vivisect, incubate, capture, harm, or destroy organisms. Parents are then to inform the school, within two weeks of receipt of the notification, of their desire to exempt their child from participation in the stated activities. A student’s grade may not be affected by his or her decision not to participate in the lab experience. A student will not be discriminated against, in grading or in any other manner, based upon a decision to exercise her or his rights to refuse to participate in the dissection and related activities. His or her grade may be impacted only if he or she does not master the agreed upon learning objectives and expectations.

## **DIRECTORY INFORMATION NOTICE**

Regarding student records, federal law requires that “directory information” on my child be released by the district to authorized agencies at the federal, state, and local levels as well as private institutions who request it with the approval of the district Custodian of Records unless I object in writing to the release of any or all of this information. This objection must be filed within ten (10) school days of the time this handbook was given to my child. I further understand that the district will release information to the media from time to time in regards to school related functions such as clubs, activities, organizations and athletics. It is also understood that students may be requested by the media to give interviews or comments for these related activities.

Directory information ordinarily includes the following:

- Student’s name • Date and place of birth
- Address and telephone number • Photographs

- Dates of attendance • Awards received in school

In exercising my right to limit the release of this information, I will inform the principal of the items of directory information listed above that I wish the district to withhold about my child.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

(1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal {or appropriate school official}, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contacted as its agent to provide a service of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [Note: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA.



## **NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

Woodstown-Pilesgrove School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure (or use of personal information for marketing, sales, or other distribution purposes). Woodstown-Pilesgrove School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Woodstown-Pilesgrove School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Woodstown-Pilesgrove School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

**Family Policy Compliance Office**

**U.S. Department of Education**

**400 Maryland Avenue**

**Washington, D.C. 20202-5920**

### **PPRA Model Notice and Consent/Opt-Out for Specific Activities**

The Protection of Pupil Rights Amendment (PPRA) 20 U.S.C. §1232h, requires Woodstown-Pilesgrove School District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis or evaluation that concerns one of more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes; Illegal, anti-social, self-incriminating, or demeaning behavior;
4. Critical appraisals of others with whom respondents have close family relationships;
5. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
6. Religious practices, affiliations, or beliefs of the students or parents; or
7. Income, other than as required by the law to determine program eligibility.

Following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts,

the Woodstown-Pilesgrove School District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

## **CLASS ASSIGNMENTS**

Formulating class lists is an extensive and thoughtful process at Mary S. Shoemaker School. Our professional staff will be taking a significant amount of time to ensure that students are placed in the best possible learning environment. The following factors will be taken into consideration: student academic and achievement needs, student social history, heterogeneous groupings, special education accommodations, teaching styles, student learning styles, and individual personalities. Therefore, we cannot honor requests for a specific teacher. Accepting requests would then imbalance the classroom make-up. However, extenuating circumstances will warrant consideration.

## **STUDENT SUPPORT PROGRAMS**

### **MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)**

### **INTERVENTION AND RESOURCE SERVICE TEAM (I&RS)**

This committee has been created to help individual students with academic and behavioral difficulties. Monthly meetings with the child's teacher, guidance counselor, child study team, classroom teachers and parents of the child are held to gain a better understanding of the child and how he/she can be successful in school. Parents are always informed when a child is recommended for IR&S. Please contact our school counselor with any questions regarding this program.

### **SHOEMAKER ACADEMIC PROGRAM ENRICHMENT**

There is a growing awareness of the special needs of gifted and talented students and the importance of providing them with an educational environment that offers maximum opportunities to develop their special abilities. Students can be identified for Art Quest, SHAPE, and Gifted and Talented.

Woodstown-Pilesgrove Regional School District has embraced the belief that those students identified as having special talents and abilities should be provided with an educational program designed to provide a variety of learning experiences that are diverse and appropriate to their abilities. Our schools need to create an environment that encourages students to use their unique talents in a variety of settings.

In order to meet the unique educational needs of gifted and talented students, it is essential that enrichment opportunities are made available through curriculum modifications, independent study and outside learning opportunities. Resources will be made readily available for students to maximize their educational explorations. In addition to providing opportunities for individual educational explorations, students should have occasions to pursue interests with peers with the appropriate resources necessary

to enhance their pursuits.

## **OBJECTIVES**

Woodstown-Pilesgrove Regional School District will ensure that students participating in the Gifted and Talented program will meet the following objectives:

- Students will participate in activities that develop higher-level thinking and the ability to process information.
- Students will participate in activities that foster creativity.
- Students will develop the ability to effectively express ideas orally and in written form.
- Students will develop self-awareness by participating in goal setting, working as part of a group, and self-evaluation.
- Students will develop independent task management through effective work habits. ●

Students will be guided to articulate problems, then develop problem-solving strategies.

- Students will be responsible for their own learning with instructional strategies to enhance their individual learning styles.

## **Areas of Identification**

The following are areas in which students are identified with special gifts and talents. Also listed are characteristics, which are often associated with special gifts and talents in each area.

### General Intellectual

- Exceptional ability in verbal and/or non-verbal reasoning.
- Advanced vocabulary.
- Exceptional ability, imagination, or willingness to take risks in developing original and/or unusual ideas to solve problems.

### Specific Intellectual

- Exceptional ability in a specific academic subject.
- Ability to learn materials at advanced rates and levels of understanding in a specific area (e.g., humanities, mathematics, science).
- Measured by tests and knowledge, speed and accuracy and information retrieval in the content area.

### Visual and Performing Arts

- Exceptional ability in art.
- Music.
- Drama.
- Creative writing.
- Dance.
- A high degree of commitment to an art form.
- Exceptional imagination and originality within a general artistic discipline.

### Leadership

- Carries responsibility well.
- Is self-confident with children his or her own age as well as adults.
- Can express him or herself well.
- Adapts readily to new situations.
- Is sociable and prefers not to be alone.
- Generally, directs the activity in which he or she is involved.

### Creativity

- Fluency, flexibility, and originality of thought.
- Thinking in divergent ways, including a variety of open-ended thinking processes (e.g., generating novel ideas, elaborating on or modifying a concept, thinking analytically or flexibly).
- Openness to experience, receptive to that which is new and different (even irrational) in thoughts, actions, and products of oneself and others.
- Curious, speculative, adventurous, and “mentally playful” willing to take risks in thought and action, even to the point of being uninhibited.
- Sensitive to detail, aesthetic characteristics of ideas and things; willing to act on and react to external stimulation and one’s own ideas and feelings.
- Please visit the Gifted and Talented handbook for more information.

## **ACHIEVE PROGRAM**

### **Mission Statement**

*The Woodstown-Pilesgrove Regional School District, a collaborative partnership and educational leader provides a secure, supportive environment with high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and changing world, and to reach a high standard of achievement as defined by the New Jersey Student Learning Standards at all grade levels.*

In keeping with its mission of ensuring that every student meets with success, the Woodstown-Pilesgrove Regional School District has designed and implemented ACHIEVE. ACHIEVE is a comprehensive program

of services to support students who are demonstrating academic need in the areas of English/Language Arts and Mathematics. Specific support services are designed based on the needs of students and available resources and delivered within the context of the individual school learning community.

