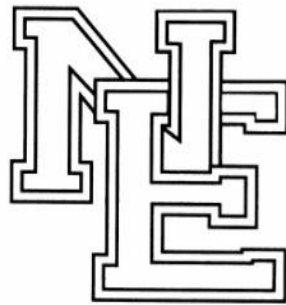


**Plumsted Township School District  
2018~2019 Student~Parent Handbook**

**DR. GERALD H. WOHR  
ELEMENTARY SCHOOL**



**ROCKIN' WARRIORS**

44 North Main Street  
New Egypt, NJ 08533  
609~758~6800

Plumsted Township School District  
Dr. Gerald H. Woehr Elementary School  
Student/Parent Handbook  
2018-2019

**Please go to the Parent Portal to acknowledge electronically.**

I have received a copy of the Dr. Gerald H. Woehr Elementary School handbook and understand its contents.

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**TABLE OF CONTENTS**

**LETTER FROM THE PRINCIPAL ..... 5**

**SCHOOL MISSION STATEMENT ..... 6**

**PHILOSOPHY ..... 6**

**PLUMSTED TOWNSHIP SCHOOL HOURS.....7**

**ARRIVAL OF STUDENTS ..... 8**

**DROP-OFF ZONE..... 8**

**LATE ARRIVAL ..... 8**

**DISMISSAL..... 8**

**STUDENT DROP OFF DIAGRAM ..... 9**

**CHILDREN LEAVING EARLY FROM SCHOOL..... 10**

**SCHOOL CLOSINGS..... 10**

**DELAYED OPENING ..... 10**

**ATTENDANCE POLICY ..... 10**

**PROCEDURE FOR REPORTING ABSENCES ..... 11**

**STUDENT CODE OF CONDUCT ..... 12**

**NON-SCHOOL RELATED ITEMS..... 14**

**APPROPRIATE DRESS..... 14**

**BACKPACKS ..... 14**

**BOOKS ..... 15**

**VISITORS ..... 15**

**BUILDING SECURITY..... 15**

**VIDEO SURVEILLANCE MONITORING ..... 15**

**SAFETY DRILLS..... 15**

**BREAKFAST AND LUNCH INFORMATION ..... 16**

**NUTRITION INFORMATION..... 16**

**EXPECTED LUNCHROOM/PLAYGROUND BEHAVIOR..... 16**

**TRANSPORTATION INFORMATION ..... 17**

**SCHOOL HEALTH SERVICES ..... 17**

**MEDICATION..... 17**

**ILLNESS OR INJURY IN SCHOOL..... 18**

**GUIDELINE FOR KEEPING CHILDREN HOME ..... 18**

**COMMUNICABLE DISEASES..... 18**

**HEALTH CARE..... 19**

**MEDICAL POLICIES ..... 19**

<b>GRADING SYSTEM.....</b>	<b>20</b>
<b>STANDARDIZED AND STATE TESTING .....</b>	<b>20</b>
<b>SCHOOL RECORDS.....</b>	<b>20</b>
<b>STUDENT PROGRESS REPORTS AND PARENT CONFERENCES.....</b>	<b>20</b>
<b>PROMOTION/RETENTION POLICY .....</b>	<b>21</b>
<b>GUIDANCE SERVICES.....</b>	<b>21</b>
<b>STUDENT SERVICES.....</b>	<b>23</b>
<b>INTERVENTION &amp; REFERRAL SERVICES.....</b>	<b>23</b>
<b>SPECIAL SERVICES .....</b>	<b>23</b>
<b>ENRICHMENT SERVICES.....</b>	<b>23</b>
<b>SECTION 504.....</b>	<b>23</b>
<b>CHILD FIND.....</b>	<b>24</b>
<b>AFFIRMATIVE ACTION POLICY .....</b>	<b>24</b>
<b>GRIEVANCE PROCEDURE.....</b>	<b>24</b>
<b>WHERE TO GO TO HAVE YOUR QUESTIONS ANSWERED.....</b>	<b>25</b>
<b>FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) .....</b>	<b>25</b>
<b>HARASSMENT INTIMIDATION AND BULLYING POLICY.....</b>	<b>26</b>
<b>NEW EGYPT EXTENDED DAYCARE .....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>PLUMSTED TOWNSHIP SCHOOL DISTRICT.....</b>	<b>37</b>
<b>BOARD OF EDUCATION .....</b>	<b>37</b>
<b>ADMINISTRATION .....</b>	<b>37</b>
<b>ELEMENTARY SCHOOL STAFF MEMBERS .....</b>	<b>37</b>

Dear Students and Parents/Guardians,

Welcome to the Dr. Gerald H. Woehr Elementary School. Whether you are a returning or new student, I hope that you are as excited as I am to begin the 2018-2019 school year!

Many factors go into providing students with the superior education they will receive at Dr. Gerald H. Woehr Elementary School. Teachers and staff are committed to creating and maintaining a safe learning environment for all students. Together, we work every day to provide students with a positive, caring school climate and culture to enable them to blossom intellectually, emotionally, and socially.

At Dr. Gerald H. Woehr Elementary School, teachers are committed to helping every child maximize his or her potential. Technology is incorporated into the learning process and teachers focus on expanding student's creativity to help them solve real world problems. By focusing on the child as a whole, teachers are helping students develop life-long learning skills.

In addition to developing academic skills, we work to develop good individual character and citizenship in every student. A school with a positive climate is one where students and staff are kind, caring and help one another in every way possible, every day.

Numerous studies show that children do better in school when their parents/guardians are involved and take an interest in their education. Parents/guardians, please take advantage of the many opportunities you will have to be involved in your child's education and maintain an open line of communication with your child's teachers throughout the entire school year. Your first opportunity to be involved is to review this handbook with your child. After you have done so, please sign and return the signature page to your child's classroom teacher.

Students, come to school prepared to be engaged and challenged by your teachers each day and they will help you achieve your personal best. At Dr. Gerald H. Woehr Elementary School, we are committed to helping every child, every day, whatever it takes.

Sincerely,

Walter Therien  
Principal

## **DR. GERALD H. WOHR ELEMENTARY SCHOOL**

At the Dr. Gerald H. Woehr Elementary School, we are most fortunate to have a highly skilled and talented staff that believes in the philosophy of Every Child, Every Day, Whatever it Takes!

Our child-centered environment is designed to meet the academic, social, emotional and developmental needs of every student. Our effectiveness is supported by current research, the implementation of differentiated learning, and best practices. Our school will provide a safe community of caring learners that support one another and strive to achieve their personal best.

### **SCHOOL MISSION STATEMENT**

The educational program of the New Egypt Public Schools shall foster high expectations in both academics and character giving attention to all students' individual needs. Children will be provided a variety of developmentally appropriate activities and experiences that allow them to mature into lifelong learners, who are critical thinkers, and who cooperate with others as they grow and learn in our democratic society.

### **PHILOSOPHY**

In keeping with our Mission Statement, our character expectations reflect the cooperative aspects of our learning community by providing opportunities for all members (administration, teachers, instructional aides, monitors, cafeteria, custodial, secretarial, transportation staff, and of course, the children) to develop a positive attitude and foster high expectations in each other. By encouraging appropriate choices, we will allow each member of the school community to reach their individual potential within this community as well as society.

We are committed to establishing a community of caring learners that support each other and strive to achieve their personal best.

## **PLUMSTED TOWNSHIP SCHOOL HOURS**

### **Instructional Day**

Pre-School AM session	8:45 AM – 11:15 AM
Pre-School PM session	12:55 PM – 3:25 PM
Primary School	8:45 AM – 3:25 PM
Elementary School	8:35 AM – 3:15 PM
Middle School	7:55 AM – 2:35 PM
High School	7:20 AM – 2:00 PM

### **Early Dismissal**

Pre-School AM session	8:45 AM – 10:15 AM
Pre-School PM session	11:35 AM – 1:05 PM
Primary School	8:45 AM – 1:05 PM
Elementary School	8:35 AM – 12:55 PM
Middle School	7:55 AM – 12:05 PM
High School	7:20 AM – 11:32AM

### **Delayed Opening**

Pre-School AM session	Classes Cancelled
Pre-School PM session	12:55 PM – 3:25 PM
Primary School	10:45 AM – 3:25 PM
Elementary School	10:35 AM – 3:15 PM
Middle School	9:55 AM – 2:35 PM
High School	9:20 AM – 2:00 PM

## **DISTRICT CALENDAR**

Check our district website at [www.newegypt.us](http://www.newegypt.us) for the most up-to-date calendar.

## ARRIVAL OF STUDENTS

Students should not arrive at school before 8:25 AM, unless they are participating in an approved school activity. Teachers and support staff are involved in daily meetings and therefore there is no available supervision prior to this time.

Parents may drop-off students at the school drop-off zone, where they will enter the rear gymnasium entrance at 8:25 AM. Again, please do not drop your child off before this time.

## DROP-OFF ZONE

As a courtesy to our parents we have a student drop-off zone located in the rear parking lot by the gymnasium entrance. A staff member will be present at the drop-off zone from **8:25 AM until 8:35 AM** to guide your child safely into the school building. Please do not let your child out of your vehicle if a staff member is not yet on duty to receive them. Once the bell has rung at 8:35 AM you must park your vehicle in the main parking lot and escort your child into the school building. Please do not leave other children unattended in your vehicle at any time, especially while your car is running. The safety of our children is always our primary concern therefore please adhere to all of the drop-off guidelines.

