

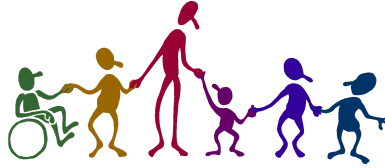
***Frank K. Hehnly School***  
***Clark, New Jersey***  
***“Home of the Hehnly HEROs”***



***Student/Parent Handbook***  
***2026 – 2027***

Shirley J. Bergin  
Principal

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## **The Clark Township Public Schools Mission Statement**

*The Clark Township Public Schools will,  
in an active and responsible partnership with the community,  
provide a quality education to all students.  
Through a nurturing, relevant learning environment,  
we will assist in the development of productive, respectful,  
and accountable citizens who are lifelong learners.*

The educational goals of the Clark Public Schools are established to help each individual develop into the finest human beings s/he is capable of becoming, able to live life to the fullest and to do his/her part in making that possible for every other human being. To this end we propose the following goals for each individual:

1. To develop to the fullest potential the physical, emotional, social, and intellectual abilities of the learner.
2. To recognize that all education serves as a basis for lifelong learning.
3. To acknowledge that education prepares learners to contribute to society in a productive manner and to recognize the challenge of global competition.
4. To acquire the oral and written language skills necessary to actively participate in all forms of communication.
5. To provide an opportunity to develop skills in problem solving, logical thinking, and reasoning.
6. To acquire information and understanding of the principles of social science through the study of history, geography, and current events, and the impact of these on our society.
7. To prepare for good citizenship in a democracy and to develop respect for persons and property beyond the individual.
8. To acquire the knowledge and habits necessary to promote a positive attitude toward both physical and mental personal health.
9. To acquire basic knowledge and awareness of the potential of the sciences and related technology.
10. To provide opportunities to acquire knowledge and to develop an awareness of the continuing balance between man and the environment.
11. To acquire the ability and the desire to be creative in one or more of the arts and to appreciate the works of other people.
12. To acquire the ability to develop awareness, respect, and tolerance for a wide range of people including, but not limited to, those with social, cultural, and physical characteristics different from our own.
13. To develop an acceptance of and respect for all individuals who have learning, physical, or emotional challenges.
14. To encourage partnerships with parents and the community to create and maintain safe and healthy educational environments for all learners.

## **SPECIAL EDUCATION AND INTERVENTION SERVICES**

Per the mandated NJ Code and District Regulation #2460, the following information is to be disseminated and reviewed yearly with parents and staff.

The Clark Public Schools provides interventions to meet the individual needs of its students who may be struggling in school or who have a disability. Identified students may be entitled to intervention services through Intervention and Referral Services (I&RS), Special Education and Related Services, or a 504 Plan.

## **INTERVENTION AND REFERRAL SERVICES**

The Intervention and Referral Services (I&RS) team provides assistance in the general education program to staff and parents/guardians for students who demonstrate learning, behavior, and/or health problems. A collaborative problem-solving approach is used to collect information and develop action plans. Services for students are generally initiated by a referring teacher, administrator, or counselor, but can be initiated by parents/guardians, as well. A referral should be made to the building principal or his/her designee. The request should contain the following: the reason for the request, descriptive behavior of the pupil's performance, and an indication of prior intervention. Referral forms are available in the Principal's office.

## **SPECIAL EDUCATION AND RELATED SERVICES (IDEIA)**

The Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 mandates that all pupils with disabilities who are in need of special education and related services be located, identified, and evaluated. A student with a known or suspected disability should be referred to the Department of Special Services at Arthur L. Johnson High School for a Child Study Team (CST) evaluation to determine eligibility for special education and related services. Parents/guardians, I&RS team, administrators, or instructional and other professional staff can make a referral for a Child Study Team evaluation. The referring person(s) must sign the written request for a CST evaluation. An email request is not accepted. The Child Study Team includes a School Psychologist, Learning Disabilities Teacher-Consultant, and School Social Worker. The School Nurse, Guidance Counselor, general education teacher, Speech/Language Specialist, and/or other professionals may also be included on the team, as needed. Upon receipt of a referral, a file will be initiated to include a timeline for processing the referral. A Case Manager will be assigned to coordinate the services of the CST and convene a referral/identification meeting within twenty days. A "Notice of a Referral/Identification Meeting" will be sent to the parents/guardians and will contain "Parental Rights in Special Education" (PRISE). Any concerns or questions should be directed to the Department of Special Services.

## **SECTION 504 OF THE AMERICANS WITH DISABILITIES ACTS**

Students who have substantial limitations to one or more life functions due to a disability may be entitled to accommodations in school under Section 504 of the Rehabilitation Act of the Americans with Disabilities Act and its amendments. These laws protect the rights of pupils with special needs who might have difficulty attending school or participating in regular

school activities without related aids or modifications. If a parent/guardian has a concern, he/she should contact the Guidance Department for assistance.

### **RESPONSE TO INTERVENTION SERVICES (RTI)**

**RTI** is a process used by educators to help students who are struggling with a skill or lesson. Every teacher will use **interventions** (a set of teaching procedures) with any student to help them succeed in the classroom—it's not just for children with special needs or a learning disability. It is a three-tier framework. Movement between sections is determined by a student's response to certain interventions. The most commonly used teaching strategies and interventions is called Tier 1 or the primary level of prevention. Tier 2 or the secondary level becomes more intensive because the students are considered to be at a greater risk. We address these students' needs with the Academic Enrichment Program. In Tier 3, or the tertiary level of prevention students receive the most intense and consistent interventions. Although Section 504 (part of the Rehabilitation Act of 1973 that prohibits discrimination based on disability) and special education are both associated with this tier, not all children in this tier are in a special education progra

#### **Staff**

#### **Staff**

#### **Principal**

Shirley J. Bergin

#### **Assistant Principal**

Christopher

Marcin

#### **Secretary**

Justyna Szaro

#### **Office Aide**

#### **Classroom Teachers**

|                                  |              |    |         |
|----------------------------------|--------------|----|---------|
| Amy DiFrancesco                  | Kindergarten | K1 | Room 14 |
| Eleni Gathercole                 | Kindergarten | K2 | Room 13 |
| Cherie Milevoi                   | Kindergarten | K3 | Room 12 |
| Sue Mytrowitz                    | Kindergarten | K4 | Room 11 |
| Gabrielle Barbera                | Grade 1A     |    | Room 10 |
| Stephanie Martucci               | Grade 1B     |    | Room 1  |
| Elizabeth Pepe                   | Grade 1C     |    | Room 6  |
| Lauren Wilkos                    | Grade 1D     |    | Room 2  |
| Megan Luccarelli                 | Grade 2A     |    | Room 4  |
| Jessica Murray                   | Grade 2B     |    | Room 5  |
| Amy Riddles/Brianna Giglielmetti | Grade 2C     |    | Room 3  |
| Ashley Tenpenny                  | Grade 2D     |    | Room 8  |
| Rebecca Anzano                   | Grade 3A     |    | Room 16 |
| Megan Barbosa                    | Grade 3B     |    | Room 27 |
| Lauren Lepore                    | Grade 3C     |    | Room 7  |
| Erin Rogan                       | Grade 3D     |    | Room 9  |
| Debra Camillo                    | Grade 4A     |    | Room 20 |
| Victoria Gulbin                  | Grade 4B     |    | Room 15 |
| Marie Marzella                   | Grade 4C     |    | Room 18 |
| Stephanie Philippakos            | Grade 4D     |    | Room 17 |
| Gianna Reilly                    | Grade 4E     |    | Room 19 |
| Natalie Feeney                   | Grade 5A     |    | Room 24 |

|                  |          |         |
|------------------|----------|---------|
| Melissa Figueroa | Grade 5B | Room 23 |
| Carina Lopac     | Grade 5C | Room 21 |
| Danielle Nudo    | Grade 5D | Room 22 |