Identification and selection of students are based on individual results of the needs assessment conducted by each school using multiple measures. Measures used include: standardized tests, benchmark assessments, grades, and teacher observations. Based on the results of the needs assessment, students performing below the district established minimum level of proficiency (MLP) are targeted for assistance. Students identified in the spring of their current school year will continue with services through the first trimester of the following year. See Board Policy 6171.3 (“At-Risk and Title 1”).

Individualized and small group instruction is provided for targeted students in an effort to boost their confidence and effective use of reading, language and math strategies to increase skill mastery and academic achievement. ACHIEVE instructors are highly qualified teachers (See Board Policy 4111) who work within the regular classroom as feasible or small group setting according to group size, and teacher and program schedules. They collaborate and co-teach with classroom teachers to provide continued and consistent instruction, skill progression and application.

The regular curriculum offerings, materials and resources in reading, language arts, and mathematics are the basis for the ACHIEVE services. Supplemental materials are provided as needed in order to reinforce and strengthen targeted instructional content and skill clusters. Additional support structures that occur during and beyond the school day and year are developed and implemented to optimize each student’s achievement.

ACHIEVE goals:

1. Develop and implement an instructional plan to provide support to students identified for targeted assistance in language arts literacy and math to increase their academic achievement to meet or exceed the minimum level of proficiency.
2. Collaborate and coordinate supplemental instruction with classroom content delivery for uniform and consistent reinforcement and application of effective strategies.
3. Design and implement procedures to continuously monitor student progress and adjust support activities as needed to increase skill mastery and academic performance.
4. Conduct periodic assessment using established measures to gauge student growth and program effectiveness.
5. Articulate student progress and areas of continued need with colleagues and parents.

\*For the remainder of the ACHIEVE information, please see the MSS Homepage titled “ACHIEVE Guidelines Handbook”.

## **S.T.A.R.S.**

We will continue to implement our school-wide positive behavior system (PBS) in the classroom, on the bus, at lunch, recess, field trips, assemblies, in the hallway and in the bathrooms. Each behavior will represent one of the five points on a star. They include: Be Safe, Be a Team Player, Act Responsibly, Be Respectful and Solve Problems Peacefully. Under each teacher's discretion, tokens will be distributed. By implementing this program, we are reaching and including all students equally. Please see the charts below. We recognize students for a variety of things, such as community service projects, special events and activities and random acts of kindness. Each trimester we hold a student recognition program called S.T.A.R.S. We also take time to reflect on the wonderful things that have occurred at the Shoemaker School. In addition, we take time to celebrate our monthly collection winners! This is a time where the student body gets together and shares in each others' successes. If your child participates in an activity in which they volunteer their time be sure to share the information and photos with your child's teacher. Please refer to our spirit collection list that is available on our school's website.

## **CHORUS**

Chorus is an extracurricular activity open to all third, fourth, and fifth grade students who enjoy music and singing. Chorus gives students the opportunity to express themselves creatively, to improve cooperation and listening skills, and to develop confidence and self-esteem.

Third Grade Chorus is the students' first experience with being part of a performing group, and they are introduced to choral singing through unison and easy two-part songs. Fourth and Fifth Grade Chorus allows students to experience more challenging two-part music and to continue to develop their singing skills. During rehearsals, students participate in fun vocal, movement, and breathing exercises and games to help them become better singers; they also learn a variety of folk, classical, and quality pop music from around the world in preparation for programs throughout the school year. Rehearsals are held during the students' Encore period one morning a week.

Chorus members may also challenge their musical skills by auditioning for the Mary S. Shoemaker School Select Chorus. Auditions will be held after the Winter Concert during Encore time. The Select Chorus meets once a week after school beginning in the spring.

Shoemaker's choral groups are an important part of the community, as they not only perform for the school's annual Winter and Spring Concerts but also provide music for school assemblies and perform for the residents of Friends Village. In addition, they participate in local and regional events, including the Woodstown By Candlelight tour and the Cape May Children's Choral Festival.

## **BAND**

Band is an extracurricular activity open to all fourth and fifth grade students who enjoy music and instruments. Group lessons are offered during the course of the school day and full band practices are offered.

## **AFTER-SCHOOL ENRICHMENT PROGRAMS**

If funds are available, we have an excellent opportunity to conduct after-school enrichment programs. These programs vary from year to year depending upon funding, interest and availability of staff. In the past, we have had programs in mathematics, science, sports and academic support. In addition, we are currently conducting after-school programs in a wide variety of disciplines. Odyssey of the Mind is a club that is offered to students in Grades 4 & 5 which involves application, tryouts and competitions.

Please watch for announcements for the programs. Children are selected by random and/or grade

level. Our school is a Parents as Partners school where activities are planned to strengthen the family unit, build relationships with school staff, and partner in schooling your children. Please contact Mr. Petruz with any questions regarding after-school enrichment programs.

## CONFERENCES – REPORTING STUDENT PROGRESS

Report cards, interim progress reports, and parent-teacher conferences are the primary means by which to inform parents of a child’s progress at school. Mary S. Shoemaker School is committed to effective communications between students, teachers, and parents. Conferences will be held twice a year. Additional conferences may be initiated, as needed, by parents or teachers throughout the year. If you think your child is having a problem or you have a concern about his or her progress, please do not wait for the regularly scheduled conferences – call your child’s teacher as soon as possible. Report cards are issued each trimester.

## DISCIPLINE PROCEDURES

The staff and students of Mary S. Shoemaker Elementary School believe that everyone has the right to experience a safe and friendly school environment. Therefore, we will follow STARS behaviors throughout our school and school related activities at all times.

