

A Message from Mr. Vogel...

It is our pleasure to welcome you back to the Wenonah School for the 2010-2011 school year. We are happy to have you as part of our school family. We are confident that this will be a successful and satisfying year for you. The pages of the Student-Parent Handbook are filled with important information regarding school policy and procedures. We suggest that parents and students review the contents together. We feel that open and clear communication between the school and home is essential to the success of your child's educational program. If you have any questions that remain unanswered after reading the handbook, please do not hesitate to call the school office.

We welcome your participation in your child's education and look forward to your support during the school year. Working together, we will be able to reach our collective and individual goals. As a team we will celebrate in the achievements of our students. We invite you to join us in our journey towards educational excellence!

Sincerely,

Frank Vogel



Mission and Goals

The Faculty, Staff, and Administration of the Wenonah Elementary School strive each day to provide our students with a solid foundation upon which to meet the academic, emotional and social challenges of secondary and higher education.

The major goals that currently direct the efforts of our school are:

- ❖ To provide our pupils with opportunities to explore a variety of subjects and interest.
- ❖ To provide a positive learning environment in which the pupils receive appropriate instruction within a schedule that facilitates the application of varied grouping patterns.
- ❖ To provide the physical facilities necessary to meet the needs of the curriculum and the extra-curricular programs.
- ❖ To provide an atmosphere in which there is opportunity for each student to achieve.
- ❖ To provide each student with the knowledge and skills to make decisions which affect their mental and physical well-being, academic preparation and career choices.
- ❖ To provide each child the opportunity to strive towards educational excellence!

Wenonah Board of Education

Meetings – Fourth Tuesday of Each Month
7:30 – School Library

Susan Nicolle, President

Robert Dugan, Vice President

Peter Celano

Alice Sheppard

Greg Shast

Diana Gehring

Cheryl Morris

Terri Pellegrino

Zehra Travis

Mr. Edgar Keepers, Interim Business Administrator/Board Secretary

John Wade, Esq., Solicitor

Wenonah Public School - Faculty/Staff

Frank Vogel, Chief School Administrator

Kathleen Hallahan, Administrative Assistant

Dawn Smithson, Assistant to Business Administrator

| | |
|--------------------------|--|
| Kindergarten | Mrs. Katherine Eachus, Mrs. Sue McNally |
| Grade 1 | Mrs. Colleen Johnson, Mrs. Stephanie Buckman |
| Grade 2 | Mrs. Dawn Bennett, Miss Mary Krott |
| Grade 3 | Mrs. Bonnie Dahl, Mrs. Robbin Vitt |
| Grade 4 | Mr. Ray Hill, Mrs. Darcy Peters |
| Grade 5 | Mrs. Jennifer Buckman, Mrs. Barbara Stilwell |
| Grade 6 | Ms. Heide Kowalski, Mrs. Patricia Seonia |
| Resource Room | Mrs. Kellie Frost |
| Art | Mr. John Cameli |
| Music | Mr. William Trimble |
| Physical Education | Mr. Robert LoCantore |
| Supplemental Instruction | Mrs. Tracy Carr, Mr. William Trimble, Mrs. Heidi Burke |
| Guidance | Mrs. Kelly Chropka |
| Speech | Mrs. Pamela Reynolds |
| Physicians | Woodbury Family Practice Drs. Szgalsky, Shoemaker |
| Nurse/Family Life | Mrs. Josephine DeMareo |
| Technology | Mrs. Carol Murphy |
| G&T Program | Mrs. Tracy Carr |
| Librarian | Mrs. Anne Zuber |
| Spanish | Mrs. Susan Lafferty |

Aides

Mrs. Maryann Reed, Mrs. Barbara Lawrence, Mrs. Mary Frentzen, Ms. Nickie Barajas, Mrs. Tammy Francis, Mrs. Tina Sheehan, Mrs. Tracy Reeves, Ms. Tara Reale, Mrs. Barbara Walker

Child Study Team

Mrs. Tamar Shelov – Team Director
Mrs. Cathleen Nevins, Social Worker
Mrs. Kris DiPalo, School Psychologist

Gateway Group Curriculum Consortium

Mrs. Debbie Wilson – Curriculum Director

Custodians

Mrs. Wendy Danser & Mr. Jim Aleardi

E-mail addresses: first letter of first name plus last name@wenonahschool.org

Attendance

| | | | |
|-----------------------|--------------|-----------|-------------|
| Regular Hours | Kindergarten | ½ Day | 8:35-11:25 |
| | | Full-Day | 8:35-3:25 |
| | Grades 1-6 | | 8:35-3:25 |
| ½ Days-(12:50) | Kindergarten | ½ Day | 8:35-11:25 |
| | | Full-Day | 8:35-12:50 |
| | Grades 1-6 | | 8:35-12:50 |
| Lunchtimes:* | Kindergarten | | |
| | Grades 4-6 | (40 min.) | 11:45-12:25 |
| | Grades 1-3 | (40 min.) | 12:30-1:10 |

*During inclement weather, lunch times may be shortened to 30 minutes.

Late Dismissals

In the event that your child needs extra help, needs to complete work, or is involved in a minor discipline problem, he/she may be required to stay after school. Notice will be sent home or parents called.



Arrival to School

8:30 am – **First Bell** - Students form lines by class. Lines are clearly marked in yellow paint.

For safety reasons, students are not permitted on school grounds prior to this time. An aide or teacher comes on duty at 8:30 am to provide supervision.

8:35 am – **Second Bell** - Teachers escort students into the building.

8:40 am – **Late Bell** - After this time, students will need to enter via the main entrance on N. Clinton Ave. and let the nurse or secretary know they have arrived.

Inclement Weather – During inclement weather, all students should report to the all purpose room no earlier than 8:30 am, via Clinton Avenue (4-6) or Elm Street entrance (K-3), so they can remain warm and dry.

* During inclement weather days, students will not be marked late until **8:45**.

Emergency Closing - 841

In the event that it becomes necessary to close school or open late, please tune to radio station KYW-1060 AM for the announcement. Our school identification number is **841**. If it is possible, we will notify this station the night before closing or by 6:30 am the morning of closing.