Parents dropping off their children before school should drive to the rear of the parking lot. Lines have been painted to follow, so that you may circle around the rear of the parking lot, and drop your children off by the entrance near the gym. A drop off zone has been painted so that you can identify the area that you should drop your children. Please refer to the diagram (on the next page) for further clarification. Please know that the Plumsted Police Department will be assisting us in enforcing the utilization of this Drop-Off Zone.

## LATE ARRIVAL

When students arrive late for school (arriving after 8:35 AM) they must be accompanied by an adult, and report directly to the main office to be signed in. It is important for your child to receive a tardy slip at the main office to avoid being marked absent for the day.

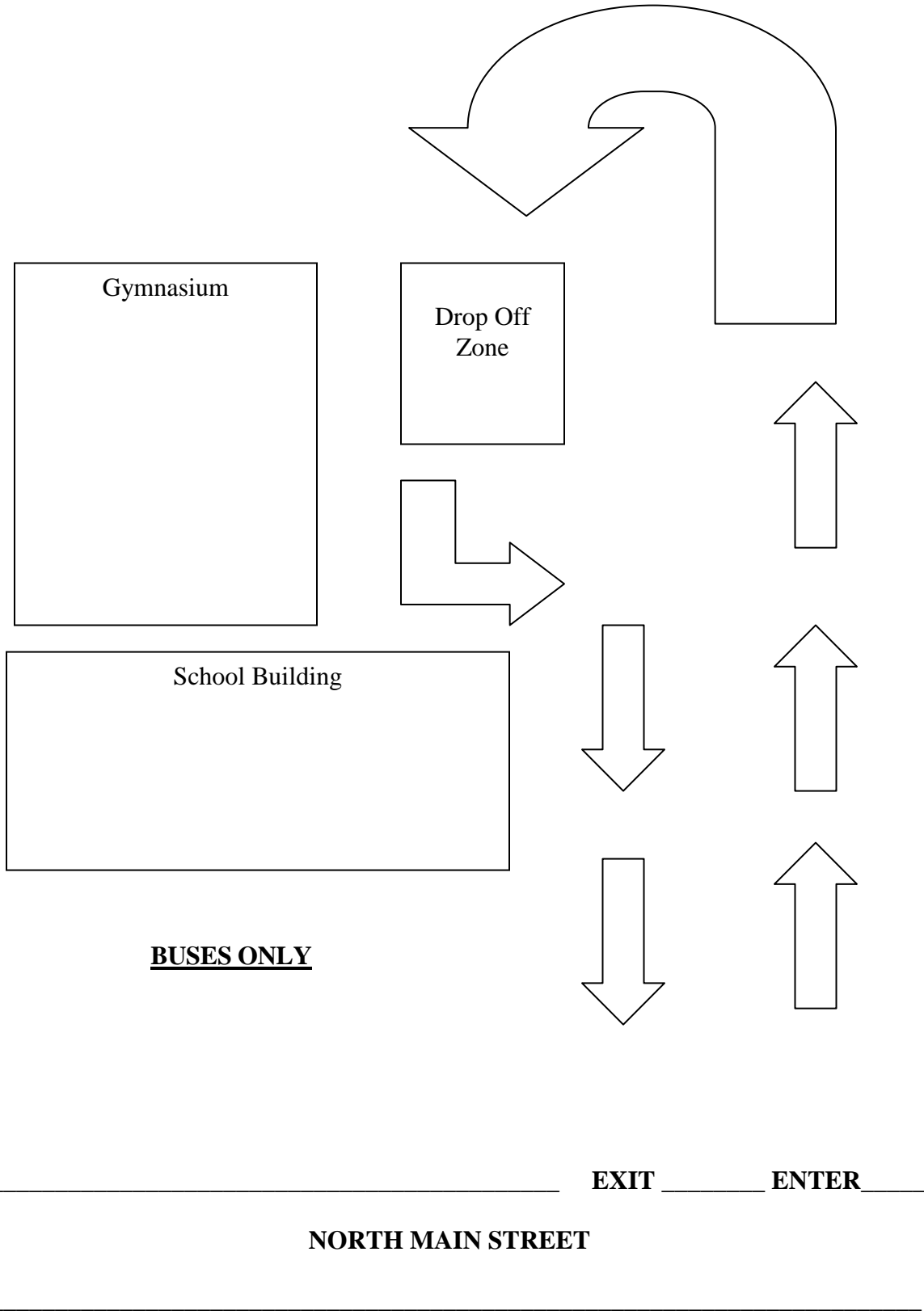
## DISMISSAL

Regular dismissal on a full day begins at **3:10 PM**. Car riders will be called at 3:10 PM and dismissed before the bussed students. **Parents picking up children for dismissal are asked to park their cars on North Main Street and wait for their children on the sidewalk. Parents may not come into the front foyer of the school building to pick up their children.** (Please do not double-park, block the driveway exits, pull into the driveway or park in a visitor's space, you will be unable to get out). For purposes of emergencies and fire laws, we must keep our driveway exits clear.

Parents picking up their children who normally ride a bus must sign their child out in the main office. If, for any reason, there is a change in your child's normal dismissal routine a note must be sent to the classroom teacher informing them of the change.



**STUDENT DROP OFF DIAGRAM**



## **CHILDREN LEAVING EARLY FROM SCHOOL**

When picking up your child early for a scheduled appointment, please send in a note to notify the teacher so that homework can be provided ahead of time. Students who need to leave school before the end of the regular school day must be called for from the main office. A parent or guardian must report to the office and sign the student out. Only authorized people listed on a student's registration card may sign the child out. **Anyone signing out a student will be required to show I.D. and must be at least 18 years of age.**

**Please remember that classroom instruction and assignments continue until regular dismissal time. Removing students early on a continual basis is a disruption from your child's learning experience.**

## **SCHOOL CLOSINGS**

If school is closed or delayed in opening due to inclement weather or other emergency situations you will receive a call from our Automated Emergency Notification System with a recorded message advising you of school closing/delayed opening information. Please be sure the school has an up-to-date daytime telephone number to use. Should your phone number change during the school year, contact the school immediately. School closings will also be posted on the school website at [www.newegypt.us](http://www.newegypt.us).

For emergency closings while school is in session the Automated Emergency Notification System will call the primary phone number on file. In addition the PTO Room Parents will place phone calls to work numbers. If you have not provided your personal information to the Room Parent you will not receive a call at work.

## **DELAYED OPENING**

When school has a two-hour delayed opening the Elementary School will operate from 10:35 AM – 3:15 PM. ( Lunches will be served at their normal times). The NEED Program will not be open for its AM session when school has a delayed opening.

## **POWER FAILURE**

During a power failure the phones in the office only function for a short period of time via back-up battery. In the event of a power failure an emergency phone will be activated. If you need to reach us during a power failure you may contact the main office at 609-758-6868. Please note this line only operates when the power goes out.

## **ATTENDANCE POLICY**

The Plumsted Township School District has an obligation to require that students be present in school each day to receive the maximum benefits of a thorough educational program. Students will be considered to have attended school when they have been present at least four hours during the school day.

Students are permitted excused absences from school as deemed allowable under the district attendance policy. Some of these instances are but not limited to; a death in the family, court appearances and religious holidays. Absences from school for any reason other than these identified in Board Policy are **unexcused absences** (i.e., illness without a doctor's note, vacations or family travel). All students absent, regardless of the reason, must complete assignments, and be prepared to resume all academic responsibilities. Parents/guardians are responsible for notifying the school early in the day when a child will be absent and for informing the school in writing of the reason for the absence. Any unverified absences from school are also considered unexcused absences. Prolonged or repeated absences, excused or unexcused, deprive the student of the classroom experience deemed essential to learning and may result in retention at that grade level.

When a student fails to report to school accumulating up to four unexcused absences the district shall:

- Make a reasonable attempt to notify the student's parent/guardian prior to the start of the following school day.
- Make a reasonable attempt to determine the cause of the unexcused absence through parent contact.
- Identify in consultation with student's parents needed action to address patterns of unexcused absences.
- Follow all procedures according to law and board policy 5142 Safety 5141.4 Child Abuse and Neglect.
- Cooperate with law enforcement and other authorities and agencies as appropriate.

If the pattern of unexcused absences continue and five to nine unexcused absences are accumulated the district shall additionally, develop an action plan and specify interventions for supporting the student's return to school with regular attendance, which may include:

- Referral to Intervention and Referral Services team.
- Conduct testing, assessments or evaluations of the student's academic, behavioral and health needs.
- Consideration of an alternate educational placement.
- Referral to a community-based social and health provider agency.
- Referral to court or court programs.

The orderly conduct of class activity depends upon the prompt and precise beginning of the school day. Tardiness hinders the proper conduct of school activity. A student who is continually tardy to school will be subject to disciplinary action as outlined in the board attendance policy.

All discipline regarding the attendance of students shall be consistent with board policy.

