

Mansion Avenue School  
Parent/Guardian Handbook  
2025-2026

# **Welcome to Mansion Avenue School**

## **Home of the Mountain Lions!**

### **R O A R!**

Our mission is to provide the best educational experience for each and every child by providing a safe, accepting, and nurturing environment that poses challenges both academically and socially/emotionally in an effort to help each child to learn and grow to their greatest potential.

#### **Character Education Program/PBIS**

Mansion Avenue School is participating in an important initiative called Positive Behavior Intervention and Supports (PBIS). PBIS is a model for creating safer and more effective schools that educate all children by adopting research-based, school-wide and classroom behavior support systems. The process focuses on teaching and supporting positive behavior for all students. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. By teaching and reinforcing appropriate and positive behaviors, research shows that schools become safer and more productive learning environments where teachers can teach and all students can learn.

We have adopted four school-wide behavioral expectations. Similar to our school discipline code, these expectations define appropriate behavior in our school. You will see these expectations posted throughout the school and your child will be learning them during his or her first days at school. Our unified school-wide expectations, found in every classroom and non-classroom setting in the school, are as follows:

**R = RESPECT O = OWNERSHIP A = ACHIEVEMENT R = RESPONSIBILITY**

#### **Social/Emotional Development**

In addition to teaching and reinforcing our core values, Mansion Avenue School provides a host of opportunities to help students grow both socially and emotionally. School counselors use the Zones of Regulation program to help students identify their emotions and through group guidance lessons and teacher reinforcement, students learn strategies to regulate their emotions. Our core values of ROAR continue to be of utmost importance, and serve as a basis for relationships with others. The delivery of this SEL curriculum also encourages students to participate in various activities such as Community Building Circles to learn and develop empathy, which helps them to strengthen their relationships with others.

# MAS Staff

Bonnie Smeltzer	Principal
Cara Novick	School Counselor
Rachel Simonetti	School Counselor
Kyle Shireman	School Psychologist
Cheryl Kane	Secretary
Michela Carr	Secretary
Kayla Cain	Nurse
Kelly Angelone	Third Grade
Shannon Horan	Third Grade
Katie Hueber	Third Grade
Bianca Saunders	Third Grade
Zach Bentley	Fourth Grade
Elizabeth McCurdy	Fourth Grade
Kelly Miller	Fourth Grade
Denise Murphy	Fourth Grade
Erica Cavanaugh	Fifth Grade
Colleen McFetridge	Fifth Grade
Bradley Rehn	Fifth Grade
Kristen Rosenberg	Fifth Grade
Eunice Englehart	Sixth Grade
Becky Gilbert	Sixth Grade
Maddy Meehan	Sixth Grade
Walter Westfield	Sixth Grade
Dante Acerbo	Special Ed
Stephanie Berenato	Special Ed
Jane Byrne	Special Ed
Beth Evans-Crosby	Special Ed
Missy Falkowski	Special Ed
Carrie Figueroa	Special Ed
Alexis Miller	Special Ed
Nicole Lombardi	Special Ed
Terri Salamone	Special Ed
Jessica Barragan	Art
Carl Elinwood	Vocal Music
Christine Karageorgis	World Language
Sierra Keyes	Instrumental Music
Tricia Martel	Technology/STEAM

Nicole Szymanski  
Andrew Torney

Library Media Specialist  
Physical Education/Health

Palak Arora  
Tricia Bevelheimer  
Theresa Sims  
Jaclyn Sloan

Occupational Therapist  
Physical Therapist  
Speech/Language  
Speech/Language

Jen Beebe  
Susan Jenkinson  
Victoria Gatlos  
TBD

Interventionist  
Interventionist  
Interventionist  
Reading Specialist

Tara Grimmie  
Sandra Masciantonio  
Shannon Mavros  
Robyn Quinn

Instructional Assistant  
Instructional Aide (Library Aide)  
Instructional Assistant  
Instructional Assistant

Marisol DiFrancesco  
Janine Gilbrook  
Cynthia Staab

1:1 Aide/ special ed  
1:1 Aide/ special ed  
1:1 Aide/ special ed

Anna Marie Ferrell  
Elaine Holmes  
Elaine McAndrews  
Debra Vona Way  
Eileen Wallace

Cafeteria Aide  
Cafeteria Aide  
Cafeteria Aide  
Cafeteria Aide  
Cafeteria Aide

Ted Jenkinson  
Lester Jones  
Sonia Laracueta

Maintenance/Custodian  
Custodial/Night Crew  
Custodial/Night Crew

# Building Schedules

Breakfast is available beginning at 8:00 a.m. in the cafe each morning.

**Regular School Day:** Students enter at 8:25 a.m. (first bell)

First Bell - Students enter building/Keys/Breakfast Dismissal	8:25 a.m.
Homeroom	8:30 – 8:40 a.m.
Late Bell	8:35 a.m.
RTI Period	8:40 – 9:10 a.m.
Instructional Block	9:10 – 10:50 a.m.
<b>Lunch 1 (4B, 4Mc, 4Mi, 4Mu)</b>	<b>10:30 - 11:10 a.m.</b>
<b>Lunch 2 (3A, 3H, 3Hu, 3S)</b>	<b>11:10 - 11:50 a.m.</b>
<b>Lunch 3 (5C, 5Mc, 5BR, 5R)</b>	<b>11:50 a.m. - 12:30 p.m.</b>
<b>Lunch 4 (6E, 6G, 6M, 6W)</b>	<b>12:30 – 1:10 p.m.</b>
Instructional Block	1:10 – 2:50 p.m.
Homeroom (Safeties/Walking Shuttle get ready)	2:50 p.m.
Safeties/Walking Shuttle Dismissal (Bell)	2:55 p.m.
Dismissal (after school activities) (Bell)	3:00 p.m.

\*Please note - No outside persons are allowed on the playground at drop off or dismissal. Gates are to remain locked until the bell and locked promptly after drop off and/or dismissal.

# Building Schedules

Breakfast is available beginning at 8:00 a.m. in the cafe each morning.

**Early Dismissal 12:45 p.m.:** Students enter at 8:25 a.m. (first bell)

First Bell - Students enter building/Keys/Breakfast Dismissal	8:25 a.m.
Homeroom	8:30 – 8:40 a.m.
Late Bell	8:35 a.m.
Instructional Block	8:40 a.m. – 12:35 p.m.

