

WILLIAM ROPER SCHOOL

PARENT HANDBOOK

Woodstown-Pilesgrove Regional School District
2018-2019

PRINCIPAL: DIANE CIOFFI

DEAN OF STUDENTS: CHRISTINE CARPENTER

Partnering with families to guide students through educational excellence.

211 East Lake Road – Pilesgrove, NJ 08098
856-769-0144



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 see and pursue his/her potential and to develop a passion for learning in a diverse and changing world.

revised 8/28/18

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Board of Education Members

Mr. Patrick Bates	President
Ms. Eileen Miller	Vice President
Ms. Amy Wojciechowski	Board Member
Mr. Robert Iocona	Board Member
Dr. Anne Nielson	Board Member
Mr. Ron Rattigan	Board Member
Ms. Maricia Chiarelli	Board Member
Dr. Julie Stanton	Board Member
Mr. Travis Zigo	Board Member
Mr. Richard Morris, Jr.	Board Member
Mr. Michael Kinney	Board Member

District Administration

Mrs. Virginia Grossman	Superintendent
Ms. Rose Chin	Business Administrator/Board Secretary
Ms. Andrea Bramante	Director of Athletics/Health/PE
Mr. Christopher Snyder	Instructional Facilitator Grades 9-12
Mrs. Michele Martinez	Director of Special Education
Mr. Richard Senior	Woodstown High School, Principal
Mrs. Michelle Spaventa	Assistant Principal, WHS
Mrs. Allison Pessolano	Woodstown Middle School, Principal
Ms. Diane Cioffi	Mary S. Shoemaker Elementary School & William Roper Early Childhood Center, Principal
Mrs. Jennifer Hildebrand	Dean of Students, MSS
Mrs. Christine Carpenter	Dean of Students, WRS

WILLIAM ROPER EARLY CHILDHOOD CENTER STAFF

Ms. Diane Cioffi	Principal
Mrs. Christine Carpenter	Dean of Students
Ms. Holly Kitchin	Nurse
Ms. Stephanie Silver	School Counselor
Mrs. Cheryl Manganelli	Secretary
Mrs. Tracy Demarest	Special Education Teacher
Ms. Colleen Black	Special Education Teacher
Mrs. Susan Dyer	Prekindergarten
Mrs. Katherine DiDio	Kindergarten
Ms. Sara Behnke	Kindergarten
Mrs. Melissa Hoeldtke	Kindergarten
Mrs. Kathryn Trebelhorn	Kindergarten
Mrs. Maria Lucas	Kindergarten
Mr. Adam Hyland	Art
Mrs. Laurie Miles	ELL
Mr. Kahlil Gunther	Music
Mrs. Diana Crespo	Spanish
Mrs. Jodi DiStafano	S.T.E.L.L.A.R.

Mrs. Marjorie Minnich	Achieve
Mrs. Holly Booth	Paraprofessional
Mrs. Donna Sliwinski	Paraprofessional
Mrs. Christina Jones	Paraprofessional
Mrs. Caroline Little	Paraprofessional
Mrs. Eileen Picone	Paraprofessional

Child Study Team Staff

Mrs. Pamela Crinite	Secretary
Mrs. Jennifer Ferrese	School Psychologist
Mrs. Joan Hobbs	Learning Consultant
Mrs. Rachel Medsker	Speech-Language Specialist
Mrs. Jennifer McBride	School Psychologist
Mr. Joseph Hogan	Learning Consultant

Cafeteria Staff

Mrs. Debbie Schulze	Mrs. Arlene Cobb
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Custodial Staff

Mr. John Snyder

Wolverine Watch

Mr. Rick O'Brien	School Security Specialist
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SCHOOL HOURS

7:35 a.m.	Entrance of students to MPR/Playground/Cafeteria
7:53 a.m.	Warning Bell
7:55 a.m.	Late Bell

Parents can reach the School Age Child Care (SACC) office by dialing 856-769-0144 ext. 66195 or 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:

6:20 a.m.	Staff Sign-in
6:30 a.m.	Students Arrive
7:35 a.m.	Conclusion of AM Session
1:30 p.m.	Staff Sign-in
2:30 p.m.	Students Arrive
6:00 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.