### **PROCEDURE FOR REPORTING ABSENCES**

Regular attendance is required so that students maintain consistency in their educational program. However, should your child be absent from school due to illness, for an appointment, etc. please call our attendance voice mail at **(609) 758-6800, prompt 1-2-2 and leave your name, child's name, teacher's name, the date, and reason why the child is going to be absent.** You may also make requests for homework on the attendance voice mail.

## STUDENT CODE OF CONDUCT

Children are encouraged to be responsible for their actions and to realize that necessary consequences follow their choices. Making good choices is a part of everyday classroom procedure and helps to encourage and support good behavior. Parent support is always an essential part in building positive student behavior.

Students are expected to:

- Respect themselves, other people, school property and the environment.
- Be responsible for their words and actions.
- Attend school and be on time.
- Dress appropriately.
- Follow bus safety procedures
- The cafeteria, gym, library, playground, after school activities etc. are all extensions of the classroom. Therefore, the same behavior and respect for authority should be exercised.
- Abide by school lunchroom and playground rules.
- Above all, do your BEST and be your BEST.

While the Plumsted Township Board of Education believes that positive approaches to acceptable behavior are usually more effective, it is sometimes necessary to discipline students for violations of school regulations to ensure the safety of the school, and to teach students to be accountable for their choices.

- A student who displays chronic behavioral or academic problems may be referred to the child study team by the superintendent for an evaluation to determine disability or the need for other services.
- A student whose presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process may be suspended in accordance with N.J.A.C.6A:16-7.1 and N.J.A.C.6A.16-7.3 or expulsion in accordance with N.J.A.C.6A:16-7.5, following due process.
- A student who commits an assault upon a board member, teacher, administrator, or other employee shall be suspended immediately according to procedural due process and suspension.

The administration has a range of consequences they may assign to a student who has acted outside of the school's policies. Examples of the levels of violations and possible consequences are listed below. **All consequences issued are at the discretion of the school administration and deviation from this policy may be considered on a case by case basis. Repeated offenses will result in progressive consequences.**

Note: Violations will warrant parent/guardian contact. A student returning to school from an out of school suspension may need to be accompanied by a parent/guardian for a re-admittance hearing.

Examples of:

#### Minor Violations

- Dress code violation after warning
- Bus rule violation
- Any other conduct that warrants administrative consequences

*Consequences may include: lunch and/or recess detention, after-school detention, administrative detention and/or suspension of privilege*

#### Serious Violations

- Disruptive, inappropriate, or disrespectful behavior in word and/or action, insubordination
- Misuse of technology/inappropriate use of electronics
- Leaving class, building, or grounds without permission
- Cheating, plagiarism, forgery
- Throwing food or other objects
- Profanity, inappropriate comments, making obscene gestures
- Instigating conflict
- Any other conduct that warrants administrative consequences

*Consequences may include: lunch and/or recess detention, after-school detention, administrative detention, suspension of privilege, out of school suspension, in school suspension.*

#### Major Violations

- Continued and willful disobedience, defiance, insubordination
- Inappropriate touching and/or physical contact with another student
- Threats, fighting, gambling or inserting a riot
- Bullying, harassment, and intimidation/cyber bullying (refer to HIB policy)
- Willfully endangering the safety of others
- Vandalism or damage to school property
- Theft or possession of stolen property (requiring restitution)
- Any other conduct that warrants administrative consequences

*Consequences may include: lunch and/or recess detention, after-school detention, administrative detention, suspension of privilege, out of school suspension, in school suspension.*

#### Extreme Violations

- Assault/battery
- Possession of weapons and/or illegal contraband (police notification and CST evaluation)
- Arson (police notification and CST evaluation)
- Terroristic threats (police notification and CST evaluation)
- Use, possession and/or sale of drugs or alcohol (police notification and CST evaluation)

*Consequences: out of school suspension and/or possible expulsion proceedings.*

Additional information regarding student behavioral infractions is outlined in board policy 5131.

## **NON-SCHOOL RELATED ITEMS**

- Electronic devices **are not permitted** on school grounds or on the bus. This includes, but is not limited to, iPods, iPads, games, and MP3 players. Cell phones are for emergencies only. They are to be turned off during school hours and kept in the student's backpack. The Plumsted Township School District will not be responsible for lost items.
- Laser pointers **are not permitted** on school grounds or on the bus.
- Students wishing to use personal technology such as a Nook, Kindle, or iPad, must have a written request from a parent and receive approval from the building principal. Students must abide by the acceptable use policy and will be held accountable for any use deemed inappropriate or disruptive to the educational process.
- Trading cards of any kind are not permitted on school grounds.
- Items from home should only be brought to school in the event that they are to be used as a classroom share assigned by the teacher.
- Any prohibited items that are brought to school will be confiscated by a staff member and will only be released to the child's parent/guardian.
- It is suggested that expensive and/or meaningful items are not brought to school; staff cannot be responsible for any items that are lost or stolen.
- Birthday invitations, at the discretion of the classroom teacher, may be given out at school provided that they are inclusive to the entire class or to all children of the same gender.

## **APPROPRIATE DRESS**

The following types of clothing or attire are unacceptable during school hours and at school functions:

- Clothing with inappropriate messages.
- Clothing that makes reference to alcohol, drugs, cigarettes, weapons, violence and/or bigotry.
- Halter-tops, belly shirts, and midriffs.
- Ripped or torn clothing.
- Shirt or blouses that are cut off.
- No flip flops or platform shoes, for safety reasons. All sandals must have a back strap for support. Sneakers are required to participate in physical education class.
- Hats, sunglasses and outwear are not to be worn inside the school building.

## **BACKPACKS**

Students may bring school supplies to school in backpacks or packs with wheels. Students are required to handle their packs in a responsible and safe manner. Due to limited space in the classrooms backpacks must be not larger than 14" wide x 16" high x 23" long

## **BOOKS**

Students are responsible for textbooks and library books. If they are lost, damaged, excessively soiled or worn beyond normal use, fines will be issued to the student. If a student has paid for a lost book and it is later found, the money will be returned. Textbooks are to be returned at the end of the year, at which time they will be examined for damage. All books issued must be kept covered. Library books should be returned according to the due date.

## **VISITORS**

Visitors are welcome to our school. **Appointments must be made in advance.** All visitors must report to the office, sign in and receive a pass.

Once the academic day has started at 8:35 AM, it is our goal not to interrupt instruction. If you need to drop off items to your child such as lunch, birthday items, homework etc., we ask that you label the item with your child's name and teacher, place it on the shelf in the vestibule, and ring the bell to notify office staff of what you are leaving. A staff member will retrieve items from the shelves and deliver them to the classrooms.

Parents who visit or volunteer are not permitted to bring other children with them. A visitor/volunteer's time will be completely utilized by the classroom students.

## **BUILDING SECURITY**

The security of our children is a high priority. The following procedures will be followed:

- Once the school day begins all doors will be locked.
- All parents and visitors require appointments and must enter and exit through the main entrance.
- All parents and visitors will be signed in at the main office and receive a visitor's badge that must be worn while in the building.

## **VIDEO SURVEILLANCE MONITORING**

Surveillance cameras are located throughout the exterior of the school building. Anyone on school property may be videotaped.

## **SAFETY DRILLS**

Fire drills and security drills are held to prepare all students and teachers should an emergency arise. To prevent confusion, absolute silence is to be maintained during the entire drill. Teachers will guide students to a designated location. During a fire drill, all pupils and staff must leave the building. Safety and security drills will also be conducted.

## **BREAKFAST AND LUNCH INFORMATION**

We have contracted with an outside food service, Nutri-Service Management Inc., to provide breakfast and lunch. Breakfast will be served between 8:25AM and 8:35 AM. Students wishing to purchase breakfast will pick up breakfast upon arrival and report directly to their classrooms. The price for a full breakfast is \$1.50. The price for a full lunch will be \$2.75. **Milk will be served with all lunches unless a doctor's note is provided**, in which case juice will be substituted.

The Elementary School cafeteria will be using a Point of Sale (POS) debit system. You can set up an account for your child, eliminating the need for your child to handle money. Please call 609-758-6800 ext. 1215 if you have further questions. You can also access menus and other information from our district website, [www.newegypt.us](http://www.newegypt.us). Please note that **lunches will not** be served on **early dismissal days**. When the school is following a **delayed opening** schedule **lunches will** be served.

## **NUTRITION INFORMATION**

Please be advised that under New Jersey State Law items that are considered to be foods of minimal nutritional value as per the USDA definition as well as all food and beverage items listing sugar, in any form, as the first ingredient are prohibited to be served anywhere on school property at any time before the end of the school day. Please be aware of this law when bringing in items for classroom holidays and celebrations.

## **EXPECTED LUNCHROOM/PLAYGROUND BEHAVIOR**

- All students have the right to enjoy a quiet and relaxing lunch. Students' behavior should support this goal.
- Students should remain seated except to purchase food or throw away trash.
- All students should treat cafeteria monitors and food servers with respect.
- Children are required to clean up their own eating area.
- While on the playground students must follow all directions provided by the adults/monitors.
- Fighting, pushing, shoving, or name-calling will not be tolerated.
- Only one child on a swing at one time.
- No gymnastics.
- No flying or jumping off the swings or other playground equipment.
- No rough play or tackle games are permitted.
- If a student chooses not to follow the expected lunchroom/playground expectations then consequences may result on an individual basis.