*MARY S. SHOEMAKER ELEMENTARY SCHOOL  
Shoot for the STARS- MAKE "STARS" CHOICES*

★ I WILL...	<b>S</b> BE SAFE	<b>T</b> BE A TEAM PLAYER	<b>A</b> ACT RESPONSIBLY	<b>R</b> BE RESPECTFUL	<b>S</b> SOLVE PROBLEMS PEACEFULLY
Classrooms	<ul style="list-style-type: none"> <li>Keep hands, feet, and objects to myself</li> <li>Use materials (e.g. pencils, scissors, etc.) appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Become an active participant (e.g. listen, contribute, cooperate)</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult directions</li> <li>Do expected work</li> <li>Ask for help when needed</li> <li>Take care of materials</li> </ul>	<ul style="list-style-type: none"> <li>Wait turn to speak</li> <li>Thank others as I would want to be thanked</li> <li>Keep the belongings of others respectfully</li> </ul>	<ul style="list-style-type: none"> <li>Use problem-solving strategies to find safe and fair solutions</li> <li>Maintain a Bully-Free Zone</li> </ul>
Lunch	<ul style="list-style-type: none"> <li>Keep hands, feet, and objects to myself</li> <li>WALK at all times</li> <li>Eat only my food</li> <li>Sit at table with feet on floor</li> </ul>	<ul style="list-style-type: none"> <li>Let an adult know when I have a spill</li> <li>Line up quietly and wait for an adult to give me instructions</li> <li>Offer help to others</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult directions</li> <li>Clean up my entire area (floor/table) and put trash in proper receptacle or trash can</li> <li>Clean tray and return to its proper place</li> <li>Make good food choices</li> </ul>	<ul style="list-style-type: none"> <li>Be nice and use kind words</li> <li>Be courteous (say please and thank you)</li> <li>Stay in my seat and raise my hand</li> <li>Use my inside voice</li> </ul>	<ul style="list-style-type: none"> <li>Use problem-solving strategies to find safe and fair solutions</li> <li>Maintain a Bully-Free Zone</li> </ul>
Bathroom	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to myself</li> <li>Wash my hands</li> <li>Use bathroom structures appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Only spend the time I need in the bathroom</li> <li>Lock trips to only when necessary</li> </ul>	<ul style="list-style-type: none"> <li>Make sure all trash is in the trash can</li> <li>Use paper products appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Flush</li> <li>Respect personal space and privacy of others</li> <li>Listen attentively</li> </ul>	<ul style="list-style-type: none"> <li>Use problem-solving strategies to find safe and fair solutions</li> <li>Immediately report problems I cannot solve to an adult</li> <li>Maintain a Bully-Free Zone</li> </ul>
Hallway	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to myself</li> <li>WALK on the right side of the hallway</li> </ul>	<ul style="list-style-type: none"> <li>Be courteous to classmates who are learning (no talking)</li> <li>WALK in a straight line, facing forward</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult directions</li> <li>WALK properly, safely and directly to/from your destination</li> </ul>	<ul style="list-style-type: none"> <li>Keep my personal space</li> <li>Look at (but not touch) hallway displays</li> </ul>	<ul style="list-style-type: none"> <li>Line up in number order</li> <li>Use problem-solving strategies to find safe and fair solutions</li> <li>Maintain a Bully-Free Zone</li> </ul>

*MARY S. SHOEMAKER ELEMENTARY SCHOOL  
Shoot for the STARS- MAKE "STARS" CHOICES*

★ I WILL...	<b>S</b> BE SAFE	<b>T</b> BE A TEAM PLAYER	<b>A</b> ACT RESPONSIBLY	<b>R</b> BE RESPECTFUL	<b>S</b> SOLVE PROBLEMS PEACEFULLY
Recess	<ul style="list-style-type: none"> <li>Keep hands and feet to myself</li> <li>Use equipment appropriately</li> <li>Stay in assigned area</li> <li>WALK while on main area</li> <li>Wipe up when the whistle blows</li> </ul>	<ul style="list-style-type: none"> <li>Take turns and share</li> <li>Play by the rules</li> <li>Use good sportsmanship</li> <li>Line up quietly and wait for an adult to give instructions</li> <li>Welcome and include everyone</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult directions</li> <li>Return equipment to correct area</li> </ul>	<ul style="list-style-type: none"> <li>Be nice and use kind words</li> <li>Listen at all times when an adult speaks</li> </ul>	<ul style="list-style-type: none"> <li>Use problem-solving strategies to find safe and fair solutions</li> <li>Immediately report problems I cannot solve to an adult</li> <li>Maintain a Bully-Free Zone</li> </ul>
Bus	<ul style="list-style-type: none"> <li>Sit facing forward with hands, feet, objects kept to myself inside the bus</li> <li>Wear my seat belt at all times when the bus is moving</li> <li>Keep voices clear of backpacks, feet, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Work together to help each other follow all bus rules</li> </ul>	<ul style="list-style-type: none"> <li>Go directly to my assigned seat when entering the bus</li> <li>Stay in assigned seat throughout the ride</li> <li>Keep electronics and feet raised and out of sight</li> <li>Follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>Be nice and use kind words</li> <li>Be courteous to the bus driver (say please, thank you)</li> <li>Use a bus, safe voice</li> </ul>	<ul style="list-style-type: none"> <li>Use problem-solving strategies to find safe and fair solutions</li> <li>Report problems to the bus driver</li> <li>Maintain a Bully-Free Zone</li> </ul>
Field Trips	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to myself</li> <li>Stay with my group</li> </ul>	<ul style="list-style-type: none"> <li>Work with leader and peers to make choices that benefit the group</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult directions</li> <li>Be an active participant</li> </ul>	<ul style="list-style-type: none"> <li>Be nice and use kind words</li> <li>Allow others to share equally in experiences</li> </ul>	<ul style="list-style-type: none"> <li>Peacefully express my school with good choices</li> </ul>
Assemblies	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to myself</li> <li>Sit appropriately and respect personal space</li> </ul>	<ul style="list-style-type: none"> <li>Be a good listener</li> <li>WALK in a straight line, facing forward</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult directions</li> <li>Participate appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Be nice and use kind words</li> <li>Be considerate of others' presentations</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a Bully-Free Zone</li> </ul>

### Mary S. Shoemaker Elementary Student Code of Conduct

The Mary S. Shoemaker Elementary School Code of Conduct is based upon the goal of promoting a

positive, safe atmosphere of teaching, learning, and mutual respect. In order to accomplish this goal, the entire school community must work cooperatively. Our staff members are the primary facilitators of our code. They work collaboratively with our students to ensure the meeting of our district behavioral expectations. Parental involvement is strongly encouraged and we offer additional resources to implement these expectations at home as well. These expectations have been implemented in consultation with school administration, school staff, parents, volunteers, students and a consultant from the New Jersey Coalition for Inclusive Education.

This Code of Conduct is comprehensive; it is not all-inclusive. The Mary S. Shoemaker Elementary School will exercise proper professional judgment with the best interests of the school community in mind when dealing with students who do not meet our school's expectations that are not necessarily outlined in our Code of Conduct. Certain situations may warrant measures different than those prescribed herein. In such instances, administrative discretion will prevail. Discipline will be progressive.

Students who continually do not meet our district's expectations face more severe consequences with each subsequent violation. The Code of Conduct charts have been developed to address these issues. It is divided into three levels that are as follows:

#### **Level One Description:**

Incidents of Level One behaviors are handled at the teacher level. Interventions for these incidents will include some combination of the following: warning, student-teacher conference, parent contact, and/or a teacher consequence. Teachers will initiate cooperative efforts with the School Counseling Department to assist students with behavioral improvement strategies. Additional measures may include but are not limited to behavioral contracts, action plans and/or consequences assigned by the teacher. Repeated behaviors and subsequent incidents of Level One behaviors are presented to administration.

#### **Level Two Description:**

Behaviors categorized as Level Two are immediately referred to administration. They will be investigated and handled by the administration. Documentation will be on a STARS Major Incident Form. Cooperative efforts with the school counseling department will be initiated. Collaboration with support services such as the School Counseling Department, the Intervention & Referral Services Team or the Child Study Team may be utilized.