Dismissal Procedures

All students in Kindergarten and Grade 1 are encouraged to remain on the front steps of the school with their teacher or an aide until a parent, guardian, or designee comes for the child.

If someone other than a student's parent/guardian is picking up a student from school, a note is required. This note can be effective for the entire year, or for a specific day.

Students in grades 2 through 6 will be dismissed at the bell from the exit designated for each grade level:

- ❖ Grades K-2 – Main Door – Clinton Avenue
- ❖ Grades 3-4 – Elm Street Doors
- ❖ Grades 5-6 – Doors nearest Buttonwood

Early Dismissal – Scheduled

Our calendar includes a number of days with early dismissal, which is 12:50 p.m. A school calendar is accessible through our website, www.wenonahschool.org

Early Dismissal - Unscheduled

In case of inclement weather, school will be dismissed at 12:50 p.m. There are three ways to find out if school is closing early:

1. Blackboard Connect, our emergency notification system, will be activated.

2. The information will be posted on our website.
3. Early school closing will be announced on KYW 1060 AM.

Children will be dismissed from the same door and in the same manner as for regular dismissal. **If you do not want your child to walk home unescorted, please send a letter to that effect to your child's teacher at the beginning of the school year.** In this case, you will need to enter the building to pick your child up when you arrive. The exact location of children waiting for parents will vary according to the number of children involved.

Emergency Provision

At the beginning of the school term, parents are requested to furnish the names and phone numbers of one or two people to contact in the event that a parent is not available in a case of emergency, illness or accident. A form will be provided for this purpose. The procedure will be:

1. Contact parents or guardians; if unable to reach, go to #2
2. Contact relative or neighbor (provided on information sheet); if unable to reach, go to #3
3. Contact family physician, if unable to reach, go to #4
4. Contact local emergency squad or nearest ambulance and transport child to hospital.

Vacation Procedure

In the event that parents are obligated to take their vacations during the school year, please notify the office and your child's teacher two weeks prior to the scheduled vacation.

Teachers shall provide general course work to students for unexcused absences, i.e. vacation, long weekends, ski day trips, during the school year when requested three (3) days prior to the absence. Upon returning to school, it is the student's and parents' responsibility to see that all missed homework and available class work is completed and turned into the proper teacher. Assigned work that has been issued and is not completed three days after the child's return may be given an unsatisfactory grade.

Use of School Phone

The use of the school phone, whether it is in the office or the classroom, will be reserved for emergency purposes only. Please talk with your child in regards to making requests to use the school phone. Calling home from school should be the exception, not the rule.

Cell Phones

Cell phones should **never be seen or heard** on school grounds. Pursuant to BOE policy 5516, "Pupils are not permitted to use cellular telephones while school is in session. Cellular telephones must be turned off while the pupil is in the school building and may only be turned on after school has concluded for the day and outside the school building. Cellular telephones that are turned on in violation of this policy will be confiscated by the Building Principal and the pupil subject to appropriate disciplinary action."

Attendance Policy

In the event that your child is going to be absent from school, please call the main school number, 468-6000. You will be prompted to press “3” to report a student absent.

Students who are absent need to present a note upon return to school.

- A doctor’s note is required for an “excused absence”.
- A parent note verifies the absence, but it is considered “unexcused”.

The absence of any student who returns to school with a doctor’s note will be marked excused.

Tardiness Policy

The first bell rings at 8:30 a.m. – Students are allowed on school grounds.

The second bell rings at 8:35 a.m. – Students enter the building.

The third bell rings at 8:40 a.m. – Students need to be in their classrooms to avoid being marked late.

Students in grades 3-6 with more than **5** incidents of being tardy will serve a lunch/recess detention every subsequent day they are late.



Health and Safety

It is the goal of the certified school nurse in conjunction with the CSA, to maintain the health and safety of each student during the school day. According to state regulations, the school nurse is not responsible for diagnosing or treating any illnesses or injuries except in an emergency. First Aid for minor injuries will be administered. The school physician has approved the school’s first aid procedures, which are reviewed and approved annually by the Board of Education. In case of medical emergencies, an ambulance will be called and the child will be transported to a hospital. Every attempt will be made to notify the parent/guardian. It is imperative that each parent/guardian provides the school with current emergency contact information. At Wenonah School, the Certified School Nurse provides the following services to support the students:

- ❖ Assess individual student health and developmental status
- ❖ Promote and maintain the health and well-being of all students
- ❖ Develop health plans for students with health conditions
- ❖ Coordinate prevention and control of communicable disease
- ❖ Develop a system of first aid and emergency care
- ❖ Recommend new and updated health policies



Should My Child Stay Home from School?

For the health protection of the school community, no child is to be sent to school under these circumstances:

- ❖ A temperature of 100 degrees or higher. A child must be fever-free, without the aid of Tylenol or other fever reducing medication, for a full 24 hours before returning to school.
- ❖ Your child has vomited within the past 24 hours.
- ❖ Continuous coughing would significantly put others at risk.
- ❖ Your child feels ill enough that he/she would not benefit from school.

Please contact the nurse's office if you have questions.
468-4996

Communicable and Nuisance Disease

The rules regarding the exclusion of children from school for communicable and nuisance diseases are based on guidelines established by the American Academy of Pediatrics. At the time of the child's diagnosis, the school nurse will consult with the parents and the school physician regarding the particular recommendations for the disease.

Medical Excuses for Physical Education Classes

A student may be excused from physical education class for a period of one or two days by bringing in a parent note describing the medical reason for the request. Should such excuses for a particular student be made on a frequent basis, the school nurse may require a medical excuse signed by a physician. Excuses from PE for periods of time any longer than two (2) days will only be made upon receipt of a written medical excuse signed by a physician.

Medication

Our school nurse is anxious to cooperate with you in the health care of your child. However, we do not wish to endanger the health of any child by administering unknown drugs which are brought to the school by the child. Board Policy is as follows:

The Board shall not be responsible for the diagnosis and treatment of pupil illness. The administration of prescribed medication to a pupil during school hours will be permitted only when failure to take such medication would jeopardize the health of the pupil or the pupil would not be able to attend school if the medicine were not made available to him/her during school hours. For purposes of this policy, "medication" shall include all medicines prescribed by a physician for the particular pupil.