## **TRANSPORTATION INFORMATION**

We believe all students can behave appropriately and safely while riding a bus to school. School bus safety is a team effort. Please go over the following guidelines with your child.

- Follow the directions from your bus driver.
- Stay in your seat and tightly fasten your seatbelt.
- Keep arms and hands inside the bus and away from open windows.
- Be courteous to fellow students and the bus driver.
- Use an indoor voice while riding the bus. Remember that loud talking and laughing diverts the driver's attention.
- Treat bus equipment as you would valuable furniture in your own home. Report any damage immediately to the bus driver.
- Be on time at the designated bus stop (5-10 minutes early is suggested). This helps to keep your bus on schedule.
- Electronic devices are not permitted on the school bus.
- Laser pointers are not permitted on the school bus.
- Animals and pets are not permitted on the bus.
- Students are only permitted to ride their assigned bus.

**The privilege of riding the school bus will be revoked (suspended) for misbehavior on the bus or at the bus stop. Repeated disregard of these guidelines will result in further punitive action, which may include suspension from school.**

## **SCHOOL HEALTH SERVICES**

The school nurse is available to handle medical emergencies and general first aid. By law the nurse cannot give any medications without a written doctor's order and parental permission nor can she make a medical diagnosis of illness.

### **MEDICATION**

Any medication prescribed by a doctor, that is to be taken in school, must be brought to the nurse by the parent or guardian (**not the student**) for her to administer and hold. This includes all prescription and all over-the-counter medications including aspirin, Advil and Tylenol. Written orders are to be provided to the school from the primary care physician/nurse practitioner. You can obtain a form for medications from the school nurse.

The medication is to be brought to the school in the original container, appropriately labeled by the pharmacy or physician. The school will provide a secured, locked space for the medication.

The school nurse (RN), substitute nurse, or parent/legal guardians are the only persons permitted to administer medications in school.

A new medication form must be completed each new school year and whenever the physician changes the prescription.

## ILLNESS OR INJURY IN SCHOOL

If a student should become sick or is injured while at school, the nurse will administer first aid as necessary to prevent further complications.

If a student is sick in school, the parent/guardian will be contacted to come and transport him/her home and will be referred to either the student's physician or the emergency room.

If any injury is serious, the parent will be contacted to transport the student to a doctor or the hospital. Only in extreme emergencies, where the parent or other person designated on the emergency health card cannot be located, will a seriously injured pupil be transported to the hospital.

## GUIDELINE FOR KEEPING CHILDREN HOME

If your child is complaining of feeling ill, has a fever, diarrhea, or has been vomiting the night before school it is best to keep them at home. Please note that children must be free of vomiting, diarrhea or fever for 24 hours (without Tylenol or Advil) before they return to school.

## COMMUNICABLE DISEASES

Parents are requested to notify the school nurse whenever a child has a contagious disease. A doctor's note may be necessary before returning to school.

- **Chicken Pox** – Communicable from five days before the rash, until lesions become dry or not more than six days after the last crop of vesicles. (If the child does not have a doctor's note to return the nurse will examine the child to determine if all the lesions are dry).
- **Conjunctivitis** – Communicable first 24 to 72 hours and until discharge has ceased. The child will need a doctor's note to return to school or eye has cleared and is symptom free.
- **Strep Throat** – If untreated, communicable for several weeks. If treated, communicable for less than 24 hours. Children are excluded from school for 24 hours after beginning antibiotic therapy and need a doctor's note to return to school.
- **Lice** – Tiny insects that live in human hair. They hatch from small eggs, called nits, which are attached to the base of individual hairs. The egg hatch in about 10 days with the new lice reaching maturity in about 2 weeks. The female louse can live 20-30 days and can lay as many as 6 eggs per day. Since lice multiply fast, they should be treated promptly. Any child discovered to have lice will be immediately excluded from school. After treatment by medicine called a "pediculicide" a parent or guardian should bring the student **to the nurse's office for re-examination** before entrance back into school. **Children will not be admitted into school until their hair and scalp is completely nit free.**

## HEALTH CARE

The State of New Jersey (P.L.2008 Chapter 38) mandates that all children age 18 and under have health insurance. NJ Family Care provides free and low cost health insurance for uninsured children and certain low income parents. For more information call 800-701-0710 or visit [www.njfamilycare.org](http://www.njfamilycare.org) to apply online.

## MEDICAL POLICIES

There is an established, uniform set of immunization requirements applicable to children in all schools in New Jersey. These requirements apply to all children attending school, not only new entrants.

**Required Immunizations are:**

- 1- (DTP) Diphtheria, Tetanus, Pertusis: 4 (four) doses; the last dose must be given on or after the fourth birthday. Booster Diphtheria-Tetanus & Pertussis (Tdap) is required after the eleventh birthday and 1(one) dose of meningococcal vaccine.
- 2- (OPV/IPV) Polio vaccine: 3 (three) doses; the last dose must be given on or after the fourth birthday.
- 3- (MMR) Measles, mumps, and rubella vaccine on or after the first birthday. A second dose of measles containing vaccine, preferably MMR, required for 1st time Kindergarten or Grade 1 enterers born on or after January 1, 1993.
- 4- A (TB) Mantoux test is strongly recommended. Required for new students (transfer in) from other countries.
- 5- HEPATITIS B vaccine: consists of a series of 3 (three) shots given at specific intervals and should be completed within 6 months. Required for children born after January 1, 1998 and entering Kindergarten or First Grade (whichever comes first).
- 6- Varicella (chicken pox vaccine)

The ultimate method by which these regulations are enforced is by the exclusion of children who do not meet the immunization requirements. Specific power for such exclusion is provided in the law (Chapter 150, P.L. 1974, N.J.S.A. 26AA-9). It is not the intent of the regulations to keep children out of school, but to ensure that children receive immunizations to prevent disease in themselves and the spread of disease to others.

Any questions contact the school nurse at 609-758-6800

## **GRADING**

### **STANDARDS BASED REPORT CARDS**

Previously we have used standards based reports cards in grades 1 and 2. This year we will begin using standards based reports cards in grades 3-5 as well. These report cards reflect the state standards in each content area. Previously students received one letter grade in each content area. Letter grades do not tell parents which skills their children have mastered or which need further reinforcement. Standards based report cards list the most important skills that students should learn, in each content area, at that particular grade level. Performance level descriptors are used to show students' progress towards the standards. Instead of letter grades, students receive 3, 2, or 1 to show progress in achieving the standards.

### **GRADING SYSTEM FOR RELATED ARTS (excluding Spanish)**

- O - Outstanding
- G - Good
- S - Satisfactory
- N - Needs Improvement

### **STANDARDIZED AND STATE TESTING**

Students in grades 3-5 will be participating in PARCC (Partnership for Assessment of Readiness for College and Careers) testing.  
Students in grade 5 will also be participating in NJ ASK testing in Science.

### **SCHOOL RECORDS**

Permanent pupil records contain a variety of information such as assessment scores, report card marks, attendance records and health data. Permanent records may be opened for examination by parents or guardians. An appointment can be made through the school administration to view these records. Permanent records are not allowed outside of the building, nor may they be viewed in private.

### **STUDENT PROGRESS REPORTS AND PARENT CONFERENCES**

A written report card is provided to parents two times a year. In addition, a progress report will also be sent out four times a year. These progress reports are intended to monitor a student's progress towards mastery of the New Jersey Student Learning Standards.

Parents may request a conference at any time during the year. Formal Parent/teacher conferences are scheduled in the fall, with additional conferences in the spring if needed. Parents are requested to attend to meet with the teacher regarding individual student progress.

**Teachers cannot hold conferences during instructional times.**

### **PROMOTION/RETENTION POLICY**

A pupil in the elementary grades will be promoted to the next succeeding grade level when he/she has completed the course requirements at the presently assigned grade; has achieved the instructional objectives set for the present grade; has demonstrated the proficiencies required for movement into the educational program of the next grade; and has demonstrated the degree of social, emotional, and physical maturation necessary for successful learning experience in the next grade.

A teacher who determines that a pupil's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) and the pupil and offer immediate consultation to the pupil's parent(s) or legal guardian(s).

Classroom teachers shall recommend to the Building Principal the promotion or retention of each pupil. Parent(s) or legal guardian(s) and adult pupils may appeal a promotion or retention decision to the Building Principal whose decision shall be final.

Procedures for Pupil Promotion:

1. Teachers who determine that a pupil's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) of the pupil and offer consultation with the parents or legal guardians.
2. In grades PreK-8, the parent(s) or legal guardians(s) and where appropriate the pupil will be notified no later than three weeks prior to the end of the year when the possibility of a pupil not being promoted is determined.

### **GUIDANCE SERVICES**

Guidance Services are available to students, parents and teachers. The role of the counselor is to assist students with personal, social and home problems. The counselor acts as a liaison between the students, parents, school and community.