#### **Level Three Description:**

Behaviors categorized as Level Three are considered to be the most serious and are immediately referred to administration for investigation and resolution. Documentation will be on a STARS Major Incident Form. Collaboration with support services such as the School Counseling Department, the Intervention & Referral Services Team, or the Child Study Team may be utilized.

#### **Level One**

##### ***Minor infrequent misbehaviors which interfere with learning or the orderly operation of the school.***

Behaviors categorized as Level One are handled at the staff level. Part of the Level One approach includes teaching students the desired school behavior through demonstration, modeling, and/or step-by-step instruction. Staff members may consult the school counselor, other support personnel and/or administration at this time. Documentation utilizing the Minor Discipline Report Form may be filed by the staff member and then forwarded to the office. Interventions for level one infractions may include one or



any combination of the following actions.

Possible actions taken:

- Warning and/or Verbal reprimand
- Note (typed, handwritten and/or E-mail) to parent from the teacher
- Telephone/personal conference with parent by teacher
- Loss of recess supervised by the teacher
- Detention with the teacher after school
- Counseling
- Community service based on parental approval and support
- Withdrawal of classroom privileges
- Student conference with administrator which may included a warning, verbal reprimand, and/or any other appropriate administrative action
- Administrative loss of recess and/or detention
- Administratively assigned reading and/or written reflection
  - Behavioral contracts (Intervention & Referral Services referral if necessary)

### **Level Two**

**Misbehaviors whose frequency or seriousness disrupts the learning climate and interferes with the orderly operation of the school.**

Behaviors categorized as Level Two are immediately referred to administration at which time they will be investigated and actions may be taken. Staff members forwarding a Level Two offense need to be prepared to show prior positive behavioral support interventions as well as Level One documentation when applicable. Collaboration with support services such as the school counselor, the Intervention & Referral Services Team or the Child Study Team may be utilized.

Possible actions taken:

- Student conference with administrator which may included a warning, verbal reprimand, and/or any other appropriate administrative action
- Administrative loss of recess and/or detention
- Administratively assigned reading and/or written reflection
- Note (typed and/or E-mail) to parent from the administrator
- Telephone/personal conference with parent by administrator
- Withdrawal of classroom and/or extracurricular privileges (social probation) ●
- Community service based on parental approval and support
- Confiscation of contraband (e.g. electronic device, cell phone, etc.)
- Restitution
- Behavioral contracts
- Counseling
- Intervention & Referral Services referral
- Suspension
- Superintendent review
- Police notification/Board of Education notification

### **Level Three**

**Misbehavior which is serious enough to endanger the health, safety or property of others**

**OR which violates Board Policy OR which violates the law.**

Behaviors categorized as Level Three are considered to be the most serious and are immediately referred to administration for investigation and resolution. Collaboration with support services such as the school counselor, the Intervention & Referral Services Team or the Child Study Team may be utilized.

**Key to Discipline Code Abbreviations:**

**PC** Parent Contact **I & RS** Intervention and Referral Services

**CS** Community Service **CST** Child Study Team

**SP** Social Probation (Loss of participation in extracurricular or school sponsored activities)

**SR** Superintendent Review

<b>Types of Level Three Behaviors</b>	<b>1<sup>st</sup> Offense Action</b>	<b>2<sup>nd</sup> Offense Action</b>	<b>3<sup>rd</sup> and Subsequent Offense Action</b>
<b>Late to School</b> *Lateness totals reset to 0 each trimester.	(7 latenesses) 1 Detention  <b>PC</b>	(14 latenesses or more) 2 Detentions  <b>PC I &amp; RS</b>	

<b>Conduct unbecoming of a MSS STARS student; willful disregard of the code of conduct.</b>	1-3 Day School Suspension  <b>PC SP</b>	3-5 Day School Suspension  <b>PC SP</b>	5-10 Day School Suspension  <b>PC SP SR</b>
<b>Repeated defiance/insubordination (R)</b>	1-3 Day School Suspension  <b>PC SP</b>	3-5 Day School Suspension  <b>PC SP</b>	5-10 Day School Suspension  <b>PC SP SR</b>
<b>Repeated abusive/inappropriate language/profanity (R)</b>	1-3 Day School Suspension  <b>PC SP</b>	3-5 Day School Suspension  <b>PC SP</b>	5-10 Day School Suspension  <b>PC SP SR</b>

<b>Verbal threats (So)</b>	1-3 Day School Suspension <b>PC SP</b>	3-5 Day School Suspension <b>PC SP</b>	5-10 Day School Suspension <b>PC SP SR</b>
<b>Major dishonesty (A)</b>	1-3 Day School Suspension <b>PC SP</b>	3-5 Day School Suspension <b>PC SP</b>	5-10 Day School Suspension <b>PC SP SR</b>
<b>Dangerous Horseplay (i.e. slapping, chasing, pushing, tripping, etc.)</b>	1-3 Day School Suspension <b>PC SP</b>	3-5 Day School Suspension <b>PC SP</b>	5-10 Day School Suspension <b>PC SP SR</b>
<b>Property damage/ vandalism (R)</b>	1-3 Day School Suspension Restitution <b>PCCS SP</b>	1-3 Day School Suspension Restitution <b>PC CS SP</b>	2-5 Day School Suspension Restitution <b>PC CS SP</b>
<b>Theft (A)</b>	1 Day Suspension <b>PC SP</b>	3 Day Suspension <b>PC SP I &amp; RS Referral</b>	5 Day Suspension <b>PC SP SR CST Referral</b>

<b>Disorderly conduct (Sa)</b>	1-3 Day School Suspension Restitution <b>PCCS SP</b>	1-3 Day School Suspension Restitution <b>PC CS SP</b>	2-5 Day School Suspension Restitution <b>PC CS SP</b>
<b>Misbehavior during emergency drills (Sa)</b>	1-3 Day School Suspension <b>PC SP</b>	3-5 Day School Suspension <b>PC SP</b>	5-10 Day School Suspension <b>PC SP SR</b>

<b>Physical fighting/ Assault (does not matter whether student started it or not)</b>  <b>(Sa and/or So)</b>	1-3 Day School Suspension  <b>PC SP</b>	3-5 Day School Suspension  <b>PC SP I &amp; RS Referral</b>	5-10 Day School Suspension  <b>PC CS SP CST Referral</b>
<b>Fire alarm/ Bomb threat/ Arson/ Calling 9-1-1</b>  <b>(Sa)</b>	1-2 Day School Suspension  <b>PC SP Police Notification</b>	3 Day School Suspension  <b>PC SP I &amp; RS Referral Police Complaint Filed</b>	5-10 Day School Suspension  <b>PC SR SP CST Referral Police Complaint Filed</b>
<b>Inappropriate Physical Contact/ Communication</b>  <b>(Sa)</b>	1-5 Day School Suspension  <b>PC SP SR I &amp; RS Referral Police Notification</b>	3-10 Day School Suspension  <b>PC SP SR I &amp; RS Referral Police Complaint Filed CST Referral</b>	5-10 Day School Suspension  <b>PC SP SR I &amp; RS Referral Police Complaint Filed CST Referral</b>
<b>Possession of illegal Substances (including tobacco)/ paraphernalia</b> <b>(Sa)</b>	3-9 Day School Suspension  <b>PC SR SP Police Complaint Filed Student Sent Home for Testing</b>	Suspension (Number of days to be determined by the superintendent)  <b>PC SR SP CST Referral Police Complaint Filed Student Sent Home for Testing</b>	Suspension (Number of days to be determined by the superintendent) <b>PC SR SP CST Referral Police Complaint Filed Student Sent Home for Testing</b>