EMERGENCY CLOSING

If the school district closes due to poor weather conditions or emergency situations, parents and guardians will be contacted via our emergency Connect-Ed 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

KYW News Radio 1060 AM
WDEL 1150 AM
WSTW 93.7 FM
WSNJ 1240 AM / 107.7 FM

Internet

www.woodstown.org
www.NBC10.com
www.WPVI.com
www.kyw1060.com

TV Stations

WTFX – TV Fox
KYW – CBS 3
WPVI-TV - ABC 6
WCAU-TV - NBC 10

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 Connect-Ed 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 Connect-Ed system.

EMERGENCY EVACUATION

The WRS has emergency evacuation plans, In the event of an emergency evacuation of the WRS, 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 Pilesgrove Township Municipal Building.
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.

COMMUNICATION WITH THE MAIN OFFICE

For effective communication to occur between the parents and our school, safe care of your child, and efficient record keeping, please promptly inform the main office of: any change of home address, phone number and/or court paperwork. Also, any change of parent’s telephone number at work and any person to be called to assume the care of your child in case of illness or emergency.

Please utilize our “Note to School” form located on our website. This note ensures that all pertinent information will be on the note. Please refrain from just emailing the classroom teacher, he/she may not see the email prior to the dismissal time.

STUDENT BREAKFAST/LUNCH PROGRAM

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 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.

Breakfast	\$1.75	Milk	\$0.55
Lunch	\$2.70	A la carte items	\$0.50-\$1.25

Please review the Woodstown-Pilesgrove School District 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 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.

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 30 minutes of recess time each day. 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.

- **It is recommended that children wear sneakers to school each day.** Climbing equipment is slippery and mulch is painful in sandals or open-backed shoes. Sneakers will provide the traction and protection for a safe and comfortable recess experience.
- Gross motor activity is an important part of a child's development and research shows that children can focus more efficiently after physical activity. **Please dress your child for outside activities every day, including hats & gloves.**
- **All children will participate in our gross motor, outdoor recess activities.** If there is a medical reason for your child to not participate, please supply the school with a doctor's note explaining the reason so proper supervision arrangements can be made.
- During very cold weather and wet conditions, we have an indoor recess rotation schedule for the Kindergarten students during their regularly scheduled outdoor time. Pre Kindergarten students will be able to use the MPR for gross motor activities.

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. When buzzing in, please state your name and identify the reason you are visiting. Buzz-in visitors 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 “WRS 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 event, 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

The most common items children lose are coats, jackets, hats, gloves and lunchboxes. Please be sure your child’s name or initials are on all personal items. In the event an item is lost, please check the Lost & Found box in the nurse’s office.

Please note: toys and other items of a personal nature should not be brought to school.

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.

ABSENCES

1. Parents will be notified in writing after 7 absences accrue.
2. Additionally, parents will be notified in writing after every 7 absences thereafter.
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. A perfect attendance certificate is available to each student who comes to school on time every day of the school year meeting the hourly requirements. Religious Holidays and Take Your Child to Work Day are exempt. Medical excuses do not make a child eligible for this award.

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 7:35 a.m. for students. Students may not enter the building before 7:35 a.m. as supervision begins at that time. Students should report to their designated areas upon arrival. Students report to the MPR at 7:55 a.m.
2. Students who arrive after 7:55 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.

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.

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.

CARPOOL DROP OFF

In the morning, our carpool drop off time is from 7:35 -7:55 am on the left side of the building. **PLEASE DO NOT DROP YOUR CHILD OFF BEFORE 7:35!** There is no supervision available for children before school starts.