**NO LUNCH SERVED. Students should bring a snack on this day.**

Homeroom (Safeties/Walking Shuttle get ready)	12:35 p.m.
Safeties/Walking Shuttle Dismissal (Bell)	12:40 p.m.
Dismissal (after school activities) (Bell)	12:45 p.m.

\*Please note - No outside persons are allowed on the playground at drop off or dismissal. Gates are to remain locked until the bell and locked promptly after drop off and/or dismissal.

# Building Schedules

NO Breakfast is served on a 90 minute delay schedule

**90 Minute Delay:** Students enter at 9:55 a.m. (first bell)

First Bell - Students enter building/Keys/Breakfast Dismissal	9:55 a.m.
Homeroom	10:00 – 10:15 a.m.
Late Bell	10:05 a.m.
RTI Period	10:15 – 10:45 a.m.
Instructional Block	10:45 – 11:45 a.m.
<b>Lunch 1 (4B, 4Mc, 4Mi, 4Mu)</b>	<b>11:45 a.m. - 12:15 p.m.</b>
<b>Lunch 2 (3A, 3H, 3Hu, 3S)</b>	<b>12:15 - 12:45 p.m.</b>
<b>Lunch 3 (5C, 5Mc, 5BR, 5R)</b>	<b>12:45 - 1:15 p.m.</b>
<b>Lunch 4 (6E, 6G, 6M, 6W)</b>	<b>1:15 – 1:45 p.m.</b>
Instructional Block	1:45 – 2:45 p.m.
Homeroom (Safeties/Walking Shuttle get ready)	2:45 p.m.
Safeties/Walking Shuttle Dismissal (Bell)	2:55 p.m.
Dismissal (after school activities) (Bell)	3:00 p.m.

\*Please note - No outside persons are allowed on the playground at drop off or dismissal. Gates are to remain locked until the bell and locked promptly after drop off and/or dismissal.

In the event of inclement weather, please check the District Website for 90 minute delay or school closing information. In addition, the district will send a phone message and email to all contacts in Genesis.

### The First Days of School

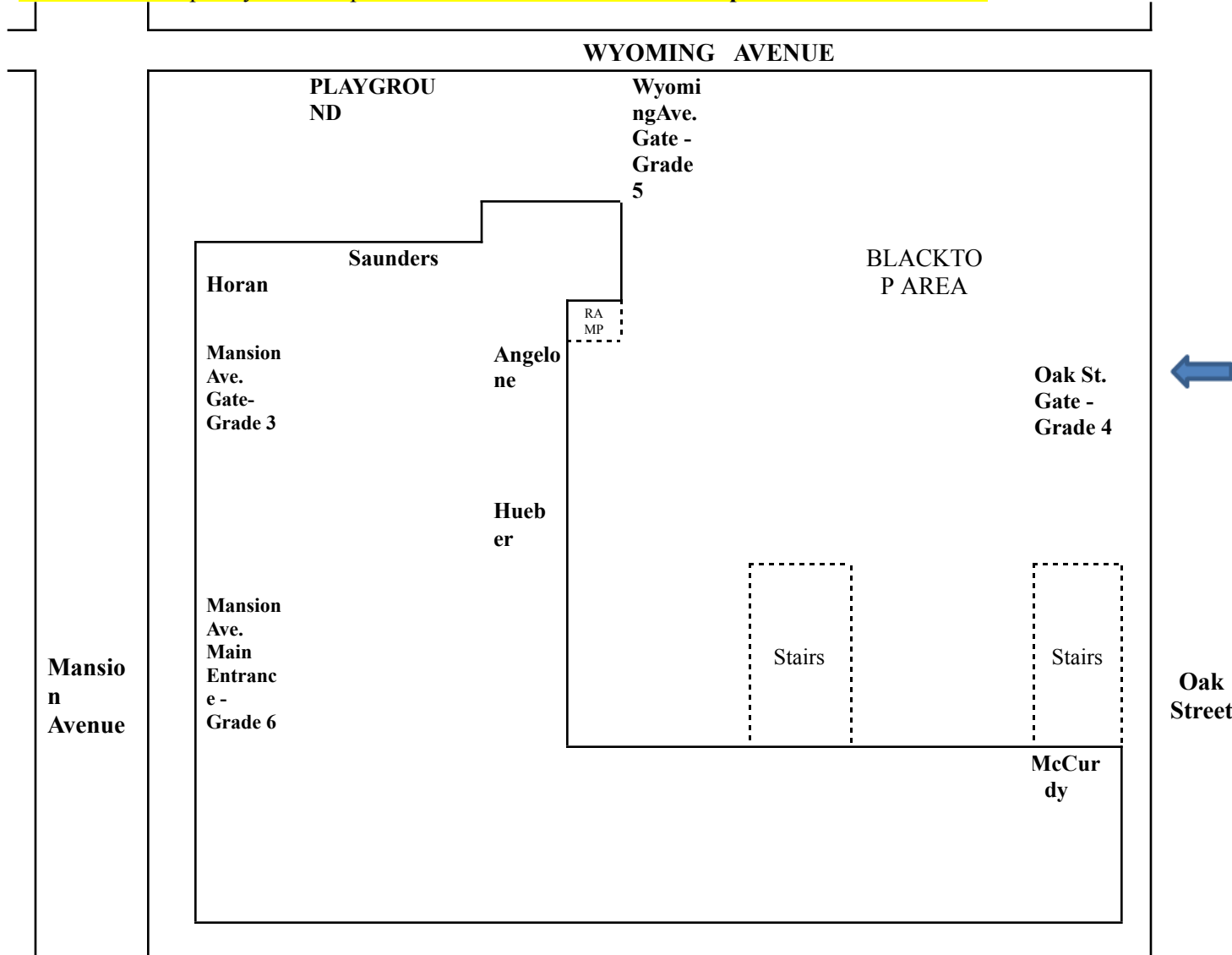
School begins for students on Thursday, September 4, 2025. It is a 12:45 p.m. dismissal. Friday, September 5th is also a 12:45 dismissal.

Beginning on Monday, September 8th, 2025, regular school hours are 8:30 a.m. to 3:00 p.m. Students may arrive at 8:25 a.m.

Drop off and pick up locations are the same by grade level.

- Grade 3 through the Mansion Avenue gates
- Grade 4 through the Oak Street gates
- Grade 5 through the Wyoming Avenue gate
- Grade 6 through the front doors on Mansion Avenue

Please do not drop off your child prior to 8:25 a.m. There is no staff supervision until this time.