<p><b>Possession of weapons (Sa)</b>  <b>*Please note the incident is to be reviewed by administration for determining the # of days for the suspension (Minimum of two)</b></p>	<p>*Suspension   <b>PC SR SP</b>   <b>Police Complaint Filed</b></p>	<p>*Suspension   <b>PC SR SP</b>   <b>Police Complaint Filed</b></p>	<p>*Suspension   <b>PC SR SP</b>   <b>Police Complaint Filed</b></p>
<p><b>Intimidation/ Instigation (includes, but not limited to social media)</b></p>	<p>1-3 Day School Suspension   <b>PC SP</b></p>	<p>3-5 Day School Suspension   <b>PC SP I &amp; RS Referral</b></p>	<p>5-10 Day School Suspension   <b>PC CS SP CST Referral</b></p>

**Board of Education Policies:**

All policies can be located on the district website using the link below:

<https://www.woodstown.org/domain/404>

**Early Childhood Student Behavioral Guidance**

The goal of the early childhood program is to provide each child with a high quality experience from preschool through grade two and individualized support as needed for school success. Young children entering preschool and early childhood programs come from widely divergent backgrounds and typically display a range of social and emotional behavior on the developmental continuum. There is a possibility that some young children will exhibit challenging behavior, which, if unaddressed, can negatively impact the classroom environment. Challenging behaviors exhibited by young children must be addressed in the context of a comprehensive approach to behavior support that is designed to teach, nurture and encourage positive social behaviors.

In regard to the suspension or expulsion of young students, it is essential to remind all superintendents, supervisors, principals and directors of the following under [Public Law, 2016, Chapter 45; 18A:37-2c](#):

“1. a. Notwithstanding the provisions of N.J.S.18A:37-2 or any other provision of law to the contrary, a student who is enrolled in grades kindergarten through two in a school district or charter school shall not be expelled from school, except as provided pursuant to the “Zero

Tolerance for Guns Act,” P.L.1995, c.127 (C.18A:37-7 et seq.).”

b. Notwithstanding the provisions of N.J.S. 18A:37-2 or any other provision of law to the contrary, a student who is enrolled in grades kindergarten through two in a school district or charter school shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others.

c. Notwithstanding the provisions of N.J.S. 18A:37-2 or any other provision of law to the contrary, a student who is enrolled in preschool in a district or charter school shall not be suspended, and shall not be expelled from school, except as provided pursuant to the “Zero Tolerance for Guns Act,” P.L. 1995, c.127 (c.18a:37-7 et seq.).

This also applies to “partial suspension” or situations in which children are removed from their classroom and daily program, or sent home early due to challenging or inappropriate behavior. Our goal for early childhood programs is to prepare young children to be successful in school, and suspending and/or expelling young students interrupts their learning and serves as a hindrance to accomplishing that goal. More importantly, suspending or expelling young children is not an age-appropriate method for addressing behavioral problems. Additionally, there are no beneficial short-term or long-term outcomes for a child when he/she cannot be in class and school to receive the needed support services due to out of class or school disciplinary measures.

All school districts are also required under Public Law, 2016, *Chapter 45*; 18A:37-2b

“...to implement an early detection and prevention program that identifies students in preschool through grade two who are experiencing behavioral or disciplinary problems; and provides behavioral support for these students, which may include, but need not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection and prevention program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.”

Schools should seek to involve families, administrators, teachers and other auxiliary staff to provide support to children and prepare them for successful preschool and early childhood experiences. Schools should utilize New Jersey’s Social and Emotional Learning Competencies and Sub-Competencies, which are guidelines for integrating social-emotional learning across all grades, content areas and learning domains. They focus on areas of social-emotional learning, including self-awareness, self-management, social awareness, responsible decision-making and relationship building. These competencies can help children develop the necessary knowledge, attitudes and skills for managing emotions, self-regulation, constructive goal setting, positive relationship building and responsible decision making. A variety of resources to assist schools and families to help students develop social and emotional competence, can be found on the [Department’s Social and Emotional Learning webpage](#). These resources include: Social Emotional Learning Resources in New Jersey, Information and Resources, Lesson Plans and Activities, Character Education Programs, Parent Tool-Kit, Parent Fact Sheet, Parent resources for Social and Emotional Development and for the Center on the Social and Emotional Foundations for Early Learning.

School districts, Head Start agencies and private providers are encouraged to utilize the Pyramid Model to support the social and emotional development of young children. The [Pyramid Model](#) is a comprehensive, positive behavioral intervention approach that can assist educators to establish a supportive learning environment, provide targeted social-emotional skills and support children that exhibit challenging behavior.

At the preschool level to proactively address these behaviors and provide appropriate support, the Division of Early Childhood Education and Family Engagement has funded in the former Abbott districts, one

preschool intervention and referral team (PIRT) for every 750 preschool students. The primary role of the PIRT in the former Abbott districts, is to increase inclusion of children in general education preschool classrooms and decrease referrals for special education; however, the PIRT also serves as an essential resource to preschool classroom staff in providing strategies to modify children's behaviors that block successful participation in a general education preschool classroom. Members of the PIRT will also plan and implement professional development and coordinate with district special services department and child study teams to ensure seamless preschool programming.

In school districts with fewer than 750 enrolled preschool children, in districts other than the former Abbott districts, and for kindergarten through grade two, these services may be provided by the school district's existing Intervention and Referral Services team (I&RS), or may be fulfilled by contracting with a county or regional educational services commission for PIRT and/or I&RS where the county or regional educational services commission is approved by the State Board of Education to do so. In cases where problem behaviors cannot be adequately addressed through the implementation of behavior support plans, the Preschool Intervention and Referral Team (PIRT) and/or the Intervention & Referral Support team (I&RS) can refer children directly to the school district Child Study Team as set forth in N.J.A.C. 6a:14.