### **Specialists**

|                                 |                       |                  |
|---------------------------------|-----------------------|------------------|
| Janeen Allmendinger             | Literacy Coach        | RR Center office |
| Sharon DeAngelis                | Academic Enrichment   | Room 28          |
| Jessica DiFabio                 | Math Coach            | RR Center office |
| Elizabeth Frullo                | Art Specialist        | Room 13/cart     |
| Tianna Girgis (Palumbo)         | School Counselor      | Guidance Office  |
| Teresa Gotti                    | Technology Specialist | STEM Room        |
| Mia Gauthier                    | Resource Program      | Resource Room    |
| Linda Hayes                     | Academic Enrichment   | Room 28          |
| Nicole Martinez                 | Resource Program      | Resource Room    |
| Kayla Rodrigues/Madeline Garcia | Resource Program      | Resource Room    |
| Kelly Olsen                     | School Nurse          | Health Office    |
| Christina Salvatore             | STEAM Program         | STEM Room        |
| Meghan Santina                  | PE/Health             | gymnasium        |
| Trish Sauer                     | Music Specialist      | Stage/cart       |
| Cindy Tarello                   | G&T / STEAM Program   | STEM Room        |
| Ryan Ticas                      | Music Specialist      | Stage/cart       |
| Hannah Wade                     | Resource Program      | Resource Room    |
| David Weiner                    | ESL                   | Room 28          |

### **Special Needs Team**

|                          |                        |                        |
|--------------------------|------------------------|------------------------|
| Nora Hall/ Michele Burdo | Occupational Therapist | Learning Center office |
| Toni Ann Fede            | Behaviorist            | Guidance Office        |
| Lisa Giandana            | Learning Consultant    | Guidance Office        |
| Laurie Fisher            | Speech Therapist       | Room 28                |
| Mary Ellen Moore         | Physical Therapist     | VRS/FKH                |
| Lauren Brennan           | Social Worker CST      | FKH/CPA/APK            |

### **Classroom Aides**

|                       |                                    |         |
|-----------------------|------------------------------------|---------|
| Jocelyn Camargo-Ojeda | Kdg. Teacher Assistant/Gathercole  | Room 13 |
| Sarah Cocuzza         | Kdg. Teacher Assistant/DiFrancesco | Room 14 |
| Kristine Gilbert      | Kdg. Teacher Assistant/Milevoi     | Room 12 |
| Aida Fuschetto        | Kdg. Teacher Assistant/Mytrowitz   | Room 11 |

### **Special Education Paraprofessionals**

|                     |                     |         |
|---------------------|---------------------|---------|
| Michela Claudio     | Gr. 1/ Mrs. Barbosa | Room 10 |
| Melissa Rawls       | Gr. 3 / Ms. Barbosa | Room 27 |
| Svetlana Gorbunova  | Gr. 4 / Gulbin      | Room 15 |
| Christine Greenbush | Gr.1/Mrs. Martucci  | Room 1  |
| Mike Kearny         | Gr. 1/ Mrs. Pepe    | Room 6  |
| Denise Lipari       | Gr. 5/ Ms. Feeney   | Room 24 |

|               |                       |        |
|---------------|-----------------------|--------|
| Tania Moreno  | Gr. 1 / Mrs. Wilkos   | Room 2 |
| Elsa Palumbo  | Gr. 3 / Ms. Rogan     | Room 9 |
| Pam Torres    | Gr. 2 / Mrs. Tenpenny | Room 8 |
| Maria Zamboni | Gr. 2 / Ms. Murray    | Room 5 |

#### **Lunch/Recess Aides**

|                  |                 |                |
|------------------|-----------------|----------------|
| Lori Frodelly    | Caroline Kearny | Fatema Mokaram |
| Stephanny Rendon | Hend Mohamed    | Maria Santos   |

#### **School Security Officers**

|                        |                   |
|------------------------|-------------------|
| Christopher Baber a.m. | Sean Holcomb p.m. |
|------------------------|-------------------|

#### **Buddy Class Program**

We think of ourselves as a whole school community. What better way is there to promote community than to provide children with opportunities to interact with children outside of their classroom environment? The buddy program does just that. It is an avenue for teaching the value of building relationships within a community. For some children this is an opportunity to build self-confidence and self-esteem, and for others it is a chance to work with an older or younger student in a positive atmosphere. Children learn best from each other and with our guidance

#### **The 2026-2027 Buddy Classes**

DiFrancesco/Nudo  
 Gathercole/Lopac  
 Milevoi/Feeney  
 Mytrowitz/Figueroa  
 Martucci//Anzano  
 Pepe/Lepore  
 Barbera /Barbosa  
 Wilkos/Rogan  
 Luccarelli/Marzella  
 Green/Philippakos  
 Tenpenny/Camillo  
 !/2 Murray/Reilly  
 1/2 Murray/Gulbin

#### **Clark Public Schools Administrators/Administrative Staff**

|                         |                                                 |
|-------------------------|-------------------------------------------------|
| Andrew Amendola         | Director of Student Personnel Services/Guidance |
| Heather Austin          | Director of Special Services                    |
| Geraldine Bonaccorso    | Secretary to the Athletic Director              |
| Christine Casale-Broski | Supervisor of Educational Initiatives           |
| Edward Grande           | Superintendent                                  |
| Donna Iarrapino         | School Accountant/Payroll                       |
| Gus Kalikas             | Director of Athletics                           |
| Olivia Miller           | Curriculum Supervisor                           |
| Francine Marzano        | Secretary to the Business Administrator         |
| Terri Rodrigues         | Central Office Secretary                        |

|                 |                                      |
|-----------------|--------------------------------------|
| Victoria Sasso  | Curriculum Supervisor                |
| Mary Schaefer   | Accounts Payable                     |
| Kevin Tenpenny  | Director of Instructional Operations |
| Christine Unish | Insurance/Transportation             |
| Neetu Varshney  | Curriculum Supervisor                |
| Paul Vizzuso    | School Business Administrator        |

|                    |                                                  |
|--------------------|--------------------------------------------------|
| Christopher Marcin | Elementary Schools Assistant Principal           |
| Malloy Applebaum   | Principal, Valley Road School                    |
| Shirley J. Bergin  | Principal, Frank K. Hehnlly                      |
| Robert Smoral      | Assistant Principal, Carl H. Kumpf Middle School |
| Amanda Clarke      | Principal, Carl H. Kumpf Middle School           |
| Christine Hamppe   | High School Secretary to the Principal           |
| Tara Oliveira      | Principal, Arthur L. Johnson High School         |
| Nancy Jogis        | High School Secretary to the Assistant Principal |
| Katrina Poskay     | Assistant Principal, Arthur L. Johnson           |
| Cristoforo DiNucci | Dean of Students, ALJ                            |

### **Notice of Non-Discrimination**

The Clark Public School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to, or treatment or employment in its programs and activities. Any person having inquiries concerning the school district's compliance with the regulations implementing Title IV, Title IX, The Americans with Disabilities Act, or 504 is directed to contact, Doreen Babis, district Affirmative Action Officer at Arthur L. Johnson High School, 365 Westfield Ave, Clark, NJ 07066 or at 732-388-6200.