Please note the **LATE BELL** rings at 8:35 a.m. Students arriving after 8:35 a.m. must be escorted to the front doors on Mansion Avenue by their parents/guardians to be signed in late.

### **Breakfast and Lunch**

The breakfast program will begin on Thursday, September 4th and lunch programs will begin on Monday, September 8th. Breakfast is served in the All-Purpose Room from 8:00 a.m. to 8:20 a.m. and the cost of the regular breakfast is \$1.75 and the reduced price is \$0.30. Students arriving for the breakfast program can knock at the gym entrance on Mansion Avenue. The cost of the regular lunch is \$3.35 and the reduced is \$0.40. Money for breakfast and/or lunch must be put onto your student's account. You can do this any of the following ways: 1 - your student brings money and turns it in during breakfast 2 - your student turns in money in an envelope to homeroom teacher marked with his/her name 3 - you visit the MAS website and click on the cafe menu, then click the link to pay online. Please be sure to submit the FREE/REDUCED LUNCH FORM.

### **Student "Walking Shuttle"**

During the school year, students who travel from the east side of the White Horse Pike can join the "Walking Shuttle." In the morning, this group of students walks together down **PINE STREET** (with the aid of crossing guards) to Mansion Avenue from Haviland Avenue Elementary School. The "Walking Shuttle" leaves Haviland Avenue School every morning at 8:05 a.m. When the school day ends, students may use the "Walking Shuttle" to travel back down **PINE STREET** to cross back over the White Horse Pike. A staff member will gather students by the STEAM room and send them walking together.

### **Safety Patrol**

We will have Safety Patrol coverage on both street and school posts. The Safety Patrol will not be in operation during severe weather. Families of safety patrol members and walking shuttle members may also receive an email and automated phone notification when safeties are called off post due to severe weather.

### **Parking on Mansion Avenue/Bus Consideration**

Although most children walk to school, we do have the need for bus service for some of our students. Please note that buses have the right of way at all times and must have room to park in front of the Main Entrance of the school (on Mansion Avenue). Buses will drop students off at the main doors to the school, so parents are permitted to drop off at the curb in the designated area, but may not park. **It is important that you do not block handicap parking if you are not authorized to park there.** As in the past, the Audubon Police Department will patrol the surrounding streets to ensure a safe, consistent flow of traffic. \*Whenever you are dropping off/picking up - students **must be curbside**.

The entire Mansion Avenue School family is looking forward to a great year. Our staff will continue to make every possible effort to provide a safe, successful, and rewarding school year for you and your children.

Sincerely,



Bonnie J. Smeltzer  
Principal

[Click Here for School Supply List](#)

# ARRIVAL AND DISMISSAL GUIDE

## Arrival

**Be sure to read this so you know where to drop off your child.**

East Side (HAS) Safety Posts will be handled by Mrs. Falkowski. Safeties will be expected on post at 7:50 AM. Their posts will end at 8:05 AM.

The Walking Shuttle to Mansion Avenue School will leave from the blacktop of Haviland Avenue School at 8:05AM. Parents wanting their child to participate in the shuttle must drop off their student(s) at the front of Haviland Avenue School **before 8:05 AM**. Students will wait on the blacktop then walk to Mansion Avenue School in a group across the White Horse Pike at Pine Street where there is a crossing guard. As the shuttle passes the posts on the East side of Pine Street, the safeties are to join the last shuttle and continue to Mansion Avenue School.

It is recommended and encouraged that all walkers walk **to and from** Mansion Avenue School using the Pine Street route and cross the White Horse Pike at the intersection of Pine Street. **THIS IS THE ONLY ROUTE WHERE CROSSING GUARDS ARE STATIONED.**

**West Side** (MAS) Safety Posts will be handled by Mr. Rehn. Safety posts on the West Side of the White Horse Pike will begin at 8:10 AM and end at 8:25 AM.

Students are also allowed to ride bicycles to school. They must follow all cycling laws including wearing a helmet. Students must lock their bikes to the bike racks on Mansion Avenue. No scooters, skateboards or motorized scooters/bikes are permitted.

Bells: 8:25 AM first bell, 8:27 AM second bell and 8:35 AM late bell (students that arrive after this bell are considered late and must report to the office for a pass).

Students will not be allowed on the playground until 8:25 AM. All drop offs must be curbside.

Drop off by grade level as follows:

- Grade 3 - playground gates on Mansion Avenue
- Grade 4 - playground gates on Oak Street
- Grade 5 - playground gates on Wyoming Avenue
- Grade 6 - Front doors on Mansion Avenue

**For student safety, students should only cross Wyoming Avenue at either Mansion Avenue or Oak Street with the crossing guard.**

## Dismissal

**Be sure to read this so you know where to pick up your child.**

**There is no playground access for parents/guardians at dismissal**, so gates will remain locked until the bell at 3:00 PM. Parents/Guardians must remain outside the playground gates at dismissal. Gates open out toward the sidewalk, so please give clearance when waiting to pick up your child.

Pick up by grade level as follows: (same as drop off locations)

- Grade 3 - playground gates on Mansion Avenue
- Grade 4 - playground gates on Oak Street
- Grade 5 - playground gates on Wyoming Avenue
- Grade 6 - Front doors on Mansion Avenue

2:50 PM - 2:55 PM (dismissing safeties and walking shuttle) 3:00 PM dismissal bell for all students.

Students whose pick up rides are late will be brought back into the building and parents will be called. All students must go home after school unless attending an after school activity or KEYS.

Walking shuttle will meet at the STEAM Lab at the 2:55 PM bell. Students are responsible for meeting the shuttle. If they do not arrive on time and miss the shuttle, telephone calls will be placed home to have the parents/guardians make a determination as to what they want their child to do. The shuttle will then **walk down PINE STREET**.

**Again, walking students are urged to use the Pine Street route and walk with the shuttle to and from Mansion Avenue School. Also, students should only cross Wyoming Avenue at either Mansion Avenue or Oak Street with the crossing guards.**

### **KEYS (Keep Elementary Youth Safe)**

The Audubon Board of Education continues to sponsor the KEYS program aimed at providing after school supervision for children in our elementary schools.

KEYS will operate in each elementary school and will coincide with the school calendar. Supervision at Mansion will be provided from 7:25 a.m. - 8:25 a.m. and 2:55 - 6:00 p.m.