To make the “good-bye” time at carpool be swift and sweet, follow the following guidelines:

- Make sure you have given lunch money, signed forms, reminder notes, to you child before getting in the car to come to school.
- When you arrive at school, turn into the driveway and continue to the back of the line. Please do not cut in front of parents who are already ahead of you.
- Be sure to give your child a quick kiss and tell him/her to have a great day. There’s nothing better to start off your day than with a great good-bye kiss!
- Please remain in your car so the line can keep moving. We have staff available to assist your child to and from the vehicle so you can remain in the driver’s seat. We know many parents have to head off to work and we want to ensure the safety of all children.
- If you are walking your child to or from school, please remain at the side entrance where the carpool line is and your child will be brought to you.

STUDENT RESIDENCY REQUIREMENT

ATTENTION: The Woodstown-Pilesgrove Board of Education actively and aggressively 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 Pre-K and K reflect 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 or Ms. Cioffi for any questions you may have.

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, vivisection, 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.

A. 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 William Roper 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. If this is the situation for you, please contact Ms. Cioffi or Mrs. Carpenter.

STUDENT SUPPORT PROGRAMS

PARENTS AS PARTNERS

Parents are an important part of our WRS vision as a family resource center. To meet this goal, we work with parents and staff to put together family activities and parent resource sessions to meet the needs of our families and our students. The committee meets several times in the year to reflect and plan for a year of fun and learning. All parents are invited to be part of this vital and visionary group. All families are urged to participate in the events that are planned for the year.

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 I&RS. Please contact our school counselor with any questions regarding this program.

WRS 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.

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.

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 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 WRS Homepage titled "ACHIEVE Guidelines Handbook".

S.T.A.R.S.

Each month we hold a student recognition program called S.T.A.R.S. We recognize students for a variety of things, such as community service projects, special events and activities and random acts of kindness. We also take time to reflect on the wonderful things that have occurred at WRS. This is a time where the student body gets together and shares in each others' successes. Each month a homeroom class highlights a service organization and this is presented at the Youngest Wolverine STARS assembly.

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. WRS 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.

STARS (POSITIVE BEHAVIOR SYSTEM)

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.

DISCIPLINE PROCEDURES

The staff and students of the William Roper 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.

Early Childhood Learning Center
Shoot for the STARS- MAKE "STARS" CHOICES

★ I WILL...	S BE SAFE	T BE A TEAM PLAYER	A ACT RESPONSIBLY	R BE RESPECTFUL	S SOLVE PROBLEMS PEACEFULLY
Classroom	<ul style="list-style-type: none"> Keep hands, feet, and objects to myself Use materials (eg pencils, scissors, etc.) appropriately 	<ul style="list-style-type: none"> Become an active participant (i.e. listen, communicate, respond) 	<ul style="list-style-type: none"> Follow adult directions Do expected work Ask for help when needed Take care of materials 	<ul style="list-style-type: none"> Wait turn to speak Treat others as I would want to be treated Treat the belongings of others respectfully 	<ul style="list-style-type: none"> Use calm down strategies Use problem-solving strategies to find safe and fair solutions Maintain a Bully-Free Zone
Lunch	<ul style="list-style-type: none"> Keep hands, feet, and objects (i.e. fork/knife) to myself WALK at all times Eat only my food Sit at table with feet on floor 	<ul style="list-style-type: none"> Let an adult know when I have a spill Line up quietly and wait for an adult to give me instructions Offer help to others 	<ul style="list-style-type: none"> Follow adult directions Clean up my entire area (floor/table) and put trash in proper recycle or trash can Don't trip and return to the proper place Make good food choices 	<ul style="list-style-type: none"> Be nice and use kind words Be courteous (say please and thank you) Stay in my seat and noise my hand Use my inside voice 	<ul style="list-style-type: none"> Use calm down strategies Use problem-solving strategies to find safe and fair solutions Maintain a Bully-Free Zone
Bathroom	<ul style="list-style-type: none"> Keep hands, feet and objects to myself Wash my hands Use bathroom structures appropriately 	<ul style="list-style-type: none"> Only spend the time I need in the bathroom Don't try to only when necessary 	<ul style="list-style-type: none"> Make sure all trash is in the trash can Use paper products appropriately 	<ul style="list-style-type: none"> Trash Request personal space and privacy of others Don't conversations 	<ul style="list-style-type: none"> Use problem solving strategies to find safe and fair solutions Immediately report problems I cannot solve to an adult Maintain a Bully-Free Zone
Hallway	<ul style="list-style-type: none"> Keep hands, feet and objects to myself WALK on the right side of the hallway 	<ul style="list-style-type: none"> Be courteous to classmates who are leaving (ie holding) WALK in a straight line facing forward 	<ul style="list-style-type: none"> Follow adult directions WALK promptly, safely, and directly to/from your destination WALK in a straight line facing forward 	<ul style="list-style-type: none"> Keep my personal space Look on (but not touch) hallway displays 	<ul style="list-style-type: none"> Line up in number order Use problem-solving strategies to find safe and fair solutions Maintain a Bully-Free Zone