Before any medication may be administered to or by any pupil during school hours, the board shall require the written request of the parent/guardian, which shall give permission for such

administration of medication. In addition, the Board requires the written order of the prescribing physician, which shall include:

- A. The purpose of the medication;
- B. The dosage;
- C. The time at which medication shall be administered;
- D. The length of time medication is prescribed;
- E. The possible side effects of the medication.

Both documents shall be kept on file in the office of the school nurse.

The CSA, in cooperation with the School Physician, shall develop procedures for implementing this policy.

- A. All medications whether prescribed or over the counter, shall be administered by the school nurse or the pupil himself/herself where the parent/guardian so permits and the school nurse is present.
- B. Medications shall be securely stored and kept in the original labeled container.
- C. The school nurse shall maintain a record of the name of the pupil to whom medication may be administered, the prescribing physician, the dosage and timing of medication and a notation of each instance of administration.
- D. All medication shall be brought to school by the parent/guardian and shall be picked up at the end of the day or end of the period of medication.

There are separate procedures for students requiring medication on field trips. Please contact the nurse if your child needs to take medication while on a field trip.

Asbestos Management Plan

School officials, as required by federal regulations, have prepared an asbestos management plan for use. This plan is available for review by contacting the school office.

Non-Smoking Law

According to state law, smoking is prohibited in school buildings and on school grounds. Please respect our smoke-free environment. Thanks!

Drug and Alcohol Policy

Consistent with state statute, the Wenonah Board of Education has adopted a policy regarding drug and alcohol awareness and abuse.

Any student suspected of possession, use, or under the influence of alcohol or drugs during the school day, will be reported to the chief school administrator. Following administrative procedure if it is determined that a student is in possession or under the influence of drugs or alcohol, procedures as defined in Board Policy and 18A will be implemented.



Bicycle Safety

Children in grades 3-6 are permitted to ride bicycles/scooters to school.

Rules for riding:

- ❖ Wear a helmet.
- ❖ Ride alone; never ride double.
- ❖ Keep both hands on the handlebars except when signaling.
- ❖ Keep close to the right hand side of the road.
- ❖ Always ride single file when riding with a group.
- ❖ Come to a complete stop at all corners.
- ❖ Look both ways before WALKING your bicycle/scooter across the street.
- ❖ Dismount at entrance to the school grounds and walk to bike rack.
- ❖ Proceed from bike rack to playground or entrance of school.
- ❖ Never ride on school grounds.

Just a reminder, riding a Bicycle/Scooter to school is a privilege and may be revoked at the discretion of the administration.

Crossing Guards

Safety patrol members will be on duty at the following corners: Clinton and Buttonwood, Clinton and Elm and on both sides of the railroad bridge.

In the best interest of safety for your children, we encourage parents to have their children follow the routes listed below:

- ❖ **Northwest Section:** Students should walk the most direct route to the railroad bridge at West and Elm Sts., by way of the railroad bridge to Elm St. and East Avenue, and along Elm Street to the school.
- ❖ **Northeast Section:** Students from the Synnot Tract should follow the most direct route to either Buttonwood and Clinton or Elm and Clinton, crossing Clinton at either of these cross walks to the school at Clinton and Elm.
- ❖ **Southwest Section:** Students should walk to the most direct route to Mantua and West Avenues, crossing the railroad at East Avenue and crossing Mantua Avenue on the East Avenue side; along East Avenue to Elm, and along Elm to Clinton and the school.
- ❖ **Southeast Section:** Students should walk the most direct route to Mantua and East Avenue, crossing Mantua only at East Avenue; along East to Elm, and along Elm to Clinton.

Special Note: Please remember to cross with the borough crossing guard at Mantua Avenue and East Avenue coming to and from school.

Student Accident Insurance

School time accident insurance will be made available to all students. The Board of Education will underwrite the costs of this insurance, which will reimburse parents (up to the policy limits) for costs not covered by parents' insurance. Parents will have the opportunity to enroll their children for 24-hour coverage on an optional basis.

Emergency Drills

Two (2) fire drills will be held monthly, as required by law. In addition, drills to cover other emergencies will be held at least twice a year. These drills would prepare students for situations calling for complete evacuation of the area, a shelter in place, or a lockdown.

Affirmative Action

No student in Wenonah School is denied access to or benefit from any educational program or activity on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status. An Affirmative Action Plan has been filed with the state. A copy is on file in the main office for public review. Mr. Vogel, our Chief School Administrator, is designated as the Affirmative Action Officer.

Nutrition and Wellness Policy

Our school is required by law to have a policy on nutrition and wellness. The purpose of the policy is to encourage an awareness of good eating habits and increased physical fitness in our students. The school will address this in two ways:

1. Direct teaching of the tenets of nutrition, health, and physical fitness.
2. Indirect teaching by modeling, i.e. – practicing what we preach by providing only healthy food during school hours and by increasing the opportunities for physical activity.

In general, the policy calls for certain foods to be disallowed **during the hours of normal operation**, i.e. – 8:30 a.m. to 3:25 p.m. The following foods are discouraged in the school:

- ❖ Any item listing sugar as the first ingredient
- ❖ All forms of candy
- ❖ Food with more than eight grams of total fat per serving (except nuts and seeds)
- ❖ Foods with more than two grams of saturated fat per serving
- ❖ Any beverages other than 100% fruit juice, vegetable juice, milk, and water.

There are several exemptions for children with special needs, but one exemption is relevant to the general population of the school. The exemption is for celebrations and will allow us to continue serving traditional party foods at these specific times:

- ❖ Curriculum related events such as Cinco de Mayo, State Luncheon, etc.
- ❖ Halloween Party
- ❖ Holiday Party
- ❖ Valentines Day Party
- ❖ Spring Party
- ❖ End of Year Picnic
- ❖ Birthday treats brought in by the children

STUDENT CONDUCT

General

Student behavior should reflect pride in school and self.

Each student should strive to conduct himself/herself in a polite, congenial manner, showing respect to each other and to those in authority

“Respect yourself, respect others, and respect the school.”

CITIZENSHIP

Good citizenship, based on respect for yourself, for others, and for property, is expected at all times. The primary reason for attending school is to learn. There are certain rules and daily procedures a responsible citizen must follow to insure the calm and orderly environment in which such learning must take place. We all must take a part in social responsibility to ensure the future of our family, our community, and ourselves.