Early childhood encompasses birth through second grade and to ensure the success of all children, appropriate services, targeted supports and research-based best practices must be utilized. As students' transition from preschool to kindergarten and up to second grade, the goal is to provide each child with a high quality early childhood experience and the necessary resources and individualized support to meet their developmental, academic and holistic needs. Young children in this age span (from approximately 5-8 years of age) come from diverse backgrounds and experiences, and are typically at various levels and stages of social emotional development. Some children may have limited social skills, difficulty in appropriate expression of emotions and poor self-regulation. If unaddressed this can result in challenging behavior within the early childhood classroom. Schools should actively engage families, administrators, teachers and school specialists using a comprehensive and collaborative approach and provide the necessary resources to support children in kindergarten through second grade. Students in kindergarten through second grade who demonstrate poor impulse control, limited problem solving skills and challenging behavior should be brought before the I&RS committee to develop a behavior support plan with individualized strategies to address the inappropriate behavior. For those cases where problem behaviors continue to exist or escalate, after the implementation of behavior support plans with individual goals, the school I&RS team should make referrals to the district Child Study Team as set forth in *N.J.A.C. 6a:14*.

There are several resources available to support school districts in implementing a high quality program from preschool through grade two. Preschool staff should adapt their teaching practices to enable all children to meet the [Preschool Teaching and Learning Standards](#). The [Preschool Program Implementation Guidelines](#), which are a resource designed to support teachers and administrators, offers guidance for conducting performance based assessments, and provides individualized support and recommendations for developing family connections.

## **HARASSMENT INTIMIDATION AND BULLYING**

At the Mary Shoemaker School we are committed to providing a bully-free environment. Bullying includes physical contact, verbal remarks and indirect bullying by spreading rumors or exclusion from social groups. Parents who suspect that "bullying" is taking place or are worried about "bullying" issues should contact the school immediately.

We promise to take the firmest of action against bullying, teasing, racial or sexual harassment or any other form of hurtful or negative behavior.

To report Harassment, Intimidation, or Bullying please visit: <https://www.woodstown.org/domain/854>

Mrs. Stephanie Rice, Mary S. Shoemaker Elementary School, Anti-Bullying Specialist can be contacted at 856-769-0144 ext. 66132 or [silver.s@woodstown.org](mailto:silver.s@woodstown.org).

## **ELEMENTARY SCHOOL DRESS**

It shall be the policy of the Board of Education of the Woodstown-Pilesgrove Regional School District to establish a student dress code. Guidelines for school attire are designed to preserve the learning environment and promote student safety by setting acceptable standards of dress, respecting individual student rights of dress and grooming choices and allowing for changes in customs, styles and fashions.

Mary Shoemaker School children should come to school dressed in clean, comfortable clothing, which allows them to participate in the many types of activities that occur in the elementary day. Appearance should reflect that children are ready to work and learn. School dress is different from typical dress for the mall, a concert, a party or the beach.

Parent cooperation is necessary to see that children are dressed in a manner that is not only comfortable, but also reflects decorum and basic decency. As students begin to mature and become older, proper dress attire needs to be reinforced to help maintain student focus in the classroom. Therefore, open tank tops, shirts that openly expose bare midriffs and undergarments are prohibited. Also, dresses, skirts and blouses must completely cover shoulders and cannot include plunging necklines. See through clothing is not appropriate. It is recommended that students wear shoes that do not provide support at the heel (i.e., flip flops). In essence, all pupils are to dress appropriately for their comfort and safety in keeping with planned activities. To help in this regard, the following additional guidelines are offered:

1. Clothing must be appropriate in terms of safety—such as proper footwear. Sneakers are required for physical education activity. Students have recess each day so proper footwear is required. The students cannot run in flip flops or dress shoes.
2. Clothing must not represent through language or graphics anything that is profane, obscene, illegal or immorally suggestive in nature.
3. Clothing must be conducive to comfort in and out of doors—e.g., any items interfering with learning are not permitted to be worn.

Notwithstanding the above dress guidelines, the administration reserves the right to determine what is appropriate dress and take the measures necessary to assure compliance.

## **DISTRIBUTION OF INVITATIONS & FLYERS**

Birthday celebrations are an exciting time for your child and the entire family. However, we are not permitted to distribute personal invitations, activities, or notes through our students to other children in the school. We are doing this to protect the children from receiving unsolicited information or information that might be inappropriate.

## **AWARD CRITERIA**

### **Leading Learners – Grade 5**

Demonstrates a positive attitude toward learning and puts forth a high level of effort in all areas of academics and is a leader in the classroom, exemplifying STARS behaviors.



## **TEXTBOOKS/MATERIALS- School Provided Materials**

The Shoemaker School furnishes students with textbooks for their classes. These books, once issued for the year, are the responsibility of the student. Unreasonable damage to the textbook/materials will result in a fine commensurate with the replacement cost. Fines are also assessed for any textbook/materials not returned. This payment is required immediately upon losing the book so that another can be issued and no time is lost from course studies. If the book is later found and is in reasonable condition, payment will be refunded.

### **Homework Guidelines**

Staff has worked collaboratively at each grade level to establish the procedures that you will see below. There were thoughtful and intentional discussions around this topic and these guidelines support what research suggests will increase student achievement. Please keep in mind that these guidelines are the “typical” type of homework assignments and there will be times homework looks different for students.

#### **Research-Based Homework Guidelines**

The Woodstown-Pilesgrove Regional School District continues to utilize the MCREL teacher evaluation system, as well as, *Classroom Instruction that Works*, by Cheri Dean, Elizabeth Ross Hubbell, Howard Pitler, and BJ Stone. Throughout our journey we continue to enhance these researched based strategies. Research provides evidence that, when used appropriately, homework benefits student achievement. To make sure homework is appropriate, teachers will follow these guidelines:

- **Assign purposeful homework.** Legitimate purposes for homework include introducing new content, practicing a skill or process that students can do independently but not fluently, elaborating on information that has been addressed in class to deepen students’ knowledge, and providing opportunities for students to explore topics of their own interest.
- **Design homework to maximize the chances that students will complete it.** For example, ensure that homework is at the appropriate level of difficulty. Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.
- **Involve parents in appropriate ways** (for example, as a sounding board to help students summarize what they learned from the homework) without requiring parents to act as teachers.
- **Carefully monitor the amount of homework assigned** so that it is appropriate to students’ age levels and does not take too much time away from other home activities.
- **Provide timely feedback to students (verbally or written)** on assignments that are given and completed.

#### **Parent/Student Expectations**

Please read and review the following guidelines with your child: We believe following these guidelines will help decrease tension associated with homework and increase your child's learning.

For your child to be successful with homework, she or he needs:

- **A place to do homework.** If possible, your child should do his/her homework in the same place—an uncluttered, quiet space to study.
- **A schedule for completing homework.** Set a homework schedule that fits in with each week's home activities.
- **Encouragement, motivation, and prompting.** We encourage parents to motivate your child(ren) to begin, but not sit and do the homework assigned. Your child(ren) needs to practice independently and to apply what he has learned in class. If your child consistently cannot complete homework assignments alone, please contact the teacher.
- **Understanding of the knowledge.** Be sure your child understands what is being asked of him/her.