Early Childhood Learning Center
Shoot for the STARS- MAKE "STARS" CHOICES

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

Discipline Procedures

When a student violates classroom/school rules for the first time, teachers will discuss the infraction with the student and document the incident as a Step-One Referral on the referral form. In the event a student commits a second infraction, the teacher will contact the parent to discuss the issue and document the parent/teacher conference as a Step-Two Referral. A parent must be contacted for a Step-Two Referral to be completed.

If a third infraction occurs, the Step-Three Referral must be documented on the referral form. If the student is disrupting the class to the point where learning cannot take place in the classroom, they may be sent to speak with the school counselor.

First Infraction (Teacher Intervention)

- Teacher-Student Conference
- Team Conference (ENCORE Meeting/Team Meeting)
- Documentation as a Step-One Referral (i.e. Minor Infraction Sheet)
- Team Time-Out

- Loss of Privileges

Second Infraction (Teacher Intervention)

- Parent Contact (Written or Phone Call)- Maintain Ongoing Information
- Documentation as a Step-Two Referral- (i.e. Minor Infraction Sheet)

Third Infraction (Administrative Intervention)

- Documentation as a Step-Three Referral (Major Referral Form)
- Student sent to office with referral form completed
- Parent Contact by administrator
- Appropriate Discipline Procedures following the WRS Discipline Policy and Procedure

BUS RULES

Please take time and read over our district's bus policy on the following pages. The policy is designed to ensure safety of all children that ride the bus. Please take time to explain the bus rules to your child. We honestly believe that riding in any vehicle is the most dangerous thing a person will encounter in their lifetime. For that reason, we ask that you make sure your children understand the rules, danger they face and the consequences. Be sure to remind them of the following points as these are some of the most common bus problems:

1. All children must stay in their seat; getting up changing seats, and turning around is often cited as bus concerns.
2. Seat belts must be worn if they are available on that bus.
3. Children must keep their hands to themselves on the bus.
4. Children are permitted to talk. We encourage children to enjoy the ride and talk quietly with the person next to them.

If there is a problem on the bus, school administration will be in contact with you as soon as the incident is reported to the school. Thank you for your cooperation on all bussing matters.

STUDENT CONDUCT ON SCHOOL BUSES

Refer to Board Policy 5142 at www.woodstown.org/policies

It shall be the policy of the Board of Education of the Woodstown-Pilesgrove Regional School District to establish acceptable student conduct on school district provided vehicles. The bus represents an integral part of the school system and, as such, the same standards of conduct that apply to a school also apply to a school bus.