GENERAL RULES AND REGULATIONS To All Wenonah School Students

1. Students must attend school and classes regularly and on time.
2. Students are not permitted to leave the school grounds for any reason during school hours without permission.
3. Profane or vulgar language will not be tolerated.
4. All elementary students are prohibited from soliciting door-to door in any school-related fund raising project.
5. Parents must notify the school when their child is absent. If the parent has not called **by 9:00 a.m.**, the school will contact the parent.
6. Students are under the jurisdiction of the school board rules when going to or from school and while attending any school sponsored event.
7. All students are expected to enter and leave school in a quiet and respectful manner.
8. Students must change classes in an orderly manner as quickly as possible. Lateness to classes will not be tolerated.
9. The office telephone is for business use only. Students are discouraged from using it to call home for forgotten assignments, band instruments, etc.
10. The entire school staff and student body is responsible for the discipline of the school as well as for the cleanliness of the building and grounds.
11. Student dress must be appropriate for full participation in the total school program. An emphasis is placed on a neat, well-groomed appearance consistent with the acceptable standards.

Inappropriate attire or a style of dress that is deemed to cause a distraction from the educational process will not be permitted.

12. Students coming to school improperly dressed will be allowed to call home for proper clothing, will be assigned an alternative setting for the day, or will be sent home.

13. The teacher or principal will confiscate any item that interferes with the learning climate of the school. These items will be placed in an envelope marked with the student's name and stored until a parent can come to the school to reclaim it. If you feel it can cause a distraction to the learning process, please keep it home!

14. Personal toys and trinkets including walkman, radios, game boys, cell phones and other electronic items not required by the classroom teacher, are extremely disruptive to the learning environment. Therefore, they are not to be brought to school.

15. Students are not allowed to chew gum at any time on school property.

CODE OF STUDENT CONDUCT **REGULATIONS**

PURPOSE

The following code sets forth school rules prohibiting or requiring certain student conduct while the student is on school premises, going to and from school, or under the supervision of the board at school sponsored events or activities.

Students may be disciplined for violating any of these rules or any school rules implementing the code. Disciplinary action may range from a simple reprimand to a suspension of up to ten (10) days imposed by the Chief School Administrator, or a longer suspension if warranted. The severity of the penalty shall correspond to the gravity of the offense.

CONSEQUENCES

Students can be disciplined by any staff member in the school. All disciplinary action will be reported to the homeroom teacher and, when necessary, to the Chief School Administrator. When rule infractions do not require referral to the office, students will be disciplined based on the classroom discipline plan. When a student reaches the level that requires a referral to the office, the teacher will make that referral.

5131

CONDUCT

The Wenonah Board of Education expects pupils to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other pupils, for the educational purpose underlying all school activities, and for the care of school facilities and equipment.

The Wenonah Board of Education believes that standards of pupil behavior must be set cooperatively by interaction among the pupils, parents/guardians, staff and community, producing an atmosphere which encourages pupils to grow in self-discipline. Such an atmosphere must include respect for self and others, as well as for district and community property.

The best discipline is self-imposed, and pupils must learn to assume and accept responsibility for their own behavior, and for the consequences of their misbehavior. Staff members who interact with pupils shall use preventive disciplinary action or intervention strategies and place emphasis on the pupil's ability to grow in self-discipline.

The Chief School Administrator shall develop general guidelines for pupil conduct on school property and shall direct development of detailed regulations suited to the age level of the pupils and the physical facilities of the individual school. These detailed regulations shall be distributed to parents/guardians at the beginning of each school year. Provisions shall be made for informing parents/guardians whose primary language is other than English.

Discipline

- I. Students who indulge in disruptive behavior will be subject to consequences. Disruptive behavior includes, but is not limited to:
 - a. Continued and willful disobedience to a teacher or administrator;
 - b. Open defiance of the authority of any teacher or other individual in authority;
 - c. Conduct of such character as to constitute a continuing danger to the physical well being of the student or other pupils;
 - d. Physical assault upon another student, teacher, or other school employee;
 - e. Taking, or attempting to take, personal property or money from another pupil by means of force or fear, or gambling;
 - f. Willfully causing, or attempting to cause, damage to school property;
 - g. Participation in an unauthorized occupancy by any group of pupils or others of any part of any school or other building owned by any school district, and failure to leave when ordered to do so by the administration or any other person in charge;
 - h. Use of profanity or abusive language;
 - i. Turning in a false alarm;
 - j. Possessing or being under the influence of alcohol, marijuana, or other controlled dangerous substances on school premises;
 - k. Leaving school property without permission;
 - l. Smoking in the school building or on school property;
 - m. Tampering with or damaging property of staff member's cars, books, attaché cases, etc. on school premises;
 - n. Selling or buying or possessing drug paraphernalia on school property.

Classroom Discipline

Minor classroom problems are the teacher's responsibility. Each teacher will be responsible for an individual discipline plan for his/her classroom.

Some examples of parts of these plans are listed below:

- a. Warn the student;
- b. Classroom time outs;
- c. Conference with the student (recommend this conference be held in private);
- d. Parental notification letter (discipline report);
- e. Parental conference (by telephone or in person);

- f. Loss of recess;
- g. Teacher detention;
- h. PAC (Pupil Assistance Committee) referral
- i. Possible referral to CST, especially if problem concerns itself with:
 - 1. home or school adjustment
 - 2. academic problems
 - 3. continual disruptive behavior
- j. Referral to the CSA

When the teachers discipline plan has failed to solve a problem, then the teacher should fill out a behavior referral form and send it and the student to the office. Teachers should come to the office during free period or after school to confer on all cases referred.

- II. Any pupil who commits an assault, as defined pursuant to N.J.S.A. 2C:12-1, upon teacher, administrator, board member or other employee of the Board of Education, acting in the performance of their duties and in a situation where their authority to act is apparent, or as a result of the victim's relationship to the school system, not involving the use of a weapon or firearm, shall be immediately suspended from the school consistent with procedural due process pending suspension or expulsion proceedings before the Board of Education. These proceedings shall take place no later than 30 calendar days following the day on which the pupil is suspended. The decision of the Board shall be made to the Commissioner of Education within 90 days of the Board's decision.
- III. It is the right of the administration, upon a thorough investigation, to appropriately apply the established disciplinary procedure and exercise administrative prerogative.