### **Clark Board of Education Members**

Steven Donkersloot, President  
 Lorraine j. Aklonis, Vice President  
 Dino Bencivenga  
 Robert Brede  
 Megan Harrison  
 Kristin Hickman  
 Thomas J. Maye  
 Alison Melnick  
 Tracey McCarrick, Garwood Representative  
 Paul Vizzuso, Board Secretary



### **2026 - 2027 PTA Executive Officers**

|                                |                       |
|--------------------------------|-----------------------|
| President                      | Fatima Calhoun        |
| 1 <sup>st</sup> Vice President | Amy Zarrow            |
| 2 <sup>nd</sup> Vice President | Danielle Theodoraleas |
| Secretary                      | Marcella Cutrona      |
| Treasurer                      | Trisha Bishop         |

### **(Meetings Commence 6:30 p.m.)**

September 30 (New Parent 6:15) (5th Grade committee following)  
November 11  
December 8 Tentative (holiday get-together )  
January 13  
March 10  
May 12  
June 9 Tentative (EOY get-together)

### **School Day Hours**

**8:40 a.m. – 2:55 p.m.**

#### **Delayed Opening Day Schedule**

10:10 a.m. – 2:55 p.m.

#### **Early Release Day Schedule**

8:40 a.m. - 12:40 p.m.

If a child is to be absent, you are required to call the school to report the absence between 8:00 – 8:30 a.m. to notify us of the reason. Also send the child with a note upon their return to school. If we do not hear from you, you will be notified that your child is not in school and that you should contact the school immediately.

To receive the maximum benefit from classroom and instructional participation, it is important that students report to school each day. N.J.S.A. 18A: 38-25 requires every parent, guardian, or other persons having custody and control of a child between the ages of six and sixteen years to cause such child regularly to attend the public schools of the district. The Policy of the Clark Board of Education defines attendance as the student's presence in school and in the classroom to which he or she is assigned at the time scheduled for instruction or other activities. A student is considered to have attended school if he or she has been present for at least four hours during the school day. Absence from school will be excused only in accordance with Board Policy [W Excused Absences.docx](#) and with proper and appropriate documentation.

Absence for any other reason will be deemed unexcused, with or without a doctor's note, per state policy, and subject to review and action by the Attendance Committee. Accumulated absences will result in progressive action by the school as outlined in the following procedures:

1. Upon earning a four (4)+ cumulative unexcused absence, a letter will be sent home to a student's parents/guardian reminding them about the importance of a child's consistent attendance on their education and of the repercussions of missing a school day.
2. Upon earning between five (5) and nine (9) cumulative unexcused absences a letter will be sent home to a student's parents/guardian that may request that they attend a meeting with the school's Attendance Committee to develop and implement a corrective action plan. Parents will be informed of the school's legal recourse should a student accumulate ten or more unexcused absences.
3. Upon earning a tenth (10)+ cumulative unexcused absence a student may be considered truant. The Attendance Committee will meet to review the student's attendance record. At this time, a parent/guardian may be charged with a disorderly persons offense and subject to a fine.

### **Tardiness**

The Board of Education requires that pupils be in attendance for the full school day in order to benefit from the instructional program. That requirement will be waived only when compelling circumstances require that a pupil be late to school or dismissed from school before the end of the school day.

The Principal may excuse the late arrival and early dismissal of a pupil on the prior written request of the pupil's parent(s) or legal guardian(s). Good causes may include, but need not be limited to, medical and dental appointments that cannot be scheduled outside the school day, medical disability, a motor vehicle driver's test, interviews for college entrance or employment, and court appearances.

The instructional day begins at 8:40. Any child arriving at school after 8:45 a.m. will receive a tardy slip from the office. Consistently being late does impact the instructional day for a child. The first ten minutes of the day is a crucial organizational time that allows a child to have a sense of preparedness and sets the tone for the morning. Parents are encouraged to develop a morning routine that provides a child with sufficient time to dress, have breakfast and arrive at school in a timely fashion.

The following procedures will be utilized to manage habitual tardiness, to keep parents informed, and to "impose a response that will affect a change in behavior:"

1. Upon earning a sixth (6) tardy a letter will be sent home to a student's parents/guardian, reminding them about the importance of arriving at school promptly and of the impact of habitual tardiness on a child's education. A copy of the state statute will accompany the letter.
2. Upon earning a ninth (9) tardy a letter will be sent to a student's parents/guardian that may request that they attend a meeting with the

- school's attendance committee to develop and implement a corrective action plan. The repercussions of continuous tardy arrivals will be highlighted.
3. Upon earning a twenty-fifth (25) tardy a letter will be sent home to a student's parents/guardian, reminding them about the repercussions of arriving at school tardy and the school's legal obligation and protocol should a student earn forty or more tardies.
  4. Upon earning a fortieth (40) tardy a student's parents/guardian will be required to attend a mandatory court appearance.

### **Arrival Procedures**

Students may enter the building at 8:25 a.m. **There is no supervision for children before 8:25 a.m.;** therefore, to ensure their safety, parents may not leave children unattended before this time.

### **Regular Drop Off Procedures**

Parents are to pull up to the DROP OFF ZONE (located along the yellow curb on the circle). Children are to disembark from their vehicles and enter the building through the double doors to the large foyer (just beyond the main entrance). Parents should not leave their cars during this process. Cars are to approach the drop off zone in a single file, drop off their children, and move toward the driveway exit promptly and cautiously. **All students in grades K – 5 are to enter the building through this door. The main entrance is not a drop off area.** This entrance will remain locked and will be accessible to parents who have business in the office only. If parents have business in the office first thing in the morning or have an appointment with a teacher, it is recommended that they park their cars in the lot or on the street and walk to the main entrance. Children are still required to enter the building through the drop off doors and proceed to their designated areas until 8:35 a.m.

### **Alternate Drop Off Procedure**

To help alleviate traffic coming into and leaving the lot, students who ride the bus and students who have written permission from parents enter the building through the back entrance via Meadow Road. (EXIT 7). Upon entry into the building children only enter and proceed to their designated area.

### **Designated Meeting Areas**

As children enter the building, they will proceed to the designated areas listed below until approximately 8:35 a.m. at which time they will be dismissed to their classrooms.

### **Grades K, 1, and 2**

Children enter through the DROP OFF Doors or Meadow Road Exit 7 and proceed to the All-Purpose Room.

### **Grades 3, 4, and 5**

Students will enter the DROP OFF Doors or Meadow Road Exit 7 and proceed to the gym.

### **Arrival & Dismissal Security**

Visitors may not enter the school building between the hours of arrival and dismissal, 8:25 – 9:00 a.m. and 2:40 and 3:10 p.m. Dismissal door areas have been cordoned off so that teachers can step outside briefly to make sure that each child meets with an adult, with the exception of those students who are moving to the pick-up line.

### **Birthday Acknowledgements**

Food can represent a danger for students with allergies and must be carefully monitored. Food consumption for diabetic students is not permitted without incorporating it into their daily meal plan/carbohydrate/insulin count. Younger children often don't understand these restrictions, resulting in crying and hurt feelings when they are excluded.

The welfare and safety of all of our students is our top priority. When all parents and school personnel work collaboratively, they can ease the burden of food allergies and the diabetic school age child.

On April 16, 2016, the Clark Board of Education edited Policy 5331, Management of Life-Threatening Allergies in Schools. As of September 2016, in accordance with the New Jersey nutritional policies, the Board of Education has made recommendations that items, such as candy, cookies, cupcakes, snack/goody bags are now prohibited for occasions where food and/or beverages are typically served as part of a classroom experience, field trip, etc. In addition, balloons, candles or flowers are also prohibited.

This policy prompted us to institute non-food celebrations of birthdays, i.e. a special guest reading a book to the class or the donation of a book to the classroom library. Students at Hehnly School already receive birthday recognition in their classroom from their teachers and classmates and school wide acknowledgement during their birthday month and half birthdays for summer birthdays. Students' names are announced, they have a birthday picture taken for the birthday board, receive a special pencil, and they can select a birthday book donated from the PTA. It is not necessary to provide anything extra for a child's birthday celebration. In advance, thank you for your understanding in keeping our students in school healthy and safe.

### **Care of Property**

Students are responsible for the care of laptops, textbooks and workbooks issued to them throughout the school year. It is recommended that students cover textbooks to help protect them from damage during use. Students must pay to replace a lost or damaged book. Parents are to access the Acceptable Use of Computer Network/Computers and resources which can be found on the District website under Board of Education and policies and regulations. Parents are required to complete the agreement form that stipulates you understand the policy and regulations.

## **Communication Between School and Home**

### **Chain of Communication**

You are asked to follow the chain of communication guidelines provided when seeking answers or sharing concerns to address all questions and concerns about school matters.

 Chain of Communication.docx

A strong school/home connection is the basis for building and maintaining open lines of communication. It is the Hehnlly School Policy that teachers return parent phone calls within 24 hours.

If you have questions or concerns about your child's program or issues that arise, please contact your child's teacher first. If you have further concerns or have questions about school policies or curriculum, contact the office to discuss the issue or to set up an appointment. The principal has an open-door policy, which means she will return your call within 24 hours and will directly handle these issues. If your concern is to be given serious consideration, you will need to identify yourself. Anonymous letters or calls will not be addressed,

You may feel that contacting the school without identifying yourself insures that a teacher will not single out your child or treat them differently. Identifying yourself allows the principal to personally contact you and work collaboratively in the best interest of the child. All matters are handled professionally.

### **Genesis**

Genesis is our student data management system. This program is a versatile one that has greatly enhanced communication between our school district and families by, for example, being inclusive of an updated parent portal. In order to begin the process of registering with the program, please go to <https://parents.genesisedu.com/clark>. In order to log into the system, use the email address where your child(ren)'s report cards have previously been sent as your username. If you are new to our district, use the email address(es) that you provided on the registration paperwork. For your password, enter: clark1234. Kindly know that you will be able to change your password and other information, including your email address(es), after you initially log in. A Genesis user guide will be sent to the email account attached to your login information as well. Email is the primary mode of sending written communication home throughout our district. As a result, please make certain that your email address(es) is/are kept current and updated within the Genesis system.

Kindly note that it is recommended that parents/guardians do not share their login information with their children. Students in grades three to twelve will have accounts of their own to access their records, schedules, and other information. They too can access their Genesis accounts by visiting the same link that was provided above but by



entering the six-digit student identification numbers connected to their school email accounts as their usernames. They should also enter the same default password: clark1234.

Access the [genesis@clarkschools.org](mailto:genesis@clarkschools.org) helpdesk to navigate through the program.

### **Clark Public Schools Elementary Discipline Philosophy**

The mission of the Clark Elementary Schools discipline plan is to provide a procedure that promotes responsibility and respect to ensure a safe and educationally sound environment for both students and staff. Our goal is to establish a step-by-step process whereby corrective procedures may be employed under everyday student/school circumstances. This plan is not meant to punish but to effectively change behavior so as to provide a positive learning experience for all our students.

#### **The School-Based Procedures Include the Following Consequences:**

| <b><u>CONSEQUENCES</u></b> |                                                                        |
|----------------------------|------------------------------------------------------------------------|
| <b><u>1</u></b>            | <b><u>Phone Call to Parent/Parent Conference</u></b>                   |
| <b><u>2</u></b>            | <b><u>Detention</u></b>                                                |
| <b><u>3</u></b>            | <b><u>Behavior Intervention Conference: Possible Behavior Plan</u></b> |
| <b><u>4</u></b>            | <b><u>Suspension: Exit &amp; Re-Entry Conferences</u></b>              |
| <b><u>5</u></b>            | <b><u>Crisis Intervention Conference</u></b>                           |

#### **Frank K. Hehnly School Discipline Procedures:**

The table below delineates various misbehaviors/offenses and the disciplinary actions/consequences that are associated with them. These procedures are in alignment with the discipline philosophy, as outlined above, but have been created to be specific to Frank K. Hehnly School.

| <b><u>MISBEHAVIORS/OFFENSES</u></b>                                                                                             | <b><u>DISCIPLINARY ACTIONS/CONSEQUENCES</u></b>                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teasing or Derogatory Remarks<br>Exclusion<br>Unacceptable Contact<br>(i.e., hitting, pushing, kicking)<br>Defiance<br>Stealing | <b>FIRST OFFENSE</b><br>Warning; parent contact by teacher or administrator; possible recess detention                                                |
|                                                                                                                                 | <b>SECOND OFFENSE</b><br>Parent contact by teacher or administrator; recess detention                                                                 |
|                                                                                                                                 | <b>THIRD OFFENSE</b><br>Parent contact; multiple recess detentions; Behavior intervention conference with parent*; possible behavior plan implemented |
|                                                                                                                                 | <b>CONTINUED OFFENSES</b><br>Parent contact; in-school or out-of-school suspension; Crisis intervention conference**                                  |

| <b><u>ZERO TOLERANCE MISBEHAVIORS</u></b> | <b><u>DISCIPLINARY ACTIONS/CONSEQUENCES</u></b> |
|-------------------------------------------|-------------------------------------------------|
| Fighting                                  | Immediate In-School/Out-of-School Suspension    |
| Violent Act                               | Parent Contact                                  |
| Threat of Harm to Another                 | Behavior/Crisis Intervention Conference         |
| Racial or Ethnic Slurs                    | Exit and Re-entry Conferences                   |
| Deliberate Harm or Injury                 |                                                 |

**NOTE: Adherence to this plan is at the principal's discretion based on the nature of and the severity of the offense.**

**\*Behavior Intervention Conference (Parents, Teacher, Administrator, School Counselor and/or School Psychologist, possibly Law Enforcement Personnel Contact):** The purpose of the behavior intervention conference is to involve all pertinent parties in determining possible solutions that may include the development of a behavior plan for the student.

**\*\*Crisis Intervention Conference (Parents, Administrator, SAC, CST, possibly Law Enforcement Personnel Contact):** In the event that the same problematic behaviors persist following suspension, this type of intervention conference will occur.

### **STATEMENT ON THE ACCEPTABLE USE OF TECHNOLOGY & AI PLATFORMS**

If students are caught trying to bypass any safety and filtering systems, trying to factory reset their devices, and are overall not practicing digital citizenship we will deny a student access to the network, computers, and technological resources.

With the emergence and evolution of generative AI (Artificial Intelligence) technology, teachers may explore ways to integrate these tools in classrooms. Teachers will clarify when students may use such tools and model or explain their appropriate and ethical use. Our current Code of Conduct outlines examples of violations including the non-authorized use of online service computer programs which covers all generative AI platforms and apps.

| <b><u>If Tech misuse is suspected</u></b>                                                                                                                                                                                                                                                                                             | <b><u>If AI Use is suspected</u></b>                                                                                                                                                                                                                                                                                                       | <b><u>If Plagiarism is suspected</u></b>                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Conversation with student</li> <li>2. Check browsing history</li> <li>3. Contact Home</li> <li>4. First offense - warning</li> <li>5. Second Offense - recess detention</li> <li>6. Third offense - restricted use of chromebook</li> <li>7. Continued offenses - loss of device</li> </ol> | <ol style="list-style-type: none"> <li>8. Conversation with student</li> <li>9. Check browsing history</li> <li>10. Contact Home</li> <li>11. First offense - warning</li> <li>12. Second Offense - recess detention</li> <li>13. Third offense - restricted use of chromebook</li> <li>14. Continued offenses - loss of device</li> </ol> | <ol style="list-style-type: none"> <li>1. Conversation with student</li> <li>2. Check browsing history</li> <li>3. Contact Home</li> <li>4. First offense - warning</li> <li>5. Second Offense - recess detention</li> <li>6. Third offense - restricted use of chromebook</li> <li>7. Continued offenses - loss of device</li> </ol> |

**Clark Elementary Schools**  
**Rules & Regulations**

Listen attentively when others are speaking  
 Raise your hand and use appropriate language while speaking  
 Work quietly so you are not disturbing others  
 Always walk quietly in classrooms and hallways  
 Be respectful and kind in your words and actions towards others

**Dismissal**

**Adopted Policy 8601: Student Supervision After School Dismissal**

The Board of Education adopted and requires the implementation of Policy 8601 for the supervision of younger students after dismissal... *"Any parent(s) or legal guardian(s) of a student attending a district-operated school or program in grades Kindergarten to five, where the student is not eligible for district-provided transportation or is eligible and elects not to use district-provided transportation after dismissal may request the school or program not release the student to walk home after dismissal unless the student is released to the parent(s) or legal guardian(s) or escort(s) designated by the parent(s) or legal guardian(s). The parent(s) or legal guardian(s) requesting their child(ren) only be released to a parent(s) or legal guardian(s) or parent(s) or legal guardian(s)-designated escort after dismissal must*

submit a completed Request for Supervision at Dismissal from School Form to the Principal or designee, or program administrator.

In order for the school administration to effectively implement the requirements of this Policy and to ensure the safety and security of students that will be released to a parent(s) or legal guardian(s) or designated escort, the parental request shall be applicable for every school day and shall apply for a duration period of the entire school year. The Request Form must be re-submitted at the end of the duration period. In addition, a parent(s) or legal guardian(s) may rescind their Request by submitting a written request to the Principal or program administrator indicating the date in which the parent(s) or legal guardian(s) no longer requests the school provide supervision of their child(ren) after school dismissal. The child(ren) will be dismissed in accordance with typical dismissal protocol effective the date indicated in the rescinding request."

### **Dismissal Procedures:**

#### **Grades 1 through 5**

The school day ends at 2:55 p.m. All Grades 1 through 5 classes dismiss through the DROP OFF Doors (same as arrival), the double doors opposite the All-Purpose Room or with parent permission through the Meadow Road door EXIT 7. Bus students are also dismissed through the Meadow Road door exit. Aftercare students will report directly to the All-Purpose Room.



#### **Kindergarten**

Kindergarten children are dismissed through EXIT 4, which is located in the front alcove of the building adjacent to the kindergarten rooms. Parents may defer to the Grade 1 – 5 dismissal procedures with written consent.

**NOTE:** If older siblings are responsible for meeting their younger brothers or sisters, they must exit their classrooms with their own classes and meet their siblings in the main foyer area. To ensure the safety of all children, classroom teachers accompany their students, making sure that each student connects with an adult.

### **Alternate Dismissal Procedures**

#### **Meadow Road**

The only children dismissed through the Meadow Road exit are those with written permission from their parents/guardians. No child is permitted to walk home without parent written consent.

#### **Grade 5 Students Only**

Any fifth grader who is dismissed to the pick-up line without the need to meet a sibling may dismiss through the EXIT 3 door.

For security purposes any change in the daily dismissal routine of your child **MUST** be stated in a written note to your child's teacher who, in turn, will forward the note to the Main Office. In the event of a last-minute emergency, you must place a call to the Main Office prior to 2:45 p.m. to inform the office staff with the name of the person who will be picking up your child. This will allow our staff enough time to notify your students of the change in their normal dismissal routine. If this person is not listed on your dismissal escort list or emergency contact information form, he/she will need to meet your child in the main office and provide the office staff with personal I.D.

### **Traffic Patterns**

The safety of your children is of utmost importance. It is recommended that for quick connections with your children at dismissal, parents/guardians park their cars along the side streets nearby and walk up to the school. Arranging for carpools or having students who live nearby walk together will help to alleviate traffic congestion. If you come into the lot, stay in your car in a single file. As in the morning, cars moving through the lot may not stop and leave their cars unattended.

**Children will not be allowed to walk into the parking lot. As they exit the building, they will be directed to walk along the sidewalk to the DROP OFF AREA and wait for you to pull up. Children are not to meet parents at the playground. That is an unsupervised area and it puts children in the line of danger with the car traffic.**

No child is to cross over the driveway to the parking lot. Parents will need to park their cars and walk up to the doors or remain in their cars in the pick-up line.

***\*Please note that the Township Ordinance 347-36c was added to prohibit all turns onto Shadow Lane between the hours of 7am-9am and 2pm-4pm on school days. Police will be present to enforce this and issue summonses as necessary.***

### ***Protocol:***

1. The pickup/drop off line at the front school entrance should be one single line that extends down Acorn Dr. toward Featherbed Lane. Using **Shadow Lane is not permitted during drop off and dismissal time.**
2. If you utilize the pickup/ drop off line at the front of the school, **please do not make left or right turns onto Shadow Lane to join this line.** Instead, please turn onto Featherbed Lane from Raritan Road and join the end-of-the line on Acorn Dr.
3. While in the pickup/drop off line, please keep your car to the extreme right hand side of the roadway and allow any traffic not in the line to pass you. **NOTE: Parking in the school lot is for staff only!** If you plan to park and walk up to the front or back of the school, please continue to do so; just please park on the side streets and be cognizant of all "No Parking" signs.

### **Dress Code**

Students are encouraged to dress comfortably and cleanly at all times. Shirt sayings are to be in good taste. Bare midriffs and short shorts are not appropriate attire. (Use the fingertip rule to determine appropriateness. Caps or hats are not to be worn in the school building. Flip-flops or sandals without a heel strap are **not** permitted. Spaghetti straps and strapless tops or dresses are not permitted. For children's safe participation in physical activities in the building or on the playground, they must wear sneakers during physical education classes. Students are asked to remove jewelry during gym class as another safety precaution.

### **Electronic Surveillance**

The Clark Schools have a policy and regulation that guide electronic surveillance in our schools. Below are the links to this policy and regulation.

Policy <https://goo.gl/2H3Pba> Regulation <https://goo.gl/o5JpuA>

### **Emergency information**

In the event of an emergency closing, Apptegy, a message alert system is implemented. You are immediately registered in this system as long as your GeneSis information is current. You will be alerted of emergency closings, and/or special announcements or upcoming events, such as early release day reminders. Registration is completed online. If you have any questions or concerns with this system, please contact Mrs. Szaro in the main office at 732-381-8100.

### **Emergency Contact Information**

Emergency contact information provided in Genesis, is used during the school day to contact you in the event of your child's illness, accident, or other immediate emergency. It is important that you keep the school informed of any changes in your personal information and emergency contacts. In addition to this emergency contact list, there is record of approved dismissal escorts on file.

Should you need to ask another adult to pick up your child, you must send a note into school with your child that states the alternate plan with the name of the individual. **Should a last-minute change arise, please call the school office** as soon as possible with the information. Arrangements will be made to have that individual meet your child in the office. At that time the individual will need to show identification.

### **Field Trips**

Field trips are decided upon by grade level teachers and approved by administration. Trips are meant to be educational in nature, extensions of the students' academic program. Parent chaperones must be volunteers who have completed a notarized volunteer parent form.



### **Chaperones**

Volunteers **must** have a notarized volunteer form on file. All parents/guardians have an opportunity to accompany their child's class on its yearly field trip. The PTA electronically sends a chaperone volunteer form. Interested parents' names are placed in a folder for selection through a lottery system. Once the teachers determine the number of chaperones needed, volunteers are selected and notified. At that point an emergency contact form is required for each chaperone.

Chaperones, as with all volunteers, are asked to abide by the guidelines set forth with regard to confidentiality. Volunteers must refrain from communicating with other parents/guardians via text, email or other social media while volunteering to avoid any potential miscommunication or release of misinformation, and to adhere to parents' media release restrictions. Communication is handled by staff and the school as needed. Photos may not be taken. Each event or trip will have a designated staff or chair person assigned for event photos.

### **Health Office**

If a student requires medication, the school nurse is the only authorized person to dispense it. NJ State law requires a written statement from the family doctor that spells out the type of medication, dosage, and purpose. A written statement from the parent is also required with the medicine in its original package, giving the nurse permission to dispense it.

### **Homework**



Homework, an important part of the school program, serves several purposes. Through homework students learn to take responsibility for their education and develop lifelong strategies and attitudes of success. Assignments are purposeful and meaningful extensions of classroom activities. Through meaningful practice and application, homework reinforces school learning. At the start of the school year teachers will review homework expectations and train the children on what to study and how best to study.

In the primary grades, homework is designed to foster a positive attitude toward learning. Tasks may include reinforcement and enrichment activities and should range from fifteen minutes to a half-hour. Homework assignments for students in fourth and fifth grades, designed to encompass study, review, reading, or practice related to their school day experience, should range from 45 minutes to one hour in duration.



In addition, children should be encouraged to engage in about 10 - 15 minutes of reading for pleasure in the evening, separate from

homework. Reading alone, to a younger sibling, or with an adult or older sibling, not only builds an appreciation of reading for enjoyment, but also provides children an opportunity to spend quality time with their parents.

### Homework Policy: Student Absences

When a student is absent for illness or a family commitment, regardless of the number of days, classwork will not be assigned. A student who is absent due to illness is expected to recuperate and rest. A student absent for a family commitment, such as a vacation or special family celebration, may enjoy the family time without completing school assignments. If parents/guardians are concerned about missed work, we encourage them to have their children read, keep a journal about their experiences, and practice math facts. These activities are optional and will keep their minds fresh for learning upon their return to school.

Teachers are responsible for bringing their students up to date when they return and will make decisions on the assignments and tests or quizzes to be completed with a set timeline for completion to ensure that all students regardless of their absences are kept abreast of learning expectations.

Although we know that students will be ill at times, taking family vacations during the school year, if possible, should be planned around the school calendar. Missing an extraordinary number of days (18 days) from school could have a negative impact on the children's learning and warrant an attendance conference. Please be mindful of your children's absences, but at the same time keep them home when they are sick.

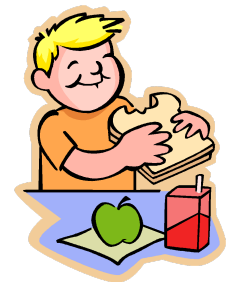
### Lunch/Recess

#### Lunch/Recess Block 1

|                    |                     |                  |
|--------------------|---------------------|------------------|
| 11:13 – 11:38 a.m. | grade 5 recess      | grades 1 & lunch |
| 11:38 – 12:03 p.m. | grades 1 & 2 recess | grade 5 lunch    |

#### Lunch/Recess Block 2

|                    |                    |                     |
|--------------------|--------------------|---------------------|
| 12:30 – 12:55 p.m. | grades 3 & 4 lunch | K recess            |
| 12:55 – 1:20 p.m.  | K lunch            | grades 3 & 4 recess |



"Type A" school lunch costs \$4.05 and includes a protein, bread, vegetable, fruit, and milk. Lunch items, as well as ice cream, snacks, water or juice, may be purchased as ala carte items.

Students may prepay for lunches through the Point of Sale computerized system. Registration information is available on the district website under department/food

services. Children who participated in the prior year are automatically enrolled, but a re-enrollment form will be distributed as well. Payments are made to individual student accounts regularly in school or online. Lunch money brought into school should be in a labeled envelope.

Purchases may include full lunch or ala Carte items. Parents determine types of purchases that a child can make at the time of registration.

If you indicate that the money includes the cost of snacks, know that snacks range between \$1.25 - \$2.25. If you do not wish your child to use deposited monies for snack purchases, students may bring snack money to purchase a snack at your discretion. Keep in mind that ice cream day is very popular and usually is on a Thursday. Also, children are only permitted to buy one snack a day and may not purchase a snack for another student, nor should they accept a snack from another student.

Children may leave the building for lunch, as long as the teacher and/or office has been notified ahead of time. Bringing fast food lunches into the building is discouraged. If you choose to treat your child, please take them out. The sign in and out policy is in effect.

### **Milk Money for Grades K, 1 & 2 Student Snack Time**

Maschio Food Services is once again offering parents, who wish to do so, the opportunity to pre-order milk for students' daily snack time. The total of 183 days comes to \$164.70 for the school year (Milk is \$.90). An email will be sent to these parents explaining the option to purchase the daily snack milk with payments of **\$54.90 due every three months**. Checks are made payable to the **Clark BOE** or cash should be sent into school in an envelope labeled with the child's name, milk choice, and the teacher's name no later than the due dates listed here.

#### **Due dates:**

**Sept. - Nov.**

**Dec. - Feb.**

**Mar. - Jun.**

**Tuesday, Sept. 8**

**Friday, Dec. 4**

**Friday, Mar. 12**

### **Recess**

#### **Play Areas**

1. Students play on the blacktop and playground areas only. They are not allowed to play on the grassy areas beyond the blacktop. As a result, wet grass is not considered a reason to stay inside. If the grass is wet and a ball wanders into the grassy area, students are directed to remain on the blacktop area and wait for a lunch aide to retrieve the ball. An announcement is made to reinforce this rule at the start of each applicable recess period.

2. On days when the play equipment is wet or icy, children are not permitted to use it. Even on days when the equipment itself is dry but the ground underneath it is wet,

students are still prohibited from using the equipment. A blacktop-only announcement is made on these days.

### **Recess Supervision**

Lunch/recess aides are trained at the beginning of each school year on the procedures delineated above, on emergency crisis response training and training on appropriate ways to interact with students. Each of the aides has an individual assignment for direct supervision to ensure that there is full coverage of the recess/lunchroom areas. When a new aide is hired during the course of the year, he or she is trained at that time. Aides are each given a staff handbook, a crisis response manual, and class lists. All information pertinent to lunch and recess supervision is discussed. For instance, an approach for working through student conflicts is given attention. In addition, the principal holds periodic feedback meetings with the aides as a means of being proactive. Reflection meetings after incidents occur that are focused on which procedures worked well and which ones could use adjusting are also held.

### **Recess Weather Protocols**

#### **Decision-Making Process**

Decisions about outdoor recess are made on a day-to-day basis. Children remain inside whenever the temperature (with the wind chill factor) falls below 32 degrees. Snow or rain automatically warrants inside recess. These decisions, when non-obvious, are made in collaboration with the principal of the other elementary school. However, circumstances could exist that are unique to one of the two schools and that result in different decisions for each school. For example, students at one school will go outside while those at the other school will stay inside when the weather has resulted in icy/snowy blacktop conditions at the one school but not at the other. In addition, unusual circumstances, such as extreme heat with an air quality alert, dampness or flooding in the area where the children play at a given school, will result in only those students remaining inside.

### **Positive Behavior Interventions & Support Programs**

The staff and administration are dedicated to the education of the whole child and that dedication is rooted in the belief that students' success is directly related to feelings of acceptance and positive self-esteem. There are programs in place to promote a bully-free, caring learning environment.

### **Hehnly H.E.R.O.s Club, "Help Everyone Respect Others" Club**

The Hehnly HEROs Club has been instrumental over the last seventeen years in spreading an anti-bullying message. The club meets monthly and student

representatives from grades 3 – 5 plan events and share the anti-bully message with their peers and buddies.

### **Making a Difference Recognition Program**

The “Making a Difference” Recognition Program recognizes students recommended for making a difference within or outside of the school community three times a school year.

### **Buddy Class Program**

We think of ourselves as a whole school community. What better way is there to promote community than to provide children with opportunities to interact with children outside of their classroom environment? The buddy program does just that. It is an avenue for teaching the value of building relationships within a community. For some children this is an opportunity to build self-confidence and self-esteem, and for others it is a chance to work with an older or younger student in a positive atmosphere. Children learn best from each other and with our guidance and prior planning, we can plan activities or sharing times that are conducive to learning for all involved.

### **Morning Meeting / SEL**

The Morning Meeting has been instituted as part of our daily routines. Morning Meeting builds community by helping students feel a sense of belonging, significance, and engagement. It is an opportunity for the daily practice of social skills and creates a climate of respect within the classroom. It is also designed to build positive relationships between students and between students and teachers. The Morning Meeting consists of four components, Greeting, Sharing, Group Activity, and News and Announcements. A successful Morning Meeting happens within an even circle so that each student can see everyone else and be seen by everyone else. It is meant to last about twenty minutes and empower children at the start of each day. The Caring School Community Curriculum has been selected to be taught each day, preferably as part of the morning meeting group activity to meet the mandates for Social Emotional Learning (SEL).

### **The K-Kids Program**

K-Kids, sponsored by the local Kiwanis, coordinates service projects to give back to the community. Students in grades 3 – 5 meet throughout the school year to plan and facilitate community service events.

### **Hehnly P.R.I.D.E.**

Hehnly PRIDE, is a new school-wide positive, behavior approach initiative established to promote a social culture that ensures a safe and caring learning environment for all students. It is designed to reinforce lifelong skills needed to be contributing

members of the greater community. **P**atience, **R**espect, **I**ntegrity, **D**etermination, and **E**xcellence represents the values emphasized throughout the school community. PRIDE utilizes a format with monthly class meetings that will focus on the values of PRIDE to promote a caring and accepting, and socially responsive environment for all.

### **“I Got Caught” P.R.I.D.E. Incentive Program**

This is a weekly acknowledgement of those students who are “caught” showing kindness or respect by a staff member in the building. The students’ drop their “I got caught slips” in the Hehnly frog jar and names of these students are announced over the intercom. Students’ names are hung on a congratulatory bulletin board outside the school office for the entire school to see for the next week. Students are surprised when recognized and beam with pride. This is a special way to build students’ self-esteem to promote genuine kindness and respect in the school community. Mrs. Bergin also notifies parents/guardians with an email.

### **Caring School Community**

Caring School Community is a social and emotional learning (SEL) program designed to strengthen students’ connectedness to school, an important element for increasing academic achievement and motivation for learning. SEL is a process through which children acquire and apply knowledge, attitudes, and skills needed to understand and manage emotions, to set and achieve goals, to feel and show empathy for others, and to establish and maintain positive relationships, and to make responsible decisions. This program will be implemented in grades 2, 3, and 4 this school year

## **Registration Protocols**

### **Kindergarten**

Kindergarten registration is held late February for the upcoming school year. Children must be five years old by October 1 to register for kindergarten.

### **Grade 1 – 5**

To register an incoming grade 1 – 5 student parents must have a transfer card from the sending district. Parents contact Roxann Banek, [rbanek@clarkschools.org](mailto:rbanek@clarkschools.org) to begin the registration process.

### **All new Registrations**

Your child’s original birth certificate and three proofs of residency in the Clark School District are required. State laws require that students be domiciled in the district for a free public education.

Registration is complete once the above-mentioned documentation along with a completed enrollment form, health history and an appraisal from your physician have been submitted and approved.

Families that lease or rent must provide a copy of their lease. If living with another family member or acquaintance, you are required to complete and notarize an affidavit that is accompanied with three proofs of residency from the homeowner in addition to the parents' proof of residency. People renting or leasing or living with other Clark residents will need to secure updated documentation each year on the anniversary of the lease or rental agreement.

### **Lost & Found**

Children have a way of losing clothing, backpacks, lunch bags, etc. It is really important and helpful if you label your child's belongings. "Lost and Found" for misplaced items is located in the main foyer. For smaller items, check in the main office. If your child arrives home with something that does not belong to them, please have them bring it back to the school office. We will attempt to locate the person to whom it belongs.

### **Medical Appointments**

Parents are encouraged to make doctor and dentist appointments for after school hours whenever possible. In the event that your child will be out for a portion of the day because of doctor appointments, notify the school in writing. You are encouraged to use the [FKHappointments@clarkschools.org](mailto:FKHappointments@clarkschools.org)

Be specific about who will be picking up your child. No child will be released from the building without a parent or guardian. If someone other than the parent or guardian comes into the school for a child, they will be asked to show identification. This person must be someone who you have designated as a person that your child may accompany. You must come into the office and sign your child out and back into the building.