The school-counseling program includes:

#### **Counseling Prevention**

- Classroom lessons on social skills, behavior skills, study skills, assertiveness etc.
- Teacher in-service programs and information updates
- Parent Education presentations

## **Counseling Intervention**

- Individual and small group counseling consists of regular sessions over a specific period of time, depending on the particular issue of concern. Topics include the following: social skills, coping skills, anger management, separation and divorce, assertiveness training, death, health concerns and behavior skills.
- Group interventions involve the teacher, some students and/or parents.
- Crisis Intervention consists of an immediate response to a critical concern such as the death of a relative or pet, separation or divorce and inappropriate behavior.
- The classroom teacher or the parents initiate counseling services. The referral process is as follows:

## **Teacher Referral**

- The classroom teacher identifies a student with behaviors that are impeding classroom performance.
- The teacher discusses these observations with the school counselor.
- If counseling is recommended, the teacher calls the parents, discusses the behaviors observed in the classroom and how these behaviors are infringing on academic achievement.
- Teacher informs the parents of the school counseling services available. If the parent agrees to have the child participate in the program, a permission form is sent home. These forms are in the Guidance Office. The form is put on file in the Guidance Office.
- The counselor consults with the parents after the permission form is returned.
- The counseling process begins.

## **Parent Referral**

- Parent calls the school counselor and expresses concerns regarding the student.
- If counseling is recommended, a permission form is sent home and returned to the Guidance Office.
- School counselor and the teacher discuss the counseling schedule.
- Counseling begins.

## **Confidentiality**

In order for the counseling program to be effective it must be based on confidentiality. Therefore, unless the child or another individual's safety is believed to be at risk, the school advisor is not at liberty to discuss particular facts about any student, receiving counseling with staff. Confidentiality guarantees trust between student, family, teacher and the school community.

## **Consultation**

The school counselor regularly consults with parents, teachers, administration, Child Study Team, Intervention and Referral Services Team, outside professionals and community agencies.

## **STUDENT SERVICES**

### **INTERVENTION & REFERRAL SERVICES**

The Intervention and Referral Services (I &RS) Team is a supplemental student support service that provides school staff with a collegial problem solving mechanism for learning, behavior and health related issues. The school's Intervention and Referral Services Team is integrated into the school's overall program and is supported by research-based educational practices and planning principles.

### **SPECIAL SERVICES**

Students with special educational needs are provided services at school. Included on the staff are Speech and Language Pathologists, Occupational Therapists, Physical Therapists and Basic Skills Teachers. An Enrichment Program is also available to qualifying students. Student evaluations are used as a guideline to receive these services.

### **ENRICHMENT SERVICES**

Students in grades K – 5 may be eligible to receive academic enrichment services based upon the following criteria: district assessments, standardized test scores, report card evaluation and/or teacher recommendation.

### **SECTION 504**

Section 504 is a federal law prohibiting discrimination against individuals with a disability or impairment by any program or activity receiving federal financial assistance. In order to fulfill our obligation under Section 504, our school will not knowingly permit discrimination against any person with a disability or impairment in any of the programs and practices of the school. The school district has the responsibility to identify, evaluate, and, if the child is deemed eligible under Section 504, afford access to appropriate educational services.

The Plumsted Township School District does not discriminate on the basis of disability in admission to its programs, services or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. The Plumsted Township School District also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator:

Title: Director of Student Services  
Office Address: 115 Evergreen Road, New Egypt, NJ 08533  
Phone Number: (609) 758-6800 prompt 2-3

This notice is available from the ADA and Section 504 compliance coordinator in large print, on audio tape and in Braille.

## **CHILD FIND**

Educational opportunities for children with disabilities are available in the Plumsted Township School District as required by state law. If you live within the boundaries of the Plumsted Township School District and either have or know of a child between the ages of birth and twenty-one that may have a physical, mental or emotional disability, please contact the Department of Student Services at 609-758-6800 prompt 1-3-1. The school district will arrange for a free evaluation by the Child Study Team.

## **AFFIRMATIVE ACTION POLICY**

It is the policy of Plumsted Township School District not to discriminate on the basis of race, color, creed, religion, sex, national origin, or social or economic status in its educational programs, activities, or employment policies. Law as per Title IX of the Education Amendments of 1972 and N.J.A.C requires nondiscrimination. 6:4-1.1 et seq.

Student and parent inquiries regarding compliance may be directed to Affirmative Action Officer, Colleen Gravel, Plumsted Township School District 44 North Main Street, New Egypt, NJ 08533. Telephone (609) 758-6800.

## **GRIEVANCE PROCEDURE**

In keeping with federal/state anti-discrimination legislation, the Plumsted Township Board of Education has adopted and hereby publishes the Grievance Procedure providing for the resolution of student, employee and parent complaints.

**PURPOSE:** To provide students, employees, and parents a procedure by which they can seek a remedy for alleged violations related to discrimination on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

**DEFINITION:**

Grievance:	A formal written complaint.
Grievant:	Any student, employee or parent aggrieved by a decision or condition falling under the guidelines of federal and/or state anti-discrimination laws.
Grievance Officer:	The district employee designated compliance efforts with anti-discrimination legislation and charged with the responsibility of investigation complaints.

### **PROCEDURE:**

- Step 1. The grievant must present, in written form, the complaints to the responsible person designated as the Grievance Officer.
- Step 2. The Grievance Officer has five working days in which to investigate and respond to the grievant.
- Step 3. If not satisfied, the grievant may appeal within ten working days to the Superintendent or his/her designee (not Grievance Officer).



- Step 4. Response by the Superintendent or designee must be given within five working days.
- Step 5. If the grievant is not satisfied at this level, an appeal may be made within ten working days to the Plumsted Township Board of Education, which will hear the complaint at the next regular meeting or within thirty calendar days. Local Board hearing shall be conducted so as to accord due process to all parties involved in the complaint such as written notice of hearing dates, right to counsel, right to present witnesses, right to cross examine and to present written statements. The decision of the Board shall be by a majority of the members at the meeting, which shall be public.
- Step 6. The Plumsted Township Board of Education shall respond to the grievant within thirty calendar days.
- Step 7. If the grievant is not satisfied with the Board's decision, the grievant may file the complaint to the Director of the Office for Civil Rights, Washington, D.C. The grievant maintains the right to bypass the grievance procedure and submit the complaint directly to the Officer for Civil Rights.

### **WHERE TO GO TO HAVE YOUR QUESTIONS ANSWERED**

Where do you go with a question or concern about your child's educational program?

1. **The Teacher** – Each teacher has a voice mailbox. You may also leave a message with the office for a teacher to call you back.
2. **The Vice Principal** – Once the teacher has been contacted and you still have some concerns, you should then contact the principal at 758-6800 ext. 3000.
3. **The Principal** - If you still have some concerns, you should then contact the principal at 758-6800 ext. 3000.
4. **The Superintendent of Schools** – A conference with the Superintendent of Schools is most appropriately held if you feel that questions or concerns have not been addressed adequately at earlier levels. To make an appointment, you should contact the Plumsted Township Superintendent by dialing 609-758-6800 ext. 3-4.
5. **The Board of Education** – The last level of contact with the district about a question or concern is the Plumsted Township BOE.

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

The Family Educational Rights and Privacy Act applies to all students attending institutions receiving federal financial assistance and requires that these institutions adhere to the following requirements.

- **Accessibility** – Parents and eligible students over 18 years of age have the right to see, inspect, reproduce, and challenge the accuracy of educational records. These rights extend to custodial and noncustodial parent access rights. Additionally, schools must explain and interpret records to parents if they are requested, as school officials to do so. School officials must comply promptly with parental requests to

inspect educational records. The response must be made in a “reasonable time frame” - within 45 days of the parent’s request.

- **Amending Records** – If parents believe educational records are misleading or incorrect, they may request that the school amend the records. The school may deny the parent’s request.
- **Confidentiality of Information** – Third-party access to educational records is permitted only if the parents provide written consent. The exceptions to these confidentiality provisions include (a) school personnel with legitimate educational interests; (b) officials representing schools to which the student has applied; (c) persons responsible for determining eligibility for financial aid; (d) judicial orders for release; and (e) in emergency situations, persons who act to prevent the health and safety of the student.

FERPA covers all records, files, documents and other materials that contain personally identifiable information directly related to a student which are maintained by the educational agency of a person acting for the agency. *Records that are not covered by FERPA disclosure rules include those records made by educational personnel who are in sole possession of the maker and are not accessible or revealed to other persons except substitutes.*

## **HARASSMENT/INTIMIDATION AND BULLYING** **POLICY**

### **5131.1 HARASSMENT, INTIMIDATION AND BULLYING**

The Plumsted Township Board of Education believes that a safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Since pupils learn by example, school administrators, faculty, staff, and volunteers are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment. Therefore, the school district will not tolerate acts of harassment, intimidation or bullying.

The board of education expects all pupils to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. The board 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 school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment.

The standards of character education are an essential component of the Plumsted Township School District’s Code of Conduct. The board believes that with the appropriate infusion of character education into the school curriculum, modeling of appropriate behavior by adults; support and assistance of pupils in school, the community and home; our pupils will achieve the above standards of character education.