The Board directs the administration to use an in-school suspension in place of out-of-school suspension, if it is deemed more effective and/or necessary. Students with special needs shall be disciplined in accordance with the student's Individual Education Plan, and with input from the CST, staff, Administration, and parent(s) or guardian.

- IV. The administration shall establish, and the Board shall approve, specific procedures for dealing with suspension cases and for establishing a process for dealing with them. Regulations ensuring due process to all students before a suspension is imposed, shall be developed with the advice of the board attorney and shall include at least:
 - a. informing the student of the charges against him/her;
 - b. giving the student a chance to reply to them.

These procedures shall also include safeguards for the dismissal of students suspended from school, procedures for calling an immediate conference with parents/guardians, limitations on the length of suspensions, and specifics for the reinstatement of pupils.

It shall be the policy of the school district that every effort be made to adjust each suspension promptly so that the pupil can be returned to school with a minimum loss of school time and school work. No suspension, under (I.) above, may continue beyond the regular meeting of the Board following the suspension without board action. No suspension, under II above, may be continued beyond 21 days without board action.

Any student who has been suspended from school by the administration shall, following the third suspension in any school year, be referred to the CST for a complete evaluation and possible identification as a disruptive student in accordance with written procedure.

V. Only the Board of Education has the power to expel a student.

The Board will consider expulsion only if:

- a. The administration of the school, with his/her staff, has exhausted all means of bringing about a correction of the misconduct and shall have brought the case before the CSA;
- b. The parents/guardians of the pupil have been interviewed and advised of the reasons why expulsion is being considered, of the rights of the pupil to a full hearing which will afford him/her procedural due process, and the right of the parents/guardians to appeal to the Board of Education;

Under these conditions:

- c. The administration shall suspend the pupil until that appeal is completed, or until the next board meeting, at which time the pupil's name will be presented by the C.S.A. to the board with the recommendation for expulsion;
- d. If the board determines that the charges, if true, may warrant expulsion, the board will set a date for a hearing;
- e. The board attorney will arrange for the giving of legal notices to all parties concerned and for the preparation and presentation of the evidence in support of the charges at the hearing;
- f. Juvenile authorities and law enforcement agencies shall be notified or consulted, if necessary;
- g. All actions taken by the administration shall provide procedural due process for the student;
- h. Parents or guardians, prior to the hearing date, shall elect either an open or closed session for the matter to be heard.

Weapons Offenses

Any pupil who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property or on a school bus or at a school-sponsored function shall be immediately removed from the school's regular education program for a period of not less than one calendar year. The Chief School Administrator may modify this suspension on a case-by-case basis. Each pupil so removed shall be placed in an alternative educational program or on home instruction and shall be entitled to a hearing before the Board. The hearing shall take place no later than 30 days following the day the pupil is removed from the regular education program and shall be closed to the public.

The CSA shall be responsible for the removal of such students and shall report his/her findings to the Board President. The CSA shall also notify the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

The Chief School Administrator shall determine at the end of the year whether the student is prepared to return to the regular education program, in accordance with procedures established by the Commissioner of Education.

Teaching staff members and other employees of this Board having authority over pupils shall take such lawful means as may be necessary to control the disorderly conduct of pupils in all situations and in all places where such are within the jurisdiction of this Board.

Harassment, Intimidation or Bullying

The Board of Education expects pupils to treat each other with civility and respect, and will not tolerate acts of harassment, intimidation or bullying. Like other disruptive or violent behaviors, this conduct interferes with a pupil's ability to learn and a school's ability to educate its pupil in a safe environment.

The Board prohibits acts of harassment, intimidation or bullying against any pupil.

“Harassment, intimidation or bullying” is defined as any gesture or written, verbal or physical act that is reasonably perceived as being motivated either by any actual or perceived characteristic such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory handicap, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function or

- A. A reasonable person should know, under the circumstances, will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or
- B. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

Any school employee, pupil, or volunteer who has witnessed, or has reliable information that a pupil has been subject to harassment, intimidation or bullying, must report the incident to the appropriate school official designated by the administration. The board shall not tolerate an act of reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying.

The Chief School Administrator shall develop appropriate procedures addressing:

- A. A mechanism for reporting acts of harassment, intimidation or bullying, including a means of anonymous reporting;
- B. The prompt investigation of reports of such acts, identifying either the principal or the principal's designee as the person responsible for the investigation;
- C. The range of ways in which a school will respond once an incident of harassment, intimidation or bullying is identified;
- D. Consequences, discipline, and remedial action for a person who commits an act of harassment, intimidation or bullying, who engages in an act of reprisal or retaliation against a

person who reports such action, or who falsely accuses another of bullying as a means of harassment, intimidation or bullying.

The Chief School Administrator shall take all necessary steps to publicize this policy, and shall inform pupils and staff that harassment, intimidation or bullying is prohibited on school property or any school-sponsored function. This information shall also be incorporated into the student handbook and employee training programs.

Disabled

Classified pupils are subject to the same disciplinary procedures as non-disabled pupils and may be disciplined in accordance with their IEP. However, before disciplining a classified pupil, it must be determined that:

- A. The pupil's behavior is not primarily caused by his/her disability;
- B. The program that is being provided meets the pupil's needs.

Staff shall comply with state and federal laws and the regulations of the New Jersey administrative code in dealing with discipline and/or suspension of all pupils with disabilities.

Board of Education Sanctioned Consequences for Altering Behavior

Administrative Counseling/Warning – To be used to clarify concerns resulting in minor infractions of student behavioral expectations.

Parent Contact – To be used in conjunction with other methods to alter student's behavior. Should be used as a vehicle to convey specific concerns with the student's behavior and recommendations on how behavior should be altered in the future to prevent further administrative action.

Restricted Lunch/Recess – To be used as a measure to rectify a variety of minor behavioral concerns. Student will have a supervised lunch and lose their recess.