### **Personal Belongings**

School is not the place for children to bring personal items, such as electronic games, stuffed animals and dolls, souvenirs or favorite trinkets. These items cause distractions and are subject to being lost, destroyed, or stolen. Apple watches, cell phones, I Pads, tracking devices, and/or 2-way communication devices are included in the items that are **not** to be brought to school.

These items are not necessary educational tools and should be kept at home. If a child brings one of these items to school, it will be taken by the teacher and held in the school office to be returned directly to the student's parent at the end of the school day.

### **Student Clothing**

Parents are reminded to provide their children with the proper clothing for the colder weather, e.g., hats and gloves for example at the start of the cold weather season. **Please label children's clothing items, since they are often left behind at the end of lunch or recess.**

### **Play Dates**

Arrangements for play dates should be made prior to the start of the school day. Notes from both parents indicating the new arrangements for pick up should be sent to the teachers of both students. Students will not be permitted to make play dates during the school day that necessitate calls home to ask for parental permission. Play date arrangements are to be made by the parents of the students involved outside of the school day.

### **Daily Schedule Rotation**

The elementary daily schedule is an A – F Day rotation in lieu of a Monday – Friday rotation. In essence, special classes, such as art and music, now fall one day a rotation rather than one day a week. For example, a first-grade class may be scheduled for art on every B day and music on every C day. Teachers will keep the parents and students informed through their daily google classroom sites of the current letter day.

Changes to the rotation may occur if the school should close for inclement weather. Holidays and other days off have already been considered in the rotation. In the event that school has an emergency closing, the calendar will be adjusted accordingly. Classroom teachers have been asked to include the rotation day in their students' daily homework agenda.

### **Student Progress**

Regularly communicating student progress throughout the school year is of utmost importance. Teachers may notify a parent by telephone or written correspondence on occasion and formally through interim reports midway through the second and third marking periods, and through progress report cards. Reports home are designed to:

- ✓ Notify parents of a child's levels of competency and of how well they are meeting expectations in personal and work habits
- ✓ Notify parents when a child who ordinarily does poor work shows marked improvement.

### **Fall Conferences**

Parent-teacher conferences take place in the fall. These conference days are early release days. Students are released at 12:40 p.m. Appointments will be scheduled through Genesis upon notification.

### **Conference Dates**

Tuesday, November 10(afternoon)

Thursday, November 12 (Evening)

### **Interim Progress Reports**

Dates for sending home interim reports are listed below. Interim reports are sent in the middle of each marking period for all students.

| <u>Interim Progress Reports</u> |       | <u>Email Date</u> |
|---------------------------------|-------|-------------------|
| Mid-marking period 2            | 01/29 | 02/05             |
| Mid-marking period 3            | 04/30 | 05/07             |

### **Progress Report Cards**



Kindergarten through fifth grade has three marking periods. Report cards will reflect a child's performance for the period.

### **Progress Report Schedule**

| Marking Period   | Total Days | Open to parents/guardians |
|------------------|------------|---------------------------|
| 1. 09/08 – 12/08 | 59         | 12/21                     |
| 2. 12/09 – 03/12 | 59         | 03/25                     |
| 3. 03/15 – 06/23 | 65         | 06/24                     |

Here are some parent guidelines of frequently asked questions about the progress report:

- ✓ The progress report is designed to communicate a student's individual progress and not in relationship to his/her peers
- ✓ The card reflects movement away from traditional percentage grading to a grade that reflects an individual student's progress based on teacher's anecdotal records, informal assessments, and collected data
- ✓ Indicators are based on NJSLs and the Clark Curriculum
- ✓ Indicators are expectations of student success
- ✓ The free response area is available and will be used for additional information to explain grading or to include other pertinent remarks as needed.

**Grades K, 1, and 2 Progress Reports Grading System**

|                       |                                                   |
|-----------------------|---------------------------------------------------|
| <b>B – Beginning</b>  | Ongoing support needed                            |
| <b>D – Developing</b> | Developing independence with some support needed  |
| <b>S – Secure</b>     | Correctly applying learned concepts independently |
| <b>N/A</b>            | Not assessed at this time                         |

**Grades 3 – 5 Progress Reports Grading System**

|            |                                                     |
|------------|-----------------------------------------------------|
| <b>I</b>   | Demonstrates independent progress                   |
| <b>P</b>   | Makes consistent progress with growing independence |
| <b>R</b>   | Requires frequent reinforcement to show progress    |
| <b>L</b>   | Demonstrates limited progress                       |
| <b>N/A</b> | Not assessed at this time                           |

**Grade 3 - 5 Summative Grade Grading Scale: \***

\*In an effort to align elementary grades with the upper elementary and secondary grading systems, in addition to skill indicators in the gr. 3-5 progress reports. Fifth grade progress reports will include grade point averages in the areas of language arts, math, science, and social studies. Grades 3 & 4 progress reports will include summative grades for language art and mathematics.

|        |       |       |       |       |       |       |       |          |
|--------|-------|-------|-------|-------|-------|-------|-------|----------|
| A+     | A     | B+    | B     | C+    | C     | D+    | D     | F        |
| 97-100 | 90-96 | 87-89 | 80-86 | 77-79 | 70-76 | 67-69 | 60-66 | Below 60 |

**Grades K – 5 Personal & Work Habits Grading**

|          |                                     |
|----------|-------------------------------------|
| <b>1</b> | Demonstrates outstanding effort     |
| <b>2</b> | Demonstrates satisfactory effort    |
| <b>3</b> | Demonstrates a need for improvement |

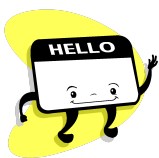
**Telephones**

Children who need to call home for any reason are to come into the office and speak to the secretary or office aide. Either one will assist them.

**Transfer of Students**

If you are moving from Clark, you must call the school office or come by the school a few days prior to the student's last day. This will allow you sufficient time to complete the necessary transfer papers.

## **Visitors**



The Clark Public School District takes the safety of our students, staff, and families very seriously and as a top priority. As of April 2018, the district adopted new security practices to further enhance security practices already in place.

The building is closed to visitors between the hours of 8:35 a.m. – 9:00 a.m. and 2:40 p.m. and 3:10 p.m. Visitors must make appointments with the school office personnel for visits. Call the school office in advance of your planned visit to make arrangements with the office staff to bring the items to the school. Upon arrival to the school, ring the doorbell to identify yourself, the item, etc. so that the item is received.

The procedures listed below are to be followed by everyone entering the school building:

- ✓ All persons who enter the building are required to sign in and secure a visitor's pass. All information is to be completed on the visitor sign-in sheet in the Main Office upon arrival at the school.
- ✓ This required information includes your printed name, address, phone number, person/location visited, your arrival time, the time that you leave the building, and the badge number you are given by the office staff. If the office staff does not know you, you may be required to show identification.
- ✓ The staff member will be notified of your arrival and come to the office to escort you.
- ✓ School visitors must wear the visitor's pass where it is visible during your visit.
- ✓ Upon completing your visit, you must sign out and return your badge. A staff member will escort you to the main office.

While this process may seem inconvenient or an added delay to your busy day, all of these procedures are in place to protect our students. Adherence to these rules will ensure that the main office staff knows all visitors and their whereabouts during their visit.