The board prohibits acts of harassment, intimidation or bullying against any pupil. School responses to harassment, intimidation and bullying shall be aligned with the board approved code of pupil conduct which establishes standards, policies and procedures for positive pupil development and pupil behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The superintendent shall be responsible for ensuring the prompt investigation and response to all reports of harassment, intimidation and bullying committed on school grounds, at school activities and on school buses. In addition, the superintendent shall ensure that this policy is applied to incidents of harassment, intimidation and bullying that are committed off school grounds in cases where a school employee is made aware of such actions. The superintendent has the right and authority to impose a consequence on a pupil for conduct away from school grounds that is consistent with the board’s approved code of pupil conduct, pursuant to [N.J.A.C. 6A:16-7.1](#) and [N.J.A.C. 6A:16-7.6](#).

This authority shall be exercised only when it is reasonably necessary for the pupil’s physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other pupils, staff or school grounds, pursuant to [N.J.S.A. 18A:25-2](#) and [18A:37-2](#), and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The board directs the superintendent or his or her appropriately trained and qualified designee to develop detailed regulations suited to the age level of the pupils and the physical facilities of the individual schools.

“Harassment, intimidation or bullying” is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, 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 disability, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds, in accordance with law, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils, and that:

A. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional 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; or

C. Creates a hostile educational environment for the pupil by interfering with the pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

"Electronic communication" means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager.

### **Consequences and Remedial Measures for Acts of Harassment, Intimidation or Bullying**

#### Pupils

Consequences and remedial measures for a pupil who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance. Consequences shall be consistent with the board approved code of pupil conduct and [N.J.A.C. 6A:16-7](#). Consequences and remedial measures shall be designed to:

- A. Correct the problem behavior;
- B. Prevent another occurrence of the problem;
- C. Protect and provide support for the victim of the act; and
- D. Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

Consequences and appropriate remedial actions for a pupil who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to and including short and long-term suspension or expulsion, as permitted by law. The consequences and remedial measures may include, but are not limited to:

#### A. Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term);
9. Legal action; and
10. Expulsion.

#### B. Remedial Measures

1. Personal
  - a. Restitution and restoration;
  - b. Mediation;
  - c. Peer support group;
  - d. Recommendations of a pupil behavior or ethics council;
  - e. Corrective instruction or other relevant learning or service experience;
  - f. Supportive pupil interventions, including participation of the intervention and referral services team;
  - g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
  - h. Behavioral management plan, with benchmarks that are closely monitored;
  - i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
  - j. Involvement of school disciplinarian;
  - k. Pupil counseling;
  - l. Parent conferences;

m. Pupil treatment; or

n. Pupil therapy.

2. Environmental (Classroom, School Building or School District)

a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;

b. School culture change;

c. School climate improvement;

d. Adoption of research-based, systemic bullying prevention programs;

e. School policy and procedures revisions;

f. Modifications of schedules;

g. Adjustments in hallway traffic;

h. Modifications in pupil routes or patterns traveling to and from school;

i. Supervision of pupils before and after school, including school transportation;

j. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);

k. Teacher aides;

l. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;

m. General professional development programs for certificated and non-certificated staff;

n. Professional development plans for involved staff;

o. Disciplinary action for school staff who contributed to the problem;

p. Supportive institutional interventions, including participation of the intervention and referral services team;

q. Parent conferences;

r. Family counseling;

s. Involvement of parent-teacher organizations;

Classified pupils are subject to the same disciplinary procedures as nondisabled 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 educational disability;

B. The program that is being provided meets the pupil's needs.

Staff

Consequences and appropriate remedial actions for any staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to disciplinary charges which could result in suspension or termination. The consequences and remedial measures may include, but are not limited to:

A. Consequences

1. Admonishment;

2. Temporary removal from the classroom;

3. Deprivation of privileges;

4. Referral to disciplinarian;

5. Withholding of Increment

6. Suspension;

7. Legal action; and

8. Termination

B. Remedial Measures

1. Personal

a. Restitution and restoration;

b. Mediation;

c. Support group;

d. Recommendations of behavior or ethics council;

- e. Corrective action plan;
- f. Behavioral assessment or evaluation;
- g. Behavioral management plan, with benchmarks that are closely monitored;
- h. Involvement of school disciplinarian;
- i. Counseling;
- j. Conferences;
- k. Treatment; or
- l. Therapy.

2. Environmental (Classroom, School Building or School District)

- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- b. School culture change;
- c. School climate improvement;
- d. Adoption of research-based, systemic bullying prevention programs;
- e. School policy and procedures revisions;
- f. Modifications of schedules;
- g. Supervision;
- h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- i. General professional development programs for certificated and non-certificated staff;
- j. Professional development plans for involved staff;
- k. Disciplinary action;
- l. Supportive institutional interventions, including participation of the intervention and referral services team;
- m. Conferences;
- n. Counseling;

Reporting Harassment, Intimidation and Bullying Behavior

The superintendent, principal and/or their designee shall be responsible for receiving complaints alleging violations of this policy.

The board shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report. Any school employee, board member, contracted service provider, pupil, visitor 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 building principal or his/her designee.

The following procedures shall apply to the reporting of incidents of harassment, intimidation and bullying:

- A. All acts of harassment, intimidation, or bullying shall be reported verbally to the school principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident;
- B. The principal shall inform the parents or guardians of all pupils involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services; and
- C. All acts of harassment, intimidation, or bullying shall be reported in writing to the school principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a pupil had been subject to harassment, intimidation, or bullying.

A board member, school employee, contracted service provider, pupil or volunteer who has witnessed, or has reliable information that a pupil has been subject to, harassment, intimidation or bullying shall report the incident to the building principal and any appropriate school official, or to any school administrator or safe schools resource officer, who shall immediately initiate the school district's procedures concerning school bullying.

A board member or a school employee who promptly reports an incident of harassment, intimidation or bullying, to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, and who makes this report in compliance with the procedures in this policy, shall be immune from a cause of action for damages arising from any failure to remedy the reported incident.

A school administrator who receives a report of harassment, intimidation, or bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

District Anti-Bullying Coordinator

The superintendent shall appoint a district anti-bullying coordinator. The superintendent shall make every effort to appoint an employee of the school district to this position. The district anti-bullying coordinator shall:

- A. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, and bullying of pupils;
- B. Collaborate with school anti-bullying specialists in the district, the board of education, and the superintendent to prevent, identify, and respond to harassment, intimidation, and bullying of pupils in the district;
- C. Provide data, in collaboration with the superintendent, to the Department of Education regarding harassment, intimidation, and bullying of pupils; and
- D. Execute such other duties related to school harassment, intimidation, and bullying as requested by the superintendent.

The district anti-bullying coordinator shall meet at least twice a school year with the school anti-bullying specialists in the district to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

#### School Anti-Bullying Specialist

The principal in each school shall appoint a school anti-bullying specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the principal shall appoint that individual to be the school anti-bullying specialist. If no individual meeting these criteria is currently employed in the school, the principal shall appoint a school anti-bullying specialist from currently employed school personnel. The school anti-bullying specialist shall:

- A. Chair the school safety team;
- B. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
- C. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

#### School Safety Team

The district shall form a school safety team in each school to develop, foster, and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying. The school safety team shall meet at least two times per school year.

The school safety team shall be appointed by the principal and consist of the principal or his or her designee who, if possible, shall be a senior administrator; a teacher in the school; the school anti-bullying specialist; a parent of a pupil in the school; and other members to be determined by the principal. The school anti-bullying specialist shall serve as the chair of the school safety team.

The school safety team shall:

- A. Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the principal;
- B. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- C. Identify and address patterns of harassment, intimidation, or bullying of pupils in the school;
- D. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of pupils;
- E. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of pupils;
- F. Participate in the training required pursuant to the provisions of ([N.J.S.A.18A:37-13 et seq.](#)) and other training which the principal or the district anti-bullying coordinator may request;
- G. Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and
- H. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or district anti-bullying coordinator.

No parent/guardian who is a member of the school safety team shall:

- A. Receive complaints of harassment, intimidation or bullying of pupils that have been reported to the principal;
- B. Receive copies of reports prepared after an investigation of a harassment, intimidation or bullying incident;
- C. Identify and address patterns of harassment, intimidation or bullying of pupils; or
- D. Participate in any other activities of the team which may compromise the confidentiality of a pupil.

#### Investigating Reported Harassment, Intimidation and Bullying

All reported incidents of harassment, intimidation and bullying shall be investigated promptly and in accordance with law and the following procedures:

- A. All investigations shall be thorough and complete, and documented in writing, and shall include, but not be limited to:
  - 1. Taking of statements from victims, witnesses and accused;

2. Careful examination of the facts;
3. Support for the victim; and
4. Determination if alleged act constitutes a violation of this policy.

B. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation.

C. The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information.

D. The results of the investigation shall be reported to the superintendent within two school days of the completion of the investigation, and in accordance with law and board policy. The superintendent may initiate intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.

E. The results of each investigation shall be reported to the board of education no later than the date of the next board meeting following the completion of the investigation, and include:

1. Any services provided;
2. Training established;
3. Discipline imposed; or
4. Other action taken or recommended by the superintendent.

F. The superintendent or his or her designee shall ensure that parents or guardians of the pupils who are parties to the investigation shall receive information about the investigation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board and include:

1. The nature of the investigation;
2. Whether the district found evidence of harassment, intimidation, or bullying; or
3. Whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying.