Exclusion- To be used as an additional consequence outside the parameters of a suspension. *e.g. exclude a student from an after school event without suspending them for the day.*

In-School Suspension – To be used to correct more serious behavioral concerns. Student will be supervised throughout the day and isolated to a quiet environment to complete all assignments and class work. Student will not participate in any extra curricular activities. Student will lose their lunch/ recess and will participate in a series of discussions aimed at isolating the inappropriate behavior. Strategies will then be developed that will empower the student to make better choices in the future to alleviate the need for further disciplinary action.

Out of School Suspension- To be used as a “*cooling off period*” for students. Students who are suspended out of school may not participate in any school sponsored extra curricular activities for the duration of the suspension. Upon the student's return to school, additional strategies will be developed that will empower the student to make better choices in the future to alleviate the need for further disciplinary action.

Alternative Disciplinary Action – At times, the Chief School Administrator may need to design a consequence to fit the needs of a specific situation. The Board of Education feels that consequences should be designed and implemented to alter future behavior. With this in mind, a situation may arise where a consequence needs to be tailored to fit a certain situation and individual. It is the Board’s expressed wishes that the consequence be fair, justifiable, and logical. *e.g. student writes on the bathroom walls; student, under direct supervision of appropriate school staff, scrubs the section of the wall affected, etc.* This type of tailored consequence is left to the discretion of the CSA.

Threat Assessment – There may be circumstances for which a student’s actions/words may warrant the convening of the district’s Threat Assessment Team. The Student will be placed on In- School Suspension until the Threat Assessment Team can complete its evaluation. The Wenonah School’s Threat Assessment Team may be comprised of the following staff: Teacher In-Charge, School Counselor, School Psychologist and the CSA who will lead the team. The team’s primary responsibility is to review, discuss, and analyze the facts of a specific incident and make a recommendation to the CSA if a student’s actions/words truly constitute a threat to himself or others. If a student’s actions or words are perceived as a legitimate threat, the student will be excluded from school until a threat assessment is completed by a licensed psychiatrist or other mutually agreed upon health care provider. The student may not return to school until cleared in writing by said health care provider and shall receive two hours of home bound instruction for each day he/she is excluded from school after the third conservative school day. Although each and every threat will be investigated, use of the Threat Assessment Team is left up to the discretion of the Chief School Administrator in situations he/she warrants.

*The recommended consequences outlined above are merely a guide. They can be altered or additional penalties applied if the staff and administration feel that lesser or greater disciplinary action is necessary. Final determination of consequences will be left to the discretion of the Chief School Administrator.

Code of Conduct Grades K-3

1. Everyone should be nice to each other during school.
2. Kids will wait to be called on by the teacher.
3. Kids won’t pass notes.
4. Keep your hands to yourself.
5. Kids should follow the rules given by the adults.
6. Kids will not bully or pick on each other:
 - Name Calling
 - Teasing
 - Telling Lies
 - Making Unkind Comment
 - Leaving Anyone Out
7. We won’t curse in school.
8. We will follow safety rules and try not to be rough on the playground.
9. Fighting is NOT cool in school.
10. Don’t steal or destroy other people’s things.

Code of Conduct Grades 4-6

1. Students will show respect for each other and for the adults in the building.
2. Students will wait to be called upon by the teacher.
3. Students will not pass notes.
4. Students will avoid unnecessary physical contact with others.
5. Students will follow routines and directions given by teachers and aides.
6. Students will not bully or harass others: (name calling, teasing, spreading gossip, making unkind comments, excluding others).
7. Students will not use profanity.
8. Students will obey safety rules and avoid roughness on the playground.
9. Students will not fight.
10. Students will not take or deface property of others.

Pupil Records

The New Jersey Open Public Records Act (OPRA) went into effect in July 2002. This act provides access to all government records, including student records. These records include personally identifiable information (name, parents, address, birth date); achievement and cognitive ability scores; scholastic records; honors and activities; and health information. Educational records of our students are maintained in the school office. As parents/guardians, you have the right to inspect, review, and, if necessary, amend these records. You may receive copies of these records at the rate of fifty cents per page. **You may have access to these records by making an appointment with the Chief School Administrator, who will review the contents with you.** You have the right to seek the correction of student records or enter a written statement of disagreement with the information in them.

Information from the education records of a student may not be disclosed without prior written consent of the parents of the student or the eligible student unless the disclosure is:

- ❖ To other school officials, including teachers, within the district who have legitimate education interests.
- ❖ To officials of another school or school system in which the student seeks or intends to enroll.
- ❖ To authorized members of state and federal education departments.
- ❖ Directory information such as student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous school attended by the students.

Note: The parent of the student has the right to refuse disclosure of any or all of the categories of directory information. The student's principal shall be informed in writing within thirty (30) days of receipt of this notice that certain information is not be designated as directory information.

You have the right to forward in writing to the Department of Education, Washington, D.C. 20202, complaints concerning alleged failure by school district personnel to comply with these requirements of the Right to Privacy Act.

Other School Records

All other records of the school district can be obtained by making a written request to Mr. Gar Keepers, our school business administrator, who has been appointed our custodian of government records. He can be reached at 856-468-6000.

Transfers

All requests for transfers must come from the parents of the children to be transferred in advance of the transfer date. Transfer cards will be mailed to the receiving district. Pupil records will be sent to the receiving district following a request from the administration of that district.

Lunch Program

Wenonah School does not serve lunches to the students. Students are expected to bring a lunch from home or go home for lunch. (*see attendance for lunch times.*)

Our Home and School Association does arrange for special lunches to be available for purchase on certain days throughout the year. Tickets for these lunches are purchased in advance. Order forms are sent home twice a year.

School Visitors

Please enter through the main front entrance, where someone in the main office will buzz you in.

If you are here simply to deliver an item your child has forgotten or a project too unwieldy for him/her to carry to school, please drop it off in the main office and it will be taken to them. Lunches may be left on the table in the foyer.

- ❖ *If you are going beyond the main office, please stop by the main office and sign in using the visitors' log.*

As a consideration to our professional staff, dropping in for “a few minutes” in the morning while they are preparing to teach your children can really disrupt their plans as they prepare for the day. We would love to talk with you, but please make every effort to set up an appointment. Your thoughts and ideas are important to us and we look forward to meeting with you!