The following list of rules governing bus conduct in the Woodstown-Pilesgrove Regional School District and the sequence of disciplinary actions for violations of bus conduct rules shall be utilized:

Rules for Bus Conduct

1. Students shall wait in an orderly fashion at the approved stops.
2. Students must wait on the sidewalk or completely off the highway until the bus comes to a full stop before attempting to get on the bus.
3. Students shall form a single line to board the bus.
4. Students must go to their seats and stay there until the bus comes to a complete stop at the school or the stop where the student gets off. There shall be no standing at any time.
5. Students shall never put hands, arms, legs, or any part of their bodies out of the window.
6. No loud talking or yelling is permitted on the school bus.

7. Smoking and eating are prohibited on the school buses. Smoking, possession of any type of smoking paraphernalia and eating are prohibited on the school buses.
8. No horseplay or fooling around is permitted on the school buses.
9. Students shall not spit or throw trash in, around, or out of the bus.
10. Students shall not tamper with the bus or any of its equipment.
11. Students shall ride on the buses assigned to them. Students are not permitted to ride any other bus for the purpose of traveling to another bus stop.
12. If it is necessary to cross the street after getting off the bus, students shall cross in front of the bus.
13. Students shall respect the authority of the bus driver by obeying him/her at all times. Drivers have the authority to assign seats.
14. Students shall always act as courteous and safe travelers.
15. Students shall sit three (3) on a seat in accordance with the state law unless the bus permits otherwise.
16. Damage to the bus by a student will be assessed and be the financial responsibility of the student involved and could result in possible disciplinary action.

NOTE: When bus students arrive at the school in the morning, they are **NOT** permitted to leave the school property. Designated areas on the east and west side of the school can be used for students to wait or the students may report to the cafeteria via outside entrances until the first (1st) bell rings at 7:35 am.

Disciplinary Actions for Violation of Bus Conduct Rules (The building administrators have the authority to bypass any of the following steps if a student's conduct is serious enough to warrant such action.)

NOTE: The WRS code of conduct will be followed in disciplinary situations occurring on the school bus.

BULLYING

At the William Roper Early Childhood Learning Center 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.

Mrs. Carpenter, District Anti-Bullying Specialist can be contacted at 856-769-0144 ext. 33100 or Carpenter.c@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.

William Roper 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 than 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. 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., no hats, scarves or coats may be worn in the classroom unless requested by the classroom teacher or administration.

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

Birthday celebrations are an exciting time for your child and the entire family. However, we are not permitted to distribute personal invitations 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.

TEXTBOOKS/MATERIALS- School Provided Materials

The William Roper 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

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.

Pre-K

Have meaningful discussions with your child about their learning experiences throughout the school day.

Kindergarten

The kindergarten team recommends between 5-10 minutes of daily homework practice. You can expect:

*Read sight words/word work

*Practicing mathematics facts

*Reading

ACCESS to the PEARSON Portal:

Utilize this portal to receive extra information and resources for ReadyGen and EnVision 2.0.

<https://www.pearsonrealize.com/#/>

(Utilize your child's log in)

Utilize this portal to receive access to additional ELA resources.

<http://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2f>

(Username: msss and Password: books)

Utilize this portal to receive access to additional Mathematics resources.

<https://www.ixl.com/>

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 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

Power School 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. 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 2018-2019 school year. If there are any questions, please feel free to call the school nurse or the school business administrator, Ms. Rose Chin, at 769-0144 ext. 22251.

VACATIONS DURING THE SCHOOL YEAR

At the William Roper School we try and discourage that practice, but we do recognize this is not always feasible. Regular attendance in school is necessary for success. It is not possible for students to "make up" all of the work missed during vacations. It is difficult for teachers to supply students with a week's worth of work while the child is on vacation. Please communicate with the teacher as to how and what your child should do regarding missed work during his/her absence. Please refer to our school calendar for 2018-2019 school days and to our attendance policy.