#### Range of Ways to Respond to Harassment, Intimidation or Bullying

The board of education recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts and provide support programs for victims. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials.

In considering whether a response beyond the individual is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom; school building; school district) responses include:

- A. School and community surveys;
- B. Mailings;
- C. Focus groups;
- D. Adoption of research-based bullying prevention program models;
- E. Training for certificated and non-certificated staff;
- F. Participation of parents and other community members and organizations;
- G. Small or large group presentations for staff, pupils, and the community for fully addressing a positive school climate and culture as well as the issues surrounding harassment, intimidation and bullying in the school community; and
- H. The involvement of law enforcement officers, including school resource officers.

For every incident of harassment, intimidation or bullying, the district shall respond to the individual who committed the act. Responses may include:

- A. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion);
- B. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management;
- C. School responses can include theme days, learning station programs, parent programs and information disseminated to pupils and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices;
- D. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with community-based organizations (e.g., mental health;

health services; health facilities; law enforcement; faith-based).

The range of ways in which the school shall respond once an incident of harassment, intimidation or bullying is identified shall be defined by the principal in conjunction with the school anti-bullying specialist, and shall include an appropriate combination of counseling, support services, intervention services, and other programs as defined by the commissioner.

#### Retaliation and Reprisal Prohibited

The board prohibits reprisal or retaliation or false accusation against any person who witnesses and/or reports an act of harassment, intimidation or bullying by any pupil, school employee, board member, contracted service provider, visitor or volunteer. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation or false accusation shall be determined by the superintendent and/or principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and board policies and procedures.

Any act of retaliation or reprisal or false accusation against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any pupil, school employee, board member, contracted service provider, volunteer or visitor who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal law has allegedly been violated, the local law enforcement agency shall be notified.

##### A. Pupils

The consequences and appropriate remedial action for a pupil found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and shall be consistent with this policy. Consequences may include positive behavioral interventions, notification of the parents/guardians, up to and including short or long-term suspension or expulsion, as permitted by law;

##### B. School Employees

Consequences and appropriate remedial action for a school employee found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including suspension or dismissal from service;

##### C. Board Members

Consequences and appropriate remedial action for a board member found to have committed an act of harassment, intimidation, or bullying; or found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including a public sanction or filed ethics charges;

##### D. Visitors, Volunteers, Contracted Service Providers, and All Other Persons

Consequences and appropriate remedial action for a visitor, volunteer, contracted service providers and all other persons found to have engaged in harassment, intimidation or bullying; or engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined by the superintendent after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

Consequences and remediation for pupils, employees, board members, visitors, volunteers, and contracted service providers, engaging in harassment, intimidation or bullying or engaged in retaliation, reprisal and/or false accusations may include the following:

##### A. Consequences

1. Admonishment;
2. Temporary removal from the classroom or school;
3. Deprivation of privileges
4. Prohibited from access to the school facilities (visitors, vendors, board members, all other people);
5. Classroom or administrative detention;
6. Referral to disciplinarian;
7. In-school suspension during the school week or the weekend;
8. After-school programs;
9. Out-of-school suspension (short-term or long-term);
10. Legal action;
11. Withholding of Increment;
12. Suspension;
13. Expulsion;
14. Termination;
15. Termination of service agreements or contracts (vendors, volunteers);
16. Public sanction (board members);



17. Ethics charges (some administrators, board members).

B. Remedial Measures

1. Personal

- a. Restitution and restoration;
- b. Mediation;
- c. Peer support group;
- d. Recommendations of a pupil behavior or ethics council;
- e. Corrective instruction or other relevant learning or service experience;
- f. Supportive pupil interventions, including participation of the intervention and referral services team;
- g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
- h. Behavioral management plan, with benchmarks that are closely monitored;
- i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- j. Involvement of school disciplinarian;
- k. Counseling;
- l. Conferences;
- m. Treatment; or
- n. Therapy.

2. Environmental (Classroom, School Building or School District)

- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- b. School culture change;
- c. School climate improvement;
- d. Adoption of research-based, systemic bullying prevention programs;
- e. School policy and procedures revisions;
- f. Modifications of schedules;
- g. Supervision;
- h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- i. General professional development programs for certificated and non-certificated staff;
- j. Professional development plans for involved staff;
- k. Disciplinary action;
- l. Supportive institutional interventions, including participation of the intervention and referral services team;
- m. Conferences;
- n. Counseling;

Appeal Process

The parent or guardian may request a hearing before the board after receiving the information from the superintendent regarding the investigation. The hearing shall be held within 10 days of the request. The board shall meet in executive session for the hearing to protect the confidentiality of the pupils. At the hearing the board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.

At the next board of education meeting following its receipt of the report, the board shall issue a decision, in writing, to affirm, reject, or modify the superintendent's decision. The board's decision may be appealed to the Commissioner of Education, in accordance with law, no later than the 90 days after the issuance of the board's decision.

A parent, pupil, guardian, or organization may file a complaint with the Division on Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination."

Week of Respect

The week beginning with the first Monday in October of each year is designated as a "Week of Respect" in the State of New Jersey. The district, in order to recognize the importance of character education, shall observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation, or bullying as defined by law ([N.J.S.A. 18A:37-14](#)). Throughout the school year the

district shall provide ongoing age-appropriate instruction focusing on preventing harassment, intimidation, and bullying in accordance with the Core Curriculum Content Standards.

### Training

#### A. School Leaders

Any school leader who holds a position that requires the possession of a superintendent, principal, or supervisor endorsement shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required in accordance with State Board of Education regulations. This training shall also include information on the prevention of harassment, intimidation, and bullying ([N.J.S.A. 18A:26-8.2](#)).

#### B. Teaching Staff Development

Each public school teaching staff member shall complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with training and experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in pupils who are members of communities identified as having members at high risk of suicide ([N.J.S.A. 18A:6-112](#)).

#### C. Board Members

Within one year after being newly elected or appointed or being re-elected or re-appointed to the board of education, a board member shall complete a training program on harassment, intimidation, and bullying in schools, including a school district's responsibilities as required by law ([N.J.S.A. 18A:37-13 et seq.](#)). A board member shall be required to complete the program only once ([N.J.S.A. 18A:12-33](#)).

#### D. Staff, Pupil and Volunteer Training

The school district shall:

1. Provide training on the school district's harassment, intimidation, or bullying policy to school employees and volunteers who have significant contact with pupils;
2. Provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements;
3. Ensure that the training includes instruction on preventing bullying on the basis of the protected categories as required by law ([N.J.S.A.18A:37-14](#)) and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying; and
4. Develop a process for discussing the district's harassment, intimidation or bullying policy with pupils.

Information regarding the school district policy against harassment, intimidation or bullying shall be incorporated into a school's employee training program and shall be provided to full-time and part-time staff, volunteers who have significant contact with pupils, and those persons contracted by the district to provide services to pupils.

Throughout the school year, the district shall provide ongoing age-appropriate instruction on preventing harassment, intimidation and bullying, consistent with the Core Curriculum Content Standards.

### Reporting to the Board

Two times each year between September 1 and January 1 and between January 1 and June 30, the school board shall hold a public hearing at which the superintendent will report to the board of education all acts of violence, vandalism, and harassment, intimidation, or bullying (HIB) which occurred during the previous reporting period. The report shall include the number of HIB reports in the schools, the status of all investigations, the nature of the HIB, and other data required by law.

- A. The number of reports of harassment, intimidation, or bullying;
- B. The status of all investigations;
- C. The nature of the bullying based on one of the protected categories identified in [N.J.S.A. 18A:37-14](#) such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
- D. The names of the investigators;
- E. The type and nature of any discipline imposed on any pupil engaged in harassment, intimidation, or bullying; and
- F. Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying.

### Reporting to the Department of Education

The information, including but not limited to, oral reports, written reports or electronic reports shall also be reported once during each reporting period between September 1 and January 1 and between January 1 and June 30, to the Department of Education. The report shall include:

- A. Data broken down by the enumerated categories including the protected categories as listed above and the type of harassment, intimidation and bullying (any gesture; any written, verbal or physical act; or any electronic communication, whether it be a single or series of incidents); and
- B. Data broken down by each school in the district, in addition to district-wide data.

The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with law ([N.J.S.A. 18A:37-13 et seq.](#)). The district shall receive a grade determined by averaging the grades of all the schools in the district.

Each school shall post the grade received by the school and the overall district grade on the homepage of the school's website. The district shall post all the grades for each school of the district and the overall district grade on the homepage of the district's website. A link to the report shall be available on the district's website. The information shall be posted on the websites within 10 days of the receipt of a grade by the school and district.

It shall be a violation to improperly release any confidential information not authorized by federal or State law for public release.

The superintendent will annually submit the report to the Department of Education utilizing the Electronic Violence and Vandalism Reporting system (EVVRS). The superintendent shall accurately report on each incident of violence, vandalism, alcohol and other drug abuse, and incident of harassment intimidation and bullying within the school district. Any allegations of falsification of data will be reviewed by the board of education using the requirements and procedures set forth in [N.J.A.C. 6A:16-5.3\(g\)](#).