Addressing Your Concerns

A harmonious relationship between home and school is crucial to your child's education. Parents are encouraged to follow these procedures for resolving any conflicts;

1. Call to speak to the teachers involved or to make an appointment with them.
2. If the matter is not resolved at this level, call the Administration to air your thoughts or concerns.
3. If the matter has still not been resolved to your satisfaction, you may put your concerns in writing to the Board of Education through the Board Secretary. At the next regularly scheduled meeting, your concerns will be taken under consideration by the Board. You may choose to be present for the discussion.

Room Parents

Each year one or two parents are asked to act as room parents for each classroom. Duties usually include participating in field trips and assisting at room parties at the request of the teacher.

Field Trips

Field trips are scheduled throughout the school year in conjunction with classroom study. Children must have written parental permission to participate in these trips. Information and slips are sent home when a trip is scheduled. For the 2010-2011 school year, parents will be asked to contribute towards the cost of field trips. If this becomes a burden, please reach out to our CSA, school counselor, or school nurse. We will make provisions to work something out to ensure all students participate!

A limited number of parents are needed as chaperones for our field trips. Teachers will select and assign each chaperone responsibility for a specific group of children for the day. Chaperone guidelines are as follows:

- ❖ Chaperones will be selected by their grade level teachers to attend trips.
- ❖ Chaperones will be assigned by the teacher to a specific group of children.
- ❖ Chaperones will follow the prescribed schedule of events as set up by the teachers.
- ❖ Chaperones, when space is available, will ride the school bus with the children. Exceptions may be made by the CSA for certain field trips, such as the overnight trip to Stokes.
- ❖ No preschool children are allowed to attend the field trip with their siblings.
- ❖ No pets are allowed on the field trip.

Chaperones may be required to attend a meeting with the teachers prior to the trip to review procedures and educational objectives.

Parties

Room parties are held from time to time to celebrate events and designated holidays. Money may be collected at the beginning of the school year to carry the expense of the parties. Grade levels are encouraged to coordinate their activities in respect to class parties.

If parents wish to celebrate their children's birthdays, they may send in a simple treat, like cookies or cupcakes. Please make sure you check with your child's teacher before sending in treats. There may be food allergies in the class and you will need to work around them.

- ❖ We acknowledge the fact that many parents would not be able to assist with class parties if they were unable to bring their preschool aged children with them. At times, however, behavior that is developmentally appropriate for children of this age may be disruptive to the activities planned for the children in our school. Please keep an eye on our young visitors to ensure everyone enjoys the party!
- ❖ All class parties will be held on the school grounds. The only exceptions to this are the end of the year class picnics that may be held at the Wenonah Lake.

- ❖ Although other grades may have their end of the year picnics at the Wenonah Lake, swimming is reserved as a sixth grade privilege.

Communication Envelopes

School communication envelopes are sent home with students every Wednesday during the school year and must be returned on the next school day. This envelope will contain all pertinent information regarding any school wide program or community activity that will be taking place. As explained on the front of the envelope, we request that parents remove the contents of this envelope on Wednesday evening, sign the front of the envelope, and have their child return it to his or her homeroom or classroom teacher on the next school day. Parents are also encouraged to use this envelope to return any correspondence that they may have for the school.

The communication envelope will be distributed to only one member of each household. This practice should eliminate any duplication of information. If for some reason, you do not receive an envelope, extra packets will be available in the main office.

Any community information that needs to go home via the communication envelope needs to be received by Monday prior and approved by the Chief School Administrator.

An electronic version of our communication envelopes is available from the Home and School.

Teacher Request

From time to time it may be necessary for a parent to make a request for their son/daughter for the upcoming school year. This request should include valid academic, social, and/or behavioral reasons. Requests for placement with friends will not be accepted. Due to the necessity of developing class lists and to insure a logical and cohesive placement of students, these requests must be submitted in writing on or before May 15th prior to the upcoming school year. Class lists will be posted the Thursday before Labor Day on the front door of the school.

Instruction

HOMEWORK

Homework is an extension of the class period. Students are responsible for all assignments. Start at the beginning of this year to set aside a regular time for doing homework. Teachers and instructional aides are here to assist students. Homework may not be accepted if turned in late except for excused absences and emergencies.

Values of Homework

Homework can be of value to both teachers and pupils. It can:

- Reinforce learning
- Replace classroom drills
- Aid in developing independent study
- Aid in strengthening basic skills
- Allow adequate time for problem solving

- Provide time and opportunity for research
- Develop responsibility
- Allow for additional teaching time (for the teacher)
- Aid the teacher in detecting strengths and weaknesses of children
- Provide opportunities for children to gain new learning's without the aid of the teacher
- Give parents some indication of what is being taught

Preparation of Students for Homework

Initially, children should be taught how to study and how to do their assignments. With each assignment, the teacher should give explicit directions. For some pupils it is necessary to give examples of what has to be done.

Kinds of Homework Assignments

Curriculum guides and students' textbooks suggest several kinds of assignments. Some of these include:

- Drills in the basic skills when related directly to a lesson
- Finding answers to questions to check comprehension
- Writing compositions
- Preparing oral and written reports
- Memorizing basic facts when related directly to a lesson
- Practice in the use of instruments
- Vocabulary development
- Making illustrations
- Follow-up to classroom instruction for that day
- Project based assignment

Parent Responsibilities

1. Provide a quiet place for studying.
2. Provide a routine time for homework.
3. Provide as many resource materials as possible, such as magazines, newspapers, dictionaries, reference books, and working tools such as pencil and paper.
4. Make arrangements to secure assignments when a student has been absent.
5. Encourage students to work independently and, when practical, act as a guide or resource person.
6. Notify the teacher when family circumstances prevent a student from completing homework assignments.
7. Make an appointment to see the teacher if there are any questions regarding homework policies in a particular class.

Student Responsibility

1. Accept homework as part of the learning process.
2. Budget sufficient time for homework and have a definite place for study.
3. Understand the assignment thoroughly. When in doubt, request clarification from the teacher.
4. Have necessary material for the completion of the assignment.
5. Try to avoid interruptions.
6. Strive for neatness and legibility.