ROOM PARENTS/FIELD TRIPS

You will have an opportunity to get involved in your child's classroom. Please be sure to sign up at Back to School Night for the activity you wish to participate. Please bear in mind that all activities that are planned must be approved by the classroom teacher and/or principal first. Each kindergarten 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 PTO and classroom teachers have worked together to expand upon room parent involvement and chaperoning of field trips. Parents are strongly discouraged from driving separately and meeting at the field trip site. A procedure has been established for all field trips. **ALL PARENTS MUST BE BOARD APPROVED AND SUBMIT PROPER PAPERWORK TO EACH SCHOOL'S PRINCIPAL PRIOR TO THE ACTIVITY IN ORDER TO PARTICIPATE. THIS REQUIRES COMPLIANCE WITH THE VOLUNTEER POLICY.** The policy #1200.1 is posted on the district's website and requires tier one approval for classroom activities such as parties and tier two approval for selected field trip chaperones.

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 II 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 busses.
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

WRS 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 are not permitted to ride their bicycles, scooters, skateboards and similar equipment to school.

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.

2018-2019 Woodstown-Pilesgrove Regional Schools Administrative Appointments

POSITION:	PERSON/TITLE:	CONTACT INFORMATION:
<p>Title IX Coordinator: <i>The Title IX Coordinator is responsible for insuring that Federally Mandated Title IX protections against discrimination basis of sex are enforced. No person shall be subject to discrimination in any educational program or activity.</i></p>	<p>Michelle Spaventa, Vice Principal, Woodstown-Pilesgrove Regional High School</p>	<p>Spaventa.m@woodstown.org Woodstown-Pilesgrove Regional High School 140 East Avenue Woodstown, NJ 08098 Phone: 856-769-0144 x 55225</p>
<p>Affirmative Action Officer: <i>The Affirmative Action Officer monitors, evaluates, and investigates issues regarding compliance with equal opportunity laws, guidelines, and policies to ensure that employment practices and contracting arrangements give equal opportunity without regard to race, religion, color, national origin, sex, age, or disability.</i></p>	<p>Michele Martinez, Director of Special Education</p>	<p>Martinez.m@woodstown.org Woodstown-Pilesgrove Regional School District 135 East Avenue Woodstown, NJ 08098 Phone: 856-769-0144 x 66153</p>
<p>Anti-Bullying (HIB) Coordinator: <i>The HIB Coordinator fields questions pertaining to our District's HIB policy and implementation, and coordinates all of the NJ DOE HIB reporting requirements.</i></p>	<p>Christine Carpenter, Dean of Students, William Roper School</p>	<p>Carpenter.c@woodstown.org William Roper Early Childhood Learning Center 211 East Lake Road Pilesgrove, NJ 08098 Phone:: 856-769-0144 x 33100</p>
<p>504 Compliance Officer(s): <i>The 504 Compliance Officers serve as a 504 procedure resources. Section 504 and Title II of the ADA promote equal access to and participation in programs and services. 504 Compliance officers are responsible for Coordinating referrals as follows:</i></p> <ul style="list-style-type: none"> • <i>Determining appropriate Section 504 team composition and participating on Section 504</i> • <i>teams as needed</i> • <i>Facilitating Section 504 evaluations and development of Section 504 plans</i> • <i>Providing notices and documenting parental consent</i> • <i>Distributing Section 504 plans to appropriate staff</i> • <i>Monitoring the Implementation of Section 504 plans</i> • <i>Scheduling annual reviews of each Section 504 plan</i> • <i>Scheduling period re-evaluations of all students eligible under Section 504</i> • <i>Assuring that Section 504 plans move with the student to the next grade level and to new schools</i> • <i>Coordinating training of building staff on Section 504 requirements</i> • <i>Conducting manifestation determinations when required for students eligible under Section 504</i> 	<p>Diane Cioffi, Principal, Mary Shoemaker Elementary School and William Roper Early Childhood Learning Center</p>	<p>Cioffi.d@woodstown.org Mary Shoemaker Elementary School 201 East Millbrooke Avenue Woodstown, NJ 08098 Phone: 856-769-0144 x 66247</p> <p>William Roper School 211 East Lake Road, Pilesgrove, NJ 08098 Phone:: 856-769-0144 x 33100</p> <p>Pessolano.a@woodstown.org Woodstown Middle School 15 Lincoln avenue, Woodstown, NJ 08098 Phone: 856-769-0144 X 77223</p>
<p>Homeless Liaison</p>	<p>Richard Senor, Principal Woodstown High School</p>	<p>Senor.r@woodstown.org Woodstown-Pilesgrove Regional High School 140 East Avenue, Woodstown, NJ 08098 Phone: 856-769-0144 x 55255</p>
<p>Homeless Liaison</p>	<p>Christopher Snyder,</p>	<p>Snyder.c@woodstown.org</p>

<p><i>The District Homeless Liaison coordinates and collaborates with State Coordinators, our community and school personnel who are responsible for the provision of education and related services to students experiencing homelessness.</i></p>	<p>Instructional Supervisor</p>	<p>Woodstown-Pilesgrove Regional High School 140 East Avenue Woodstown, NJ 08098 Phone: 856-769-0144 x 66149</p>
<p>School Safety Specialist: The School Safety Specialist is responsible for the supervision and oversight of all school safety and security personnel, policies, and procedures, ensuring that these policies and procedures are in compliance with State law and regulations. The School Safety Specialist provides oversight for the necessary training and resources to school district staff in matters relating to school safety and security. The School Safety Specialist also serves as the District liaison with local law enforcement and national, State, and community agencies and organizations in matters of school safety and security.</p>	<p>Christopher Snyder, Instructional Supervisor</p>	<p>Snyder.c@woodstown.org Woodstown-Pilesgrove Regional High School 140 East Avenue Woodstown, NJ 08098 Phone: 856-769-0144 x 66149</p>
<p>Cyber Security: The Cyber Security Specialist is responsible for review and monitoring of the district firewall. The Cyber Security Specialist also serves as the District liaison with local law enforcement and national, State, and community agencies and organizations in matters of school cyber safety and cyber security.</p>	<p>Karlyle Adams, Chief Technology Officer</p>	<p>Adams.k@woodstown.org Woodstown-Pilesgrove Regional High School 140 East Avenue Woodstown, NJ 08098 Phone: 856-769-0144 x 55285</p>
<p>District Test Coordinator: The District Test Coordinator is responsible for dissemination of all New Jersey Department of Education assessment mandates. The District Test Coordinator oversees test date coordination, data entry, and the implementation of New Jersey Department of Education Assessment procedures across the District.</p>	<p>Virginia Grossman, Superintendent of Schools</p>	<p>Grossman.v@woodstown.org Woodstown-Pilesgrove Regional School District 135 East Avenue Woodstown, NJ 08098 Phone: 856-769-0144 x 22252</p>
<p>Title I Coordinator: The Title I Coordinator is responsible for monitoring the expenditure of Title I funds to include planning, organizing, administering, directing, and accounting for the operation of the Title I Program. The coordinator will work with district office staff, principals, teachers and parents to facilitate the state and federal mandates of the program.</p>	<p>Virginia Grossman, Superintendent of Schools</p>	<p>Grossman.v@woodstown.org Woodstown-Pilesgrove Regional School District 135 East Avenue Woodstown, NJ 08098 Phone: 856-769-0144 x 22252</p>
<p>District Fundraising Coordinator: The District Fundraising coordinator reviews all fundraising requests for appropriateness and to avoid duplication.</p>	<p>Virginia Grossman, Superintendent of Schools</p>	<p>Grossman.v@woodstown.org Woodstown-Pilesgrove Regional School District 135 East Avenue Woodstown, NJ 08098 Phone: 856-769-0144 x 22252</p>