The State Board of Education shall impose penalties on any school employee who knowingly falsifies the report. Therefore, the superintendent shall make a reasonable effort to verify reports of violence, vandalism, and harassment, intimidation, or bullying. The board shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements. The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, and harassment, intimidation, or bullying.

#### Program Assessment and Review

Each school and the school district shall annually establish, implement, document, and assess bullying prevention programs or approaches, and other initiatives involving school staff, pupils, administrators, volunteers, parents, law enforcement and community members. The programs or approaches shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying.

#### Policy Development and Review

The district harassment, intimidation and bullying policy shall be adopted through a process that includes representation of parents or guardians, school employees, volunteers, pupils, administrators, and community representatives.

The district shall annually conduct a re-evaluation, reassessment, and review of this policy, making any necessary revisions and additions. The board shall include input from the school anti-bullying specialists in conducting its re-evaluation, reassessment, and review. The district shall transmit a copy of the revised policy to the appropriate executive county superintendent within 30 school days of the revision (beginning September 1, 2011).

#### Publication, Dissemination and Implementation

In publicizing this policy, the community including pupils, staff, board members, contracted service providers, visitors and volunteers, shall be duly notified that the rules detailed within apply to any incident of harassment intimidation and bullying that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils in accordance with law.

The superintendent shall take the following steps to publicize this policy:

- A. Provide a link to this policy on a prominent place on the district website;
- B. Provide a link to this policy on a prominent place on each school's website;
- C. Distribute this policy annually to all staff, pupils and parents/guardians; and
- D. Print this policy in any district publication that sets forth the comprehensive rules, procedures and standards of pupil conduct and in pupil handbooks;

The district shall notify pupils and parents/guardians that the policy is available on the district's website. The district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator on the home page of the district website. Each school within the district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator and their school anti-bullying specialist on the home page of the school's website. The information concerning the district anti-bullying coordinator and the school anti-bullying specialists shall also be maintained on the Department of Education's website.

Additionally, the district shall make available, in an easily accessible location of its website, the Department of Education's guidance document for the use by parent/guardians, pupils and district staff to assist in resolving complaints concerning pupil harassment, intimidation or bullying.

The superintendent shall ensure that the rules for this policy are applied consistently with the district's code of pupil conduct ([N.J.A.C. 6A:16-7](#)) and all applicable laws and regulations. All disciplinary sanctions shall be carried out with necessary due process.

This and all related policies shall be reviewed on a regular basis.

Adopted: December 19, 2007

NJSBA Review/Update: August 2011

Readopted: February 8, 2012

### **NEW EGYPT EXTENDED DAYCARE**

Before and after school daycare is available for students in Preschool at the New Egypt Primary School and Grades K-5 at the Dr. Gerald H. Woehr Elementary School. Morning care is available starting at 6:45 am and afternoon care goes until 6:00 pm. If you have any questions about the program, please do not hesitate to contact us via email at [HarperL@newegypt.us](mailto:HarperL@newegypt.us) or at (609) 758-6800, ext. 3266. For additional information, pricing and discount information and registration forms, please visit [www.newegypt.us](http://www.newegypt.us), then departments, then "NEED." In addition, printed packets are available at both the NEPS and DGHWES main offices.

Registration packets may be returned via mail or in person to Lisa Harper at DGHWES Monday-Friday, 9:00 am – 3 pm.

**PLUMSTED TOWNSHIP SCHOOL DISTRICT**  
**BOARD OF EDUCATION**

Ms. Leslie Septor, President  
Mr. Joseph Surdo, Vice President  
Mr. S. Justin Burnett  
Mr. Robert Kudrick  
Mrs. Susan Potter  
Ms. Monica Sempervive  
Mr. Larry Witham

**ADMINISTRATION**

Mr. Gerald North, Superintendent  
Mr. Sean Gately, Business Administrator/Board Secretary  
Mrs. Michelle Halperin- Krain, Director of Literacy  
Mr. Thomas Semko, Director of STEAM  
Dr. Jessica Howland, Director of Special Services  
Mrs. Colleen Gravel, Director of Special Projects  
Mr. Michael Mendez, High School Principal  
Ms. Alicia Farese, High School Vice Principal  
Mr. Rick DeMarco, Middle School Principal  
Mr. Walter Therien, Elementary School Principal  
Mrs. Tara Nesbihal, Elementary School Vice Principal

**ELEMENATARY SCHOOL STAFF MEMBERS**

Mr. Walter Therien – Principal  
Mrs. Tara Nesbihal – Vice Principal  
Mrs. Anita McIntyre– Principal’s Secretary  
Mrs. Colleen Gravel – Director of Special Projects  
Mrs. Kathleen Emery – Secretary to Director of Special Projects  
Mrs. Alyse Kreig – Guidance Counselor - Grades 3-5  
Mrs. Heather Collins – Guidance Counselor - Grades K-2  
Ms. Nicole DeBrango– School Nurse

### **KINDERGARTEN TEAM**

Mrs. Karen Brevogel – Special Education Teacher  
Mrs. Aileen Chaney – Teacher  
Mrs. Jennifer Gilbert – Teacher  
Mrs. Deanna Rodriguez – Teacher  
Mrs. Gabby Teta - Teacher

### **FIRST GRADE TEAM**

Mrs. Sarah Carey - Teacher  
Mrs. Alison Lombardi – Teacher  
Mrs. Jennifer Patricia – Special Education Teacher  
Mrs. Randi Silfan – Teacher  
Mrs. Brittany Thurkauf – Teacher

### **SECOND GRADE TEAM**

Mrs. Kristin Abate – Special Education Teacher  
Mrs. Courtney Adelung - Teacher  
Mrs. Megan Castro - Teacher  
Mrs. Jana Kekesi - Teacher  
Mrs. Cheryl Marinari – Teacher

### **THIRD GRADE TEAM**

Mrs. Kathleen Donahue – Special Education Teacher  
Mrs. Theresa Eagan – Teacher  
Mrs. Sabrina McKemey – Teacher  
Mrs. Theresa Nicholl – Special Education Teacher  
Mrs. Lisa Rajeski – Teacher  
Mrs. Mandy Zapata - Teacher

### **FOURTH GRADE TEAM**

Mr. Matthew Brady – Teacher  
Ms. Desarae D’Amadeo – Special Education Teacher  
Mrs. Jennifer Dupont – Special Education Teacher  
Mrs. Brittany Jacobus – Teacher  
Mrs. Laura Rodriguez – Teacher  
Ms. Jennifer Sonsiadek - Teacher  
Mrs. Ginger White – Teacher

### **FIFTH GRADE TEAM**

Mrs. Renee Capasso – Special Education Teacher  
Mrs. Katie Gilpin – Special Education Teacher  
Mr. Mike Kibildis – Teacher  
Mrs. Vanessa Liedtka – Teacher  
Ms. Jennifer Marsh – Special Education Teacher  
Mrs. Jamie Meroney –Teacher  
Mr. Dannie Valles - Teacher

### **SPECIAL EDUCATION TEAM**

Mrs. Cheryl Green – Special Education Teacher  
Mrs. Cara Sapiezynski – Special Education Teacher  
Mrs. Helen Sipos – Special Education Teacher  
Mrs. Christine Zirrillo – Special Education Teacher

### **STUDENT SERVICES TEAM**

Ms. Andrea Aprea – ELL Teacher  
Mrs. Chaya Blaustein – Speech Therapist  
Mrs. Karen Brown – Enrichment Teacher  
Ms. Jennifer Conk – Basic Skills Teacher  
Ms. Diane DeBenedictis – Physical Education Teacher  
Mrs. Kelly Ann Dentzau – Occupational Therapist  
Mrs. Petria Funes – School Psychologist  
Mrs. Danielle Goglia – Speech Therapist  
Mrs. Jill Graser – Speech Therapist  
Ms. Marney Hatch – Basic Skills Teacher  
Mrs. Lisa Hoger – Read 180/Basic Skills Teacher  
Mrs. Angela Karslo – Basic Skills Teacher  
Mrs. Christine Mille – Basic Skills Teacher  
Ms. Mariya Navarrette – Basic Skills Teacher  
Mrs. Karen O’Brien – Occupational Therapist  
Mrs. Amy Parker – Physical Therapist  
Mrs. Rachel Selle – Basic Skills Teacher  
Mrs. Bonnie Vogel – Basic Skills Teacher  
Mrs. Hilary West – Social Worker

### **RELATED ARTS TEAM**

Mr. Kenneth Beere – Music Teacher  
Mr. Scott Jacobs –Spanish Teacher  
Mrs. Robynn Legendre – Physical Education Teacher  
Mr. Brad Mogol – Technology  
Mr. Chris Wells –Physical Education Teacher  
Mrs. Rita Williams – Art Teacher

**PARAPROFESSIONALS**

Mrs. Denise Amodol  
Mrs. Vanessa Cassandra  
Mrs. Sharon Gass  
Mrs. Christine Roach  
Mrs. Gwen Schwarzwalder  
Ms. Stephanie Skrocki  
Mrs. Jeannette Young

**NEPS/WES PTO EXECUTIVE MEMBERS**

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Keryn Cerniglia

Co-Vice Presidents

Kristin Low  
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Treasurer

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