7. Complete the assignment.
8. Assume the responsibility for getting assignments in case of absence.
9. Keep a written record of all assignments. A homework assignment notebook is helpful. It provides assignments made and completed.

Homework is an extension of the learning that takes place in school. Homework should not be considered a reflection of everything that is taught in the classroom.

Each partner in education has certain responsibilities that allow for the successful completion of homework assignments. Listed below are such responsibilities:

Teachers' and School's Responsibilities

To provide meaningful assignments that increase in difficulty as the grade level increases.

It is the responsibility of the teacher to assign homework that will reinforce concepts introduced in class, stimulate creativity, develop critical thinking skills or provide the students with an opportunity to extend their knowledge of subjects that are discussed in class. The scope and type of homework assignments will change as a child proceeds through the grade level, with an increased use of higher order thinking skills as the child passes up through the grades. This means parents should see more involved assignments as their child proceeds through the grades.

Homework Concerns:

Any problems that might arise should be brought first to the attention of the teacher. In some cases, a parent-teacher conference might be required. If necessary, a meeting with the Chief School Administrator, the teacher, parents and student may be held. All efforts will be made to answer questions and concerns in an open manner.

Incomplete Homework:

Chronically incomplete homework is cause for concern. The nature of the response will be handled on a case-by-case basis at the discretion of the teacher. As in other areas, parents will be notified of any action that is necessary.

Make-up Work:

It is very difficult for some youngsters to keep up with their class work due to periods of extended absence or frequent absences. Therefore, parents and guardians should make every effort to avoid having their children miss school. However, teachers will prepare work for students who are absent due to illness.

Grading:

Homework is checked for completion, corrected and/or recorded by the student's teacher or aide. Homework does not affect a student's grade in levels K, 1, 2, and 3. By fourth grade and above, however, homework is taken into account in grading.

Progress Reports:

In order that the home and school may work more effectively for the education of your child, four progress reports are issued during the school year. A parent/teacher conference is held at the close of the second marking period in grades 1-6 to coincide with the issuance of the report card.

Kindergarten progress reports are made three times during the course of the school year. At the conclusion of the first and second marking periods there will be scheduled a parent/teacher conference. Formal report cards will be issued at the end of each marking period.

Midway between report periods, contact will be made with parents of those children who are not making satisfactory progress.

Teachers are available for conferences other than the ones scheduled. Appointments may be made through the school office. Please do not go directly to any classroom without an appointment.

Guidance Counselor

Frequently, children are referred to the guidance counselor for conflict resolution sessions. This allows children to grow and learn from social difficulties rather than receiving disciplinary action. Parents will be notified if our counselor sees their child more than twice.

Mrs. Chropka, our guidance counselor, will be in Wenonah School Tuesday mornings and Thursday afternoons. She teaches character education and provides individual/small group counseling sessions for our students.

Enrichment Program

The Enrichment Program at Wenonah School is based on the philosophy that schools must offer the best possible educational experiences to each individual student. The school must, therefore, be responsive to the needs of students who demonstrate exceptional intellectual ability, academic performance, motivation or creativity.

It is the philosophy of the Wenonah Board of Education that we can maximize the potential of all students in the classroom within the curriculum of Wenonah School. We will accomplish this by:

1. Identifying strengths and potential
2. Enhancing the classroom curriculum
3. Addressing specific needs on an individual basis, if necessary.

Multiple measures will be used to identify strengths and potential in the areas of intellectual ability, academic performance, motivation, or creativity. Instruments for this assessment may include evaluation of students' products; teacher, peer, parent, or self-nominations; group I.Q. scores as measured by the TCS/2 or a comparable test chosen by the school district; TerraNova scores in the 95th percentile or above in the total Reading, Total Mathematics, or Total Battery sections, and NJASK scores in Language Arts Literacy, Math or Science.

The core of our enrichment program is the integration of higher order thinking skills and materials into everyday lessons. Students have many opportunities to become proficient with the use of technology and to develop their problem solving abilities through such programs as the Engineering Expo.

In the past, educators thought of intelligence as being measured by one score received from a paper and pencil test. Scores on these kinds of tests are quite good at identifying strengths in verbal and mathematical areas. Contemporary research, however, supports the idea of multiple intelligences. Other types of intelligence include spatial, interpersonal, intrapersonal, kinesthetic, mathematical/logical, linguistic, naturalist, and musical. Intense interest in a given topic or great desire to work on certain types of projects frequently are a result of strength in one of these

intelligences. For example, a child who is fascinated by plants, animals, and other natural phenomena may have what is called “naturalist” intelligence and are able to quickly identify different species, their tracks, or their sounds.

These multiple intelligences form the basis for our Enrichment Clusters. Students in grades 3-6 select topics for exploration and/or projects to undertake. Topics are ones that are not covered in great depth in our curriculum or ones that give students additional opportunities to develop a specific set of skills. Topics change twice every school year and have included these choices: Bird Watching; Rain Forest; School Newspaper; Debating; Math League; and Japan.

In addition, Wenonah School has a Gifted and Talented Program. The Gifted and Talented teacher will work with small groups of identified students to support their exceptional abilities, needs, and interests. Multiple measures will be used to identify strengths and potential in the areas of intellectual ability, academic performance, motivation, or creativity. Instruments for this assessment will include teacher questionnaires, group I.Q. scores, standardized test scores, end of the year math and reading assessments, and any additional quantitative data available to the review team.

The Gifted and Talented Math Program for first through sixth grade students will focus on a deeper understanding of math concepts such as problem solving skills, creative thinking, and project-based learning.

The Gifted and Talented Language Arts Literacy Program for kindergarten through sixth grade students may include lessons from Junior Great Books, advanced writing skills, reading novels, conducting research, as well as web quests and other online programs.

The frequency and length of the Gifted and Talented sessions vary according to grade level. In general, the higher the grade level, the longer and more frequently the sessions are scheduled.

Children participating in the Gifted and Talented Program will have assignments over and above that of the regular classroom. Students will be assessed at the end of each marking period by the Gifted and Talented teacher using a checklist and/or narrative.

Show Choir - Grades 5 and 6

In the past, all fifth and sixth grade students were scheduled one period a week for chorus. This was in addition to the general music class. All students will continue to have general music, but participating in chorus will be optional, just like participation in band is optional.