### **Homework Procedures**

Our staff has worked collaboratively at each grade level to establish the procedures that you will see below. There were thoughtful and intentional discussions around this topic and these guidelines support what research suggests will increase student achievement. Please keep in mind that these guidelines are the "typical" type of homework assignments and there will be times homework looks different for students.

#### **1st Grade**

The first grade team recommends between 10-15 minutes of daily homework practice. You can expect:

\*1-2 Minutes - Read sight words/word work

\*1-2 Minutes - Practicing mathematics facts

\*10 Minutes - Reading

#### **2nd Grade**

Second grade team recommends approximately 20 minutes of daily homework practice. You can expect:

\*15 minutes – Reading

\*3 minutes- Word Work

\*2 minutes-Study monthly math facts

\*On occasion an additional homework page may go home and will be due the next day.

#### **3<sup>rd</sup> Grade**

Third grade recommends approximately 30 minutes of homework practice each night. You can expect:

\*20 minutes – Reading

\*Mathematics: 1-3 problems to practice skills already taught that can be done independently

\*2-3 minutes Mathematics: studying facts each night

\*2-3 minutes Word Work

#### **4<sup>th</sup> Grade**

The fourth grade team recommends 30-40 minutes of homework practice each night.

\*Reading - 25 min. per night

\*Language Conventions

\*Mathematics- skill or fact practice

#### **5<sup>th</sup> Grade**

The fifth grade team recommends 50 minutes of homework practice each night.

\*Reading- 30 min. per night

\*10 minutes Language Conventions

\*10 minutes Mathematics- Skill or fact practice

### **Student Grievance Procedure**

#### **Types of Grievances**

##### **Type 1 Grievance:**

A claim by a student or group of students that there has been a misinterpretation or improper application of the policies and/or regulations of the school that has caused inconvenience to an individual student or to a student body as a whole

##### **Type 2 Grievance :**

A claim by parents/guardians, or community members that there has been a misinterpretation or improper application of the policies and/or regulations of the school that has caused an inconvenience to an individual student of the student body as a whole or that a current practice or policy is inequitable or not in the conformance with the district's Affirmative Action Plan or with applicable state and federal laws.

#### **Procedures**

1. Grievances shall be adjudicated according to the terms of the policy.
2. All submissions and decisions shall be in writing.
3. Time limits may be extended only through mutual consent of both parties.
4. The grievant shall be permitted no more than three (3) representatives at any hearing.
5. The parties will be expected to work together in a sincere effort to resolve differences and problems in a manner that is professional and courteous and demonstrates mutual respect. Inappropriate language and or behavior will not be tolerated.

## Evaluation of Work/Standards Based Grading

### What is a standards-based report card?

A standards-based report card highlights the most important skills students should learn in each subject at a particular grade level. In our elementary school learning environment, students receive marks that report student progress toward meeting content and performance standards three times a year. Benchmarks for each of the trimester marking periods are used to determine if the student is progressing toward the end-of-year standards.

### What is a standards-based report card?

A standards-based report card highlights the most important skills students should learn in each subject at a particular grade level. In our elementary school learning environment, students receive marks that report student progress toward meeting content and performance standards three times a year. Benchmarks for each of the trimester marking periods are used to determine if the student is progressing toward the end-of-year standards.

### What are the proficiency levels on the report card?

The proficiency level represents a student's progress on the report card. There are four categories, 1-4.

Earning a "4" means the student has advanced understanding and exceeds standards. A student receiving a "4" demonstrates academically superior skills in that specific area. This student shows initiative, challenges himself or herself, and demonstrates this advanced knowledge at school. A "4" is difficult to obtain and indicates unusually high achievement.

Earning a "3" means the student has proficient understanding and achieves standards. We want all of our students to reach a level "3." A student receiving a "3" is right on track with our high academic expectations. A "3" is something to be celebrated!

Earning a "2" means the student has basic understanding and approaching standards. A student receiving a "2" understands the basic concept or skill, but has not yet reached the proficient level. A "2" should indicate to parents that their child may need some extra help or extra time to practice/understand that concept or skill.

Earning a "1" means the student has minimal understanding and needs support. A student receiving a "1" has academic delays according to our district standards, and interventions may be needed to learn and stay on track with district expectations.

Students may also be graded as follows on behavior based set of standards:

C= Consistently, U=usually, S=Sometimes, and I=Infrequently

### How do teachers determine proficiency levels?

Teachers determine which proficiency level your child has earned by using a report card benchmark. A report card benchmark outlines exactly what your child needs to know or be able to do to earn a 4, 3, 2, or 1 on the report card.

Throughout the trimester, teachers assess students. With the standards for that grade level in mind, they consider: knowledge of the child (How does this child learn best? In what way does this child communicate his/her learning?); evidence of student performance (work samples that have been collected, student performance on activities and assessments, teacher anecdotal notes); and, finally, knowledge of what the child is expected to know or be able to do (district curriculum and standards, report card benchmarks) After going through this process, the teacher assigns a proficiency level for each line of the report card.

A student may be denied promotion for one or more of the following reasons:

- A proficiency rating of "Incomplete" or "1" in at least 50% of the standards in at least two content

areas.

- Failure to comply with the attendance policy.
- Failure to achieve the State MLP (minimum level of proficiency) in two or more of the core content standards (grades three through five only).

## **POWERGRADE ACCESS INFORMATION**

### **PowerSchool Account Setup**

Please follow the directions below, as you will have to "create an account" to access your child's information. You will need to use your child's ID and password in Step 4 of the setup.

STEP 1: Access the district's parent portal at <https://woodstown.psisjs.com/public>

STEP 2: Click on "Create Account".

STEP 3: Enter the desired username and password (do not use your email address or special characters in your user name.) Email addresses for new accounts must be unique. If Parents/Guardians share an email account, then you should only set up one account. If Parents/Guardians have separate email accounts, then multiple accounts can be created to access student information.

STEP 4: Scroll down and fill in the information in the "Link to Student's Account" section. This is where you will need the Access Password that was provided above.

STEP 5: Once all of the Access ID's and Passwords for each of your students has been entered, click enter at the bottom of the page.

STEP 6: Once you have created the account creation process, you will be able to log into the account with the username and password that you have created to see the information for each of your students under one sheet.

\*If you should happen to forget your username or password, "forgot username or password" link on the PowerSchool login page to access the options to receive a username reminder or reset your password.

## **HEALTH SERVICES**

The following health-related services are provided by our school:

1. Maintain an individual health record of your child. Parents are requested to inform the health office of chronic or serious illnesses, injuries, and immunizations so that all information is kept current.
2. Health screenings are performed annually on students in grades 1-5. These screenings not only aid in the detection of abnormalities, but they are fun for our students. According to New Jersey State guidelines, school health screenings will be conducted in the following grades:

Vision- Grades 2, 4

Hearing- Grades 1, 2, & 3

Blood Pressure- Grades 1-5

Height & Weight- Grades 1-5

If an abnormality is noted, you will be informed so that you can discuss the results with your physician. If you are concerned that your child may have a vision or hearing problem, please notify the school nurse as

screenings can be repeated throughout the school year.

3. Interpret significance of health findings; suggest resources available for treatment and correction of remedial conditions.
4. Observe emotional, mental, social, and physical development of your child, recognizing the interdependence of these factors and how they affect total health and adjustment of your child.
5. Assist in identification of students with special needs, and recommend modification in a student's educational program.
6. Counsel parents and children and plan action for eliminating, minimizing, or accepting health problems that interfere with effective learning.
7. Process notes to restrict or excuse students from physical education and/or recess activities. The only acceptable excuse is a physician's note that states the reason and length of time. If a child is well enough to be in school, then participation in all school activities is expected.
8. Give direct care for emergency illnesses or injuries incurred during a school related activity. All school related injuries should be reported to the school nurse.
9. Administer medications only as prescribed by a physician or nurse practitioner. If medications must be given during the school day, a physician or nurse practitioner must write an order, the parent must provide written permission, and the medication must be in an original labeled container stored in the health office. Students are not permitted to carry medicines to and from school unless otherwise directed by a physician.

### **SCHOOL INSURANCE**

The Woodstown-Pilesgrove Regional District will be able to provide accident insurance for all students for the 2023-24 school year. If there are any questions, please feel free to call the school nurse or the school business administrator, Mrs. Shannon Brody, at 769-0144 ext. 22251.

### **VACATIONS DURING THE SCHOOL YEAR**

At the Shoemaker School, we understand that family vacations during the school year can sometimes occur. However, it is important to emphasize that regular attendance in school is crucial for academic success. It is not feasible for students to fully "make up" all the missed work during their vacation period. Providing a week's worth of work to students while they are on vacation can be challenging for teachers.

To address this, we encourage open communication between parents and teachers regarding missed work during a student's absence. It is important to reach out to the teacher prior to the vacation to discuss how and what the child should do regarding the missed assignments and coursework. This will help facilitate a plan for the student to catch up on missed material.

To stay informed about school days and important dates, please refer to our school calendar for the 2023-24 academic year. Additionally, we encourage you to review our school's attendance policy to understand the guidelines and expectations regarding attendance.

By maintaining open lines of communication and collaborating with teachers, we can work together to support your child's academic progress and minimize the impact of absences due to family vacations.

## **ROOM PARENTS**

You will have an opportunity to get involved in your child's classroom. Please be sure to sign up for the activity in which you wish to participate. Please bear in mind that the classroom teacher and/or administration must approve all activities that are planned first. When you sign up for an activity during the school day, siblings are not permitted to attend because you will be assisting and supervising other children.

## **FIELD TRIPS**

Each child will have an opportunity to experience at least one field trip this year. While we encourage voluntarism in our school, not every parent will be able to chaperone a field trip. The classroom teachers will be working together to expand upon a Room Parent involvement and chaperoning of field trips. Parents are discouraged from driving separately and meeting at the field trip site. Parents are discouraged from purchasing items for students during the field trip. A procedure has been established for all field trips. **ALL PARENTS MUST BE BOARD APPROVED AND SUBMIT PROPER PAPERWORK PRIOR TO THE ACTIVITY IN ORDER TO PARTICIPATE. THIS REQUIRES COMPLIANCE WITH THE VOLUNTEER POLICY**

### **FIELD TRIP CHAPERONE GUIDELINES**

The following are general guidelines that we need to follow for all field trips:

1. Chaperones are chosen randomly. The teacher should select the number of chaperones needed to safely supervise the field trip. The teaching staff will conduct a meeting with all chaperones to review safety procedures and expectations prior to the field trip taking place.
2. Parents with special needs children may be given some priority in being selected as a chaperone. This would depend on the supervision and medical needs of the child. The nurse/principal should assist on the final decision. All chaperones need Tier I school board approval. Please refer to the appendix for specific information. Supervision of children is always the teachers' responsibility.
3. Siblings are not permitted to go on field trips with parents and/or ride school buses.
4. Unless otherwise authorized, chaperones must ride the bus with the class to the site.
5. Parents are discouraged from showing up at the field trip site. Parents may not take their children home from the site without prior agreement from the classroom teacher.
6. All children should be going on class trips. A field trip is considered to be part of the educational program you have created. If you have a parent that is reluctant for whatever reason, please contact them and explain the benefits. Please inform the principal as soon as possible.
7. In the event that the child eventually does not go, but is coming to school, the classroom teacher must provide schoolwork for that child for the day. The principal will arrange for the child to be placed in a classroom. We need to determine this at least two days prior to the trip.
8. If you determine that no payment for a trip is due to inability to pay, please contact the nurse or principal. Every child goes on the trip. We will find the money from another source.

9. Students who must leave at the conclusion of a field trip from the field trip site, must have a parent complete approved paperwork 24 hours prior to departure for the trip.

### **CARE OF SCHOOL PROPERTY**

Mary Shoemaker School is kept in good working order. The school is a source of pride for the community, students, and staff.

1. Everyone's effort must be made to keep it neat and clean.
2. Defacing school property by any student(s) will result in disciplinary and/or legal action.
3. The costs incurred due to damage are the responsibility of the student, as stated in the New Jersey State law.

### **POSSESSION OF NON-SCHOOL ITEMS**

Electronic devices, toys, games, etc. are not permitted in school. There are exceptions for classroom activities that are directed by the teacher such as classroom "Show and Tell".

### **BICYCLE USE**

Students who wish to ride their bicycles to school must be no younger than third grade, and must have written permission from their parents and approval of an administrator. The final decision will be left to the discretion of the building principal based upon the safety factor. Scooters, skateboards and similar equipment are not permitted.

### **PARENT TEACHER ORGANIZATION**

We welcome and encourage all sorts of volunteerism in our school. Please consider joining our PTO, getting involved in your child's classroom or involved in one of our annual events. We can accomplish so much if we work together. You will have an opportunity to "sign up" for events. Information is sent home in the informational packet and is posted on our website. If you wish to contact the PTO you can reach them at [wpptogroup@gmail.com](mailto:wpptogroup@gmail.com).

### **MSS SPIRIT COLLECTIONS**

Each month our school designates collections to help those who need a helping hand. All of our students are winners, but the class with the highest contributions for the month is recognized as the "Spirit Winners" and they keep the School Spirit Trophy throughout the month. Additionally, they will receive a special class treat! These contributions convert into a charitable gift/funds and are presented to the organization. Our fifth grade safety patrol students serve as the liaison working directly with the charitable organization. We have made a difference for others and we wish to continue our mission. Thank you for your consideration with this worthwhile community outreach endeavor.





## **PHYSICAL RESTRAINT**

The district assures that physical restraint and seclusion techniques on students with disabilities are only used in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger in accordance with the provisions at N.J.S.A. 18A:46-13.4 et seq.

## **COMMUNITY RESOURCES**

Salem County Department of Health and Human Services community resource Guide.

[Click Here](#)