Parents **MUST** register their child if anticipating using KEYS during the school year, even for those occasional times!

Registration Information is available in the front office.

## **Emergency and Health Information**

### **FIRE DRILLS/CRISIS EXERCISES**

New Jersey State Laws require that a minimum of one fire drill and one crisis exercise be held each month when students are in the building. There are months where we will hold more than the minimum so that everyone is prepared for potential emergency situations. Parents will be notified by email after a crisis exercise that one took place during that school day.

### **FIRST AID AND ILLNESS DURING THE SCHOOL DAY**

If a child becomes ill during the school day, they will receive first aid and will be kept at school until the parent can come to take him/her home. In case of minor injuries, first aid will be administered. If a serious accident occurs, parents will be notified immediately. **It is important for the school to have emergency numbers to call when parents are not available.** The school nurse will provide guidance with regard to accident insurance.

For the protection of all children in the school, no child should be sent to school in the morning if they have been ill during the night or show symptoms of illness in the morning. Students must be fever free without medication for 24 hours prior to returning to school. Sending a child to school when they feel ill may delay their own recovery or spread infection to other children.

### **COMMUNICABLE DISEASES**

In order to protect the health of the students in our schools, all regulations of the State Department of Education, the State Department of Health, and the local Board of Health shall be scrupulously observed, particularly those dealing with contagious or infectious diseases or conditions. Students who have been absent because of contagious or infectious diseases/conditions must present a certificate or recovery from a licensed physician.

### **EXCLUSION FOR HEALTH REASONS**

A student may be excluded from school when his/her condition endangers the health of his/her classmates or he has suspected symptoms that indicate a serious infection or illness. The parents will be notified of these conditions.

## MEDICATIONS

- The school nurse is available to administer medication during school hours. New Jersey Administrative code 6A:16-1.4 states that only the school nurse may administer medication in school. In the nurse's absence, the medication will not be administered. If the student misses a dose that he/she is scheduled to take before school, the parent will be contacted to administer the medication.
- All medications must be prescribed by a physician in order to be administered in school. This applies to "over the counter" medications as well as prescription medications.
- Medications must be kept secured and locked in the nurse's office.
- The medication must be in the original container, labeled with the child's name, the name of the medication, time of administration and the doctor's name.
- The medication must be accompanied by:
  - Consent form completed by the parent/guardian
  - A written order from a physician is required for both prescription and non-prescription medicine.
- In the nurse's absence, the parent/guardian or a designated family member assumes responsibility for the administration of the medication.
- The school nurse will maintain proper records or documentation of any medications administered at school.

## HEALTH SCREENINGS

The elementary school nurse checks students' vision every other year; hearing is checked every year up to third grade. You will receive a notice from the nurse if your child should fail either screening.

Notices will be sent home with students prior to scoliosis screening, which occurs in grade 5. If your child fails any one of these screenings, you will be notified by the nurse.

# Support Services for Students

## Response to Intervention (RTI/WIN)

Mansion Avenue School utilizes universal screening tools three times per year to measure student performance. Teachers and specialists analyze the data and adjust Tier 1 instruction within the classroom setting to target student weaknesses.

In addition, MAS runs an RTI/WIN period each day to provide all students with a variety of support services:

- Instruction/review of curriculum to tackle weaknesses
- Specific interventions to close learning gaps
- Social/Emotional support to promote growth mindset
- Instructional experiences in specific areas (ESL, Gifted and Talented)

Teachers are provided resources to instruct during the RTI/WIN period based on the population of students assigned to them.

## Academic Support (Basic Skills)

Students falling below grade level in performance are considered for Academic Support. Identified students receive additional support in classroom settings from teachers or assistants on the Academic Support Team. Teachers may discuss concerns with regard to students at any point throughout the year with the members of this team.

## Counseling/Guidance

Mansion Avenue School uses the Zones of Regulation to support students in their social/emotional development. All staff are expected to use the common language of this program (Red, Blue, Yellow and Green Zones) when working with students.

The counselors will work with individual students and/or small peer support groups in the areas of responsibility, self esteem, decision making, and crisis situations. In addition, they conduct needs assessments and tailor classroom lessons to the concerns identified through those surveys.

The district contracts with CareSolace to help connect families with mental health services separate from school. [Please click here for additional information.](#)

Counselors at MAS are also training Anti-Bullying Specialists. All concerns related to **Harassment, Intimidation, and Bullying (HIB)** should be reported to counselors and the principal immediately. To initiate an investigation, [click to access Hibster.](#)

## **Intervention and Referral Services (I&RS)**

I&RS is a standing, school-based, problem-solving committee whose goal is to assist teachers and parents in developing strategies to maximize the educational opportunities for the child.

Through I&RS, remedial instructional strategies and/or support services are provided through an I&RS Action Plan. To accomplish this goal the I&RS Committee conducts the following activities:

- Possible observation of the student in classroom setting
- Gathers information concerning the reported problems
- Discusses the information and decides upon a course of action
- Provides feedback to the referring person
- Refers the student to another person or group within the school
- Depending on each individual student situation the Counselor and/or I&RS advocate may discuss the problem with the parents, teacher and student
- Monitors student behavior

Each child referred to I&RS is assigned a case advocate that assists teachers in the implementation of the Action Plan, as well as monitors the student's progress.

Referrals to I&RS come primarily through the Classroom Teacher after RTI, Academic Support, or the Counseling Referral Procedure have been completed.

## **Child Study Team and Special Education Services**

The Audubon Child Study Team consists of School Psychologists, Learning Consultants, and School Social Workers. Related services personnel (speech/language therapists, occupational therapist, and physical therapist) and the school nurse often work in conjunction with the Child Study Team to assist in evaluation and service delivery. The Child Study Team has a number of responsibilities including consultation, identification, diagnosis, classification, and development of recommendations for remediation of learning and behavior problems. Team members also serve as Case Managers for students receiving special education and related services, and work closely with special education and general education teachers to develop students' Individual Education Programs (IEP). The Audubon Child Study team provides services for students with disabilities from ages three to twenty-one in preschool, elementary, and junior-senior high school programs.

The Child Study Team works collaboratively with the building-level problem solving team known as the Intervention and Referral Services Committee (I&RS). A child experiencing learning or behavioral difficulties in school is brought to the attention of the I&RS through teachers, counselors or the Principal. When I&RS meetings are scheduled, a Child Study Team member attends these meetings in order to work collaboratively with other school personnel to develop strategies, which will assist students with various modifications, services, and resources. If I&RS agrees that a child should be referred to the Child Study Team to consider whether the child will be

evaluated, this request is communicated to the Child Study Team through the referral process. At times, direct student referral to the Child Study Team is appropriate and provides for referral to the Director of Special Services by instructional, administrative and other professional school staff, parents, and agencies concerned with the welfare of students.

Once a student is identified as potentially educationally disabled, the Child Study Team then must follow the statutory procedures stipulated in NJAC 6A:14. This includes providing notice (a letter) to the parent/guardian of the request for consideration for evaluation. Parents/guardians are invited to a meeting with the Child Study Team, the referring teacher, and other school personnel familiar with the student, as deemed appropriate. The purpose of this meeting is to discuss what information is needed to determine if the child is in need of special education and/or related services. At this referral meeting, a plan is developed which outlines which, if any, of the Child Study Team evaluations will be conducted to determine a child's eligibility for special education and/or related services.

## **Student Code of Conduct**

Mansion Avenue Elementary School has an extensive Positive Behavioral Intervention and Supports program (PBIS) that is facilitated by all staff. Behavioral expectations in all settings reflect our core values of ROAR: Respect, Ownership, Achievement, and Responsibility; they are explicitly taught to students and are reinforced by staff. Students routinely hear compliments about the expectation they are displaying and earn PAW rewards for doing so. By adhering to this, we have created a positive culture in our school that communicates to students just how much we care about them, their relationships, and their learning.

In addition to teaching and reinforcing our core values, Mansion Avenue School provides a host of opportunities to help students grow both socially and emotionally. School counselors use the Zones of Regulation program to help students identify their emotions and through group guidance lessons and teacher reinforcement, students learn strategies to regulate their emotions. Our core values of ROAR continue to be of utmost importance, and serve as a basis for relationships with others. The delivery of this SEL curriculum also encourages students to participate in various activities such as Community Building Circles to learn and develop empathy, which helps them to strengthen their relationships with others.

There are times when, even with the different supports we have in place, students make poor choices when it comes to their behavior. When this happens, we look at the ROAR expectations together, taking into consideration a student's age and developmental level as we decide the best course of action to reteach the expectations.

Administrators discuss the code of conduct with students, holding them accountable with the expressed purpose of helping them to learn a better way of handling conflict.

When addressing behaviors not in line with ROAR expectations, the following code of conduct will be consulted in order to support and promote our school values - Respect, Ownership, Achievement, Responsibility. In an effort to help create a positive school climate, students are expected to follow the expectations even when no one is looking.

Chronic Minor Behaviors: Defined as low-level repeat behaviors such as calling out in class. Teachers handle Chronic Minor behaviors within the classroom setting first by providing correction and reteaching to help students better understand and meet the expectations. Teachers use tools such as the In-Class Minor Behavior Log to track ongoing concerns so they can address them. Three of the same Chronic Minor Behaviors results in an Office Disciplinary Referral, which activates the Code of Conduct.

Knowing that behavior is often a reaction to an incident, when staff members complete an Office Disciplinary Referral, it is always with the antecedent behavior in mind. The better we are able to identify the antecedent, the better we can treat the true issue. It is important to understand where the behavior is coming from in an effort to hold students accountable as well as support them in making better choices in the future.

When considering the list of infractions, reteach/support and accountability chart below, it is important to remember the following:

- Antecedent behavior determined, if possible
- Student's developmental level considered
- Counselor/Case Manager supports student
- Items listed below are all possibilities, not all are always utilized
- Applicable reteach and support strategies are utilized in all cases
- Administrative prerogative exists in assigning accountability in an effort to best treat the antecedent behavior

Ultimately, infractions are seen as opportunities to reteach expectations, help students learn to make better choices for themselves and develop positive and caring relationships with others.

Infraction	Reteach & Support	Accountability 1	Accountability 2	Accountability 3+
Chronic Minor Behavior	-Conference w/student re: ROAR -Counselor support	-Parent contact -Time in office -Loss of privilege	-Parent contact -Detention After School	-Parent contact -Detention After School or

	<ul style="list-style-type: none"> <li>-Counselor reflection</li> <li>-Schedule adjustment</li> <li>-Reteach Zones of Regulation</li> <li>-Apology/mediation if appropriate</li> <li>-SEL intervention</li> <li>-Topic in Community Building Circles</li> </ul>	-Detention Lunch	-Loss of privilege	Saturday -Loss of privilege
Disrespect	<ul style="list-style-type: none"> <li>-Conference w/student re: ROAR</li> <li>-Counselor support</li> <li>-Counselor reflection</li> <li>-Schedule adjustment</li> <li>-Reteach Zones of Regulation</li> <li>-Apology/mediation if appropriate</li> <li>-SEL Intervention</li> <li>-Topic in Community Building Circles</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Time in office</li> <li>-Loss of privilege</li> <li>-Detention Lunch</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Detention After School</li> <li>-Loss of privilege</li> </ul>	<ul style="list-style-type: none"> <li>-Detention Saturday</li> <li>-Suspension in/out</li> <li>-I&amp;RS referral</li> <li>-Loss of privilege</li> </ul>
Insubordination	<ul style="list-style-type: none"> <li>-Conference w/student re: ROAR</li> <li>-Counselor support</li> <li>-Counselor reflection</li> <li>-Schedule adjustment</li> <li>-Apology/mediation if appropriate</li> <li>-SEL Intervention</li> <li>-Topic in Community Building Circles</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Time in office</li> <li>-Loss of privilege</li> <li>-Detention Lunch</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Detention After School</li> <li>-Loss of privilege</li> </ul>	<ul style="list-style-type: none"> <li>-Detention Saturday</li> <li>-Suspension in/out</li> <li>-I&amp;RS referral</li> <li>-Loss of privilege</li> </ul>
Disruption	<ul style="list-style-type: none"> <li>-Conference w/student re: ROAR</li> <li>-Counselor support</li> <li>-Counselor reflection</li> <li>-Schedule adjustment</li> <li>-Apology/mediation if appropriate</li> <li>-SEL Intervention</li> <li>-Topic in Community Building Circles</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Time in office</li> <li>-Loss of privilege</li> <li>-Detention Lunch</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Detention After School</li> <li>-Loss of privilege</li> </ul>	<ul style="list-style-type: none"> <li>-Detention Saturday</li> <li>-Suspension in/out</li> <li>-I&amp;RS referral</li> <li>-Loss of privilege</li> </ul>
Inappropriate language/gesture	<ul style="list-style-type: none"> <li>-Conference w/student re: ROAR</li> <li>-Counselor support</li> <li>-Counselor reflection</li> <li>-Schedule adjustment</li> <li>Reteach Zones of Regulation</li> <li>-Apology/mediation if appropriate</li> <li>-SEL Intervention</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Time in office</li> <li>-Loss of privilege</li> <li>-Detention Lunch</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Detention After School</li> <li>-Loss of privilege</li> </ul>	<ul style="list-style-type: none"> <li>-Detention Saturday</li> <li>-Suspension in/out</li> <li>-I&amp;RS referral</li> <li>-Loss of privilege</li> </ul>

	-Topic in Community Building Circles			
Late to class/cutting class	-Conference w/student re: ROAR -Counselor support -Counselor reflection -Schedule adjustment -Apology/mediation if appropriate -SEL Intervention	-Parent contact -Time in office -Loss of privilege -Detention Lunch	-Parent contact -Detention After School -Loss of privilege	-Detention Saturday -Suspension in/out -I&RS referral -Loss of privilege
Inappropriate affection	-Conference w/student re: ROAR -Counselor support -Counselor reflection -Schedule adjustment -Apology/mediation if appropriate -SEL Intervention	-Parent contact -Time in office -Loss of privilege -Detention Lunch	-Parent contact -Detention After School -Loss of privilege	-Detention Saturday -Suspension in/out -I&RS referral -Loss of privilege
In unauthorized area	-Conference w/student re: ROAR -Counselor support -Counselor reflection -Schedule adjustment -Apology/mediation if appropriate -Increased supervision	-Parent contact -Time in office -Loss of privilege -Detention Lunch	-Parent contact -Detention After School -Loss of privilege	-Detention Saturday -Suspension in/out -I&RS referral -Loss of privilege
Falsifying documents	-Conference w/student re: ROAR -Counselor support -Counselor reflection -Schedule adjustment -Apology/mediation if appropriate	-Parent contact -Time in office -Loss of privilege -Detention Lunch	-Parent contact -Detention After School -Loss of privilege	-Parent contact -Detention Saturday -Suspension in/out -I&RS referral -Loss of privilege
General Misconduct	-Conference w/student re: ROAR -Counselor support -Counselor reflection -Schedule adjustment -Apology/mediation if appropriate -Increased supervision -SEL Intervention -Schedule adjustment -Topic in Community Building Circles	-Parent contact -Time in office -Loss of privilege -Detention Lunch	-Parent contact -Detention After School -Loss of privilege	-Parent contact -Detention Saturday -Suspension in school or out of school up to 5 days -Loss of privilege
Use of Cell Phone	-Conference w/student re: ROAR	-Parent contact -Parent to pick up	-Parent contact -Time in office	-Parent contact -Detention after

	<ul style="list-style-type: none"> <li>-Counselor support</li> <li>-Counselor reflection</li> <li>-Schedule adjustment</li> <li>-Apology/mediation if appropriate</li> <li>-Office holds phone during school day</li> </ul>	device	<ul style="list-style-type: none"> <li>-Loss of privilege</li> <li>-Phone in office during school day</li> <li>-Detention Lunch</li> <li>-Parent to pick up phone</li> </ul>	<ul style="list-style-type: none"> <li>school</li> <li>-Parent to pick up phone</li> <li>-Loss of privilege</li> </ul>
Technology Violation of AUP	<ul style="list-style-type: none"> <li>-Conference w/student re: ROAR</li> <li>-Counselor support</li> <li>-Counselor reflection</li> <li>-Schedule adjustment</li> <li>-Apology/mediation if appropriate</li> <li>-Reteach of AUP</li> <li>-Loss of device</li> <li>-See <a href="#">BOE policy #2361</a></li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Loss of device time TBD</li> <li>-Detention lunch or after school</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Loss of device time TBD</li> <li>-Up to 2 days suspension in school</li> <li>-Loss of privilege</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Loss of device time TBD</li> <li>-Up to 5 days suspension in school</li> <li>-Loss of privilege</li> </ul>
Tobacco/Vape/ Drug offense	<ul style="list-style-type: none"> <li>-Conference w/student re: ROAR</li> <li>-Counselor support</li> <li>-Counselor reflection</li> <li>-Schedule adjustment</li> <li>-SEL Intervention</li> <li>-See <a href="#">BOE policy #5530</a></li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Up to 2 days suspension in school</li> <li>-Drug test referral</li> <li>-Police involvement</li> <li>-District-assessed fine</li> <li>-Loss of privilege</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Up to 2 days suspension out of school</li> <li>-Drug test referral</li> <li>-Police involvement</li> <li>-District-assessed fine</li> <li>-Loss of privilege</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Up to 5 days suspension out of school</li> <li>-Drug test referral</li> <li>-Police involvement</li> <li>-District-assessed fine</li> <li>-I&amp;RS referral</li> <li>-Loss of privilege</li> </ul>
Physical Aggression	<ul style="list-style-type: none"> <li>-Conference w/student re: ROAR</li> <li>-Counselor support</li> <li>-Counselor reflection</li> <li>-Schedule adjustment</li> <li>-Reteach Zones of Regulation</li> <li>-Apology/mediation if appropriate</li> <li>-SEL Intervention</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Time in office</li> <li>-Loss of privilege</li> <li>-Detention Lunch</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Detention after school</li> <li>-Loss of privilege</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Detention Saturday</li> <li>-Suspension in/out</li> <li>-I&amp;RS referral</li> <li>-Loss of privilege</li> </ul>
Incitement	<ul style="list-style-type: none"> <li>-Conference w/student re: ROAR</li> <li>-Counselor support</li> <li>-Counselor reflection</li> <li>-Schedule adjustment</li> <li>-Reteach Zones of Regulation</li> <li>-Apology/mediation if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Suspension in school/out of school up to 3 days</li> <li>-Police involvement</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Suspension in school/out of school up to 5 days</li> <li>-Police involvement</li> <li>-I&amp;RS referral</li> <li>-Possible expulsion hearing</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Suspension in school/out of school up to 10 days</li> <li>-Police involvement</li> <li>-Possible expulsion hearing</li> </ul>

Fighting	<ul style="list-style-type: none"> <li>-Conference w/student re: ROAR</li> <li>-Counselor support</li> <li>-Counselor reflection</li> <li>-Schedule adjustment</li> <li>-SEL Intervention</li> <li>-Mediation if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Suspension in school/ out of school up to 5 days</li> <li>-Police involvement</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Suspension out of school up to 10 days</li> <li>-Police involvement</li> <li>-Possible expulsion hearing</li> </ul>	
Verbal/Written Threat	<ul style="list-style-type: none"> <li>-Conference w/student re: ROAR</li> <li>-Counselor support</li> <li>-Counselor reflection</li> <li>-Schedule adjustment</li> <li>-SEL Intervention</li> <li>-Mediation if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Detention after school or Saturday</li> <li>-Suspension in school up to 3 days</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Detention Saturday</li> <li>-Suspension in school/out of school up to 3 days</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Suspension in school or out of school up to 3 days</li> <li>-I&amp;RS referral</li> </ul>
Possession of weapon/gun/use of weapon	<ul style="list-style-type: none"> <li>-Conference w/student re: ROAR</li> <li>-Counselor support</li> <li>-Counselor reflection</li> <li>-Schedule adjustment</li> <li>-Reteach Zones of Regulation</li> <li>-SEL Intervention</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Suspension out of school up to 10 days</li> <li>-Expulsion hearing</li> <li>-Police involvement</li> <li>-I&amp;RS referral</li> </ul>		
Property Damage/Vandalism	<ul style="list-style-type: none"> <li>-Conference w/student re: ROAR</li> <li>-Counselor support</li> <li>-Counselor reflection</li> <li>-Schedule adjustment</li> <li>-Reteach Zones of Regulation</li> <li>-Apology/mediation if appropriate</li> <li>-Return/replacement of property</li> <li>-SEL Intervention</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Suspension in school or out of school up to 2 days</li> <li>-Restitution</li> <li>-Police involvement</li> <li>-I&amp;RS referral</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Suspension out of school up to 5 days</li> <li>-Restitution</li> <li>-Police involvement</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Suspension out of school up to 10 days</li> <li>-Restitution</li> <li>-Police involvement</li> <li>-Expulsion hearing</li> </ul>
Theft	<ul style="list-style-type: none"> <li>-Conference w/student re: ROAR</li> <li>-Counselor support</li> <li>-Counselor reflection</li> <li>-Schedule adjustment</li> <li>-Reteach Zones of Regulation</li> <li>-Apology/mediation if appropriate</li> <li>-Return/replacement of property</li> <li>-Topic in Community Building Circles</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Detention lunch or after school</li> <li>-Suspension up to 3 days in school or out of school</li> <li>-Restitution</li> <li>-Police involvement</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Suspension up to 5 days in school or out of school</li> <li>-Restitution</li> <li>-Police involvement</li> </ul>	<ul style="list-style-type: none"> <li>-Parent contact</li> <li>-Suspension up to 10 days in school or out of school</li> <li>-Restitution</li> <li>-Police involvement</li> </ul>

Bias incident	-Conference w/student re: ROAR -Counselor support -Counselor reflection -Schedule adjustment -Reteach Zones of Regulation -Apology/mediation if appropriate -Topic in Community Building Circles <a href="#">-See BOE policy #8465</a>	-Parent contact -Up to 5 days suspension out of school -Police notification/report	-Parent contact -Up to 10 days suspension out of school Expulsion hearing -Police notification/report	-Parent contact -Up to 10 days suspension out of school Expulsion hearing -Police notification/report
Harassment/Intimidation/Bullying (founded or unfounded)	-Conference w/student re: ROAR -Counselor support -Counselor reflection -Schedule adjustment -Reteach Zones of Regulation -Apology/mediation if appropriate -HIB intervention sessions (4 - 6) -Topic in Community Building Circles <a href="#">-See BOE policy #5512</a>	-Parent contact -Administrative discretion as per incident	-Parent contact -Administrative discretion as per incident	-Parent contact -Administrative discretion as per incident
Behavior not specifically stated that negatively impacts school day	-Conference w/student re: ROAR -Counselor support -Counselor reflection -Schedule adjustment -Reteach Zones of Regulation -Apology/mediation if appropriate	-Parent contact -Administrative discretion as per incident	-Parent contact -Administrative discretion as per incident	-Parent contact -Administrative discretion as per incident

**APPROPRIATE DRESS FOR SCHOOL**

When considering appropriate dress for school, ROAR expectations apply. **Dress should be Respectful to self and to others as well as appropriate for the tasks students will be doing in specific locations.**

Clothing must be suitable for all scheduled classroom activities, including physical education, STEAM and other activities where unique hazards exist.

All clothes must completely cover private body parts. Sheer or see-through clothing must not reveal private body parts. Undergarments, exposed or worn as outside attire, are not permitted. Blankets are not clothing and therefore are not permitted. Footwear must be worn throughout the school day and during school events.

Clothing imprinted with obscene vocabulary, sexual connotations, gang references, racist comments or otherwise inflammatory language are not permitted. Clothing or accessories made of ammunition (bullets, shell casing, etc.) are also not permitted.

Hats, hoodies (worn up) and/or sunglasses may not be worn in the building unless they are medically necessary.

Administration reserves the right to make the final decision regarding the appropriateness of any type of clothing or accessory, and any infractions will follow the Code of Conduct regarding dress code.

The school authorities reserve the right to exclude any student until appropriately attired and may modify the dress code for special events (i.e. Spirit Week).

Infraction	Reteach & Support	Accountability 1	Accountability 2	Accountability 3+
Inappropriate dress for school	-Conference w/student re: ROAR -Counselor reflection	-Opportunity to change clothing Administrative warning -Parent contact	-Opportunity to change clothing -Detention Lunch -Parent contact	-Opportunity to change clothing -Detention Saturday or Suspension in school up to 3 days -Parent contact

# STUDENT ATTENDANCE



## *Audubon Public School District*

### *Mansion Avenue School*

300 Mansion Avenue · Audubon · New Jersey · 08106 · Phone: 856-546-4926 · Fax:  
856-547-1483 [www.apsd.us](http://www.apsd.us)

**Bonnie J. Smeltzer**  
Principal  
Ext. 5119

**Sherry Kane**  
Administrative Assistant  
Ext. 5119

**Michela Carr**  
Administrative Assistant  
Ext. 5110

**Kayla Cain**  
Nurse  
Ext. 5123

September 2025

### **RE: Attendance Procedures**

Dear Parents/Guardians,

The information in this letter is very important with regard to your child and the attendance policy and procedures that are in place across the Audubon Public School District. This policy and procedures are governed by The State of NJ (NJSA 18A: 38-25; NJAC 6A: 16-7.6(a)).

School attendance is required for students between the ages of 6 and 16. There is a difference to how our district records an absence and how the State of NJ records an absence:

Absent reason	Audubon Schools	The State of NJ
Religious Holiday	Excused absence	Excused absence
Bring Child to Work Day	Excused absence (if in session)	Excused absence
Illness with doctor's note	Excused absence	Unexcused absence
Bereavement with parent/guardian note	Excused absence	Unexcused absence
Illness without doctor's note	Unexcused absence	Unexcused absence

Also, if a student misses 18 days of school or more in a school year, the State of NJ considers that student as chronically absent. The district must keep track of and account for all student absences.

Here is what this means for you:

- At 4 and 7 school-level unexcused absences, you will receive an attendance letter as well as a phone and/or email contact. The reason for the contact is to partner with you to help your child improve their attendance
- At 9 school-level unexcused absences, you will receive an attendance letter and school will schedule an Attendance Action Plan meeting. At that meeting, you and your child will be able to participate in creating the plan that will help them improve their attendance
- At 15 school-level unexcused absences you will receive an attendance letter as well as a phone and/or email contact. At this time, we may re-evaluate the Attendance Action plan and/or court proceedings may be initiated to involve that system to help your child attend school
- At 18+ school-level unexcused absences, you will continue to receive the letters and contacts from school and we will move forward with any items listed above not already in place
- Should a student accrue 30+ school-level unexcused absences, retention in the grade level is possible

It is my sincere hope that with the support offered through our typical Positive Behavioral Supports Program (PBIS), the Attendance Action Plan and/or the Intervention and Referral Services Team, your child is able to meet success in this area.

Should you have any questions or concerns, please reach out to the school counselors, Child Study Team case managers, or to me. We are here to support your child and you so we can have an outstanding school year.

Sincerely,

*Bonnie J Smeltzer*

Bonnie J. Smeltzer

Principal

**[STUDENT ATTENDANCE AND EVENTS CALENDARS](#)**

# PARENT/GUARDIAN INVOLVEMENT

We encourage parents/guardians to be involved in their child's educational experience at Mansion Avenue School. There are many ways to do this!

## Academics

### Sign up for [Genesis Parent Portal](#)

This will help you to stay informed about your child's progress. We push out important notices, weekly updates, and required forms through this portal. In addition, you can check your child's grades, attendance, and conduct at any time to keep informed. Click the link above. Your userID is the email address you provided to the district when you enrolled your child. If you don't remember your password, simply click "Forgot Password" on the page and a temporary one will be sent to you with instructions on how to reset it in the portal.

**Please consider volunteering** in your child's classroom from time to time! Teachers will notify you about opportunities such as being a guest reader, sharing information about your career or a trip you have taken, helping with an in-school project, etc. We would love to have you be a part of these activities.

No matter the age of your child, they may need your support with **homework**. Homework, when assigned, is to help students maintain skills, develop positive work habits, and promote responsibility. Each teacher has the flexibility in scheduling homework assignments to students and should communicate their expectations clearly to students and to families. If a student is struggling with homework expectations, the teacher may choose to modify assignments and/or recommend participation in Homework Club for assistance.

## Tips on Helping Your Child with Homework

- Help your child see homework as a valuable activity. Your interest confers some importance to the task, but students should also see homework as something they do for themselves.
- Set up a well-stocked, comfortable place for your child to work. It should be quiet and private. Provide a good light, a table or desk, adequate supplies (paper, pen, etc.) and a comfortable chair.
- Set a regular homework time. Usually late afternoon or early evening is best. This leaves time at the end of the day to relax. However, be flexible enough to make exceptions. Plan for study breaks. The age of the student, most times, will determine how long he/she can concentrate before a rest is needed. Try to eliminate common distractions and/or interruptions such as: television, radio, telephone calls, excessive talking or movement.
- Reinforce the idea that homework is a student's responsibility- but that you're always there to help. You may have to prod your child from time to time to get started, but remind them they are showing RESPONSIBILITY by doing the task.

- Think of yourself as a consultant not as a proofreader or editor. Your child needs your support more than pressure to produce perfect papers. Even failure to complete an assignment once in a while is not the end of the world. What's important is that your child has a sense of responsibility about it- and understands that you and the school are supportive.

## **Family Conferences**

At the end of the first Trimester in December we host conferences to discuss your child's progress. Please attend! We can host you in-person, over a Google Meet link, or over the phone. This is a perfect opportunity for us to partner in helping your child to learn and grow to their greatest potential.

## **Parent Teacher Association (PTA)**

We have a very active PTA that supports the mission of Mansion Avenue School. Meetings are typically held about 1x per month, and although packed with information, remain about an hour long. Consider paying dues and becoming a member of this organization, as your membership fee is used to fund programs that directly benefit students. In addition, there are lots of opportunities to volunteer (book fair, holiday shop, fundraisers, etc.) throughout the year to make all student experiences something even more special. You can reach the PTA at their email address: [mansionpta@gmail.com](mailto:mansionpta@gmail.com)

# WHAT TO DO "IF"

**YOU ARE CONCERNED ABOUT YOUR CHILD'S PROGRESS:** Call your child's school to arrange a conference with your child's teacher.

**A STUDENT BECOMES ILL AT SCHOOL:** Children who have been sick during the night or who display symptoms of illness in the morning (i.e. fever, nausea, vomiting, and loss of appetite) should **not** be sent to school. A student who becomes ill during school hours is taken to the nurse's office. If it becomes necessary to send your child home because of illness, you will be notified and requested to provide transportation for the child. The phone number of an alternate responsible adult must be available to the school.

**YOU WOULD LIKE MAKE UP WORK:** You may get this information by having your child log into their Google Classroom for the subject.

**A CHILD IS ABSENT:** Please call the school within the first hour of the school day or

the first day of the child's absence. **Absent days due to illness are only marked excused when a valid doctor's note is presented.**

**YOU WOULD LIKE A MESSAGE DELIVERED:** Only emergency messages may be delