

WILLIAM ROPER

ECLC PARENT HANDBOOK

Woodstown-Pilesgrove Regional School District
2023-2024

PRINCIPAL: JENNIFER HILDEBRAND

Partnering with families to guide students through educational excellence.

211 East Lake Road – Pilesgrove, 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 their potential and to develop a passion for life-long learning in our diverse and changing world.

revised 7/20/23

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Board of Education Members

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

District Administration

Dr. Christopher Meyrick	Superintendent
Ms. Shannon DuBois-Brody	Business Administrator/Board Secretary
Ms. Eliza Cadorette-Rawley	Director of Curriculum
Mr. Joseph Ursino	Director of Athletics/WMS VP
Mr. Sage Schmidt	Director of Student Services
Mr. Richard Senior	Woodstown High School, Principal
Mr. Stephen Asay	Assistant Principal, WHS
Mr. Jeff Podolski	Woodstown Middle School, Principal
Dr. Richard Carr	Mary S. Shoemaker Elementary School, Principal
Mr. Anthony Petrutz	Dean of Students, MSS
Ms. Jennifer Hildebrand	William Roper School, Principal
Mr. Karlyle Adams	Chief Technology Officer

WILLIAM ROPER EARLY CHILDHOOD CENTER STAFF

Ms. Jennifer Hildebrand	Principal
Ms. Holly Zane	Nurse
Ms. Cheryl Manganelli	Administrative Assistant
Ms. Tracy Demarest	PIC/PIRS/CPIS
Ms. Gabriella Flitcraft	Preschool Teacher
Ms. Carly Cinotti	Preschool Teacher
Ms. Maria Lucas	Preschool Teacher
Ms. Maria Eisenhart	Preschool Teacher
Ms. Julie Smythe	Preschool Teacher
Ms. Ashley Contino	Preschool Teacher
Ms. Linda Cook	Preschool Teacher
Ms. Kelly DeCicco	Preschool Teacher
Ms. Madison Welsh	Preschool Special Education Teacher
Ms. Nesandra Oswald	Paraprofessional
Ms. Donna Sliwinski	Paraprofessional
Ms. Sarah Varga	Paraprofessional
Ms. Stephanie Andrus	Paraprofessional
Ms. Eileen Picone	Paraprofessional
Ms. Maria Martin	Paraprofessional

Ms. Dana Roberts	Paraprofessional
Ms. Rachel Norman	Paraprofessional
Ms. Brooke Fuller	Paraprofessional
Ms. Natalie Chambers	Paraprofessional
Ms. Marcella Turner	Paraprofessional
Ms. Stephanie Dorrell	Paraprofessional
Ms. Bethany Gattuso	Paraprofessional
Ms. Aaliyah Mayers	Paraprofessional

Child Study Team Staff

Ms. Pamela Crinite	Secretary
Ms. Kelly Rosen	School Social Worker
Ms. Joan Hobbs	Learning Disabilities Teacher Consultant
Ms. Denise Barr	Learning Disabilities Teacher Consultant
Mrs. Jennnifer Jones	Speech-Language Pathologist
Ms. Rachel Medsker	Speech-Language Specialist
Ms. Ashley Turco	Occupational Therapist
Ms. Courtney Risher	School Psychologist

Cafeteria Staff

Mr. John Harvey

Custodial Staff

Mr. John Snyder / Mr. Tony Brewer

School Security Specialist

Mr. Larry Finney

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
2:40 p.m.	Bussing students
2:35 p.m.	Carpool students
3:00 p.m.	End of day for teaching staff & paraprofessionals
12:10 p.m.	Early Closing

William Roper ECLC Delayed Opening Schedule

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

One Hour Delay:

Student arrival 8:35am-8:55am - Late at 8:55am

Two Hour Delay:

Student arrival 9:35am - 9:55am - Late at 9:55am

Breakfast will still be served on delayed openings.

Transportation Coordinator Contact Information:

Carol Bowling

bowling.c@woodstown.org

Office: 856-769-0144 ext. 22250

William Roper Early Childhood Learning Center Emergency Contact Information:

Jennifer Hildebrand

hildebrand.j@woodstown.org

Office: 856-769-0144 ext. 33104 or 856-297-2275

The Woodstown-Piles Grove 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

Child care is available for preschool age students through our William Roper Child Care Program. Please contact our William Roper main office for information regarding wrap around service options for preschoolers in the school district or visit our website at: [Preschool Child Care Program](http://www.woodstown.org)

EMERGENCY CLOSING

If the school district closes due to poor weather conditions or emergency situations, parents and guardians will be contacted via our emergency automated 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 William Roper ECLC has emergency evacuation plans. In the event of an emergency evacuation of the William Roper ECLC, 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 School Messenger and/or phone calls.

AGES SERVED

Ages Served Children eligible for our developmentally appropriate program are ages 3 to 4 yrs old. Enrolling students must be 3 or 4 years old by October 1st.

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 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	\$2.00		
Lunch	\$3.10	A la carte items	prices vary

Please review the Woodstown-Pilesgrove School District policy #3542.2 regarding School Meal Program. For additional information from the district food service please visit:

<https://www.woodstown.org/domain/412>.

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.

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.

Please note: If you are waiting to meet with a staff member or picking up your child we ask that you wait in our "William Roper ECLC 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 <https://www.woodstown.org/domain/404>

ABSENCES

1. Parents will be notified in writing after 5 absences accrue.
2. Additionally, parents will be notified in writing after every 5 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.

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.
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 main office. 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 your 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-Piles Grove Board of Education actively and aggressively investigates reports of students who are not legally domiciled in Woodstown or Piles Grove 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

Curriculum is the entire range of experiences that children have at school. Content objectives and learning outcomes, knowledge of child development and careful observation of the needs and interests of individual children guide curriculum.

Our preschool curricula, Creative Curriculum, encompasses the following criteria:

- The curriculum is aligned with the Preschool Teaching and Learning Standards;
- Methods for inclusion of students with disabilities are provided;
- The content and teaching strategies are clear, and research-based;
- The curriculum content is taught with focus and integration;
- The curriculum relies on child initiation and engagement;
- All curriculum components are developmentally appropriate; and
- Show evidence of benefits.

The Creative Curriculum® System for Preschool is a comprehensive, research-based curriculum system designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

The *System* presents knowledge-building and daily practice resources in tandem, to create a cohesive system that supports teachers throughout the year. The knowledge-building curriculum volumes offer insight into the most current research and best practices for early childhood education. The daily practice resources contain step-by-step guidance to help teachers organize and manage every moment of the day, intentionally and effectively.

Based on 38 new objectives for development and learning that are predictive of school success and aligned with state early learning standards, *The Creative Curriculum® System for Preschool* helps teachers ensure that they are focusing on what matters most for children at every age. The *System* components also include built-in support for all learners, with specific sections of guidance for working with English- and dual-language learners, advanced learners, and children with disabilities.

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) affords 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 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-Piles Grove 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-Piles Grove 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 ECLC. 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 Mrs. Jennifer Hildebrand, principal.

STUDENT SUPPORT PROGRAMS

FAMILY ENGAGEMENT

Parents are an important part of our William Roper ECLC 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. Staff meet 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.

Preschool Intervention and Referral Team (PIRT)

Preschool Intervention and Referral Team Responsibilities/Process:

- Support classroom teachers in order to provide strategies for children who are exhibiting difficulty in the classroom as indicated through the screening process or the observation of the classroom teacher and master teacher.
- Provide support including written strategies for classroom staff, modeling strategies in the classroom when appropriate, providing professional development and providing consultation to classroom staff, parents, administrators and master teachers.
- Provide ongoing professional development based upon PBS pyramid for district staff (i.e. administrators, teacher assistants, master teachers, teachers)
- Coordinate data from ESI-R screenings and follow through with children scoring re-screen and refer
- Facilitate transition of all PIRT case files to other programs as necessary (i.e. Kindergarten, CST).
- Establish PIRT assistance protocol including Request For Assistance (RFA) form
- Once receiving an RFA establish and manage a case file for each child.
- Consult with necessary professionals as applicable (i.e. classroom teacher, master teacher, administrators, social workers, family workers, parents).
- Create and implement a PIRT intervention plan for which each child a RFA is received.
- Conduct classroom visits as necessary to implement the PIRT intervention plan. These visits may include observations, providing feedback regarding the child or support plan, providing recommendations and modeling strategies when appropriate.
- Modify and adapt the PIRT intervention plan as necessary throughout the year.
- Evaluate the progress of the student and if necessary facilitate a written referral to the school district Child Study Team as set forth in N.J.A.C. 6A:14.
- For children with persistent behavior-related difficulties develop and implement the PIRT behavior support plan. The PIRT's role in the behavior support plan is as follows:
 - Document several previously attempted PIRT intervention plans with modifications and follow through attempts.
 - Oversee a team (as outlined through PBS) and conduct the behavior support plan process.
 - Coordinate and conduct any necessary follow through related to the developed PIRT behavior support plan.

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. William Roper ECLC 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.

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 seats; 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 BUSESSES

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

It shall be the policy of the Board of Education of the Woodstown-Pilesgrrove 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-Pilesgrrove 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 William Roper ECLC code of conduct will be followed in disciplinary situations occurring on the school bus.

Harassment, Intimidation & 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.

Ms. Geremia, School Anti-Bullying Specialist can be contacted at 856-769-0144 ext. 33100 or geremia.k@woodstown.org. For more information click [HERE](#).

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 ECLC furnishes students with materials for their classes. 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.

Evaluation of Performance

Teaching Strategies GOLD Objectives for Development and Learning: Birth through Kindergarten

The assessment model used in GOLD follows widely held expectations for children from birth through third grade and enables a whole-child approach to assessment. Color-coded progressions guide teachers toward selecting and adapting activities that support each child's development and learning. Meaningful reports inform classroom practices and individualized instruction.

Ages and Stages Questionnaire

Ages and Stages Questionnaire (ASQ) The Ages and Stages Questionnaire (ASQ) is a parent completed screening tool that is completed with the child's enrollment packet. The ASQ questionnaire is used to assess a child's general development. The results help determine if a child's development is on track in the areas of communication, gross motor, fine motor, problem solving and personal-social skills. If needed, teaching staff will make referrals to outside agencies to help children in areas of need. Most areas of concern are improved by regular attendance and individualized curriculum.

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 all students. 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-Piles Grove Regional District will be able to provide accident insurance for all students for the 2023-2024 school year. If there are any questions, please feel free to call the school nurse or the school business administrator, Ms. Shannon DuBois-Brody, at 769-0144 ext. 22251.

VACATIONS DURING THE SCHOOL YEAR

At the William Roper ECLC we try to 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 2023-2024 school days and to our attendance policy.

ROOM PARENTS/FIELD TRIPS

You will have an opportunity to get involved in your child's classroom. 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:

- Siblings are not permitted to go on field trips with parents and/or ride school buses.
- Unless otherwise authorized, chaperones must ride the bus with the class to the site.
- 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.
- All children should be going on class trips. A field trip is considered to be part of the educational experience.
- 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.
- 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

William Roper ECLC 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".

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.

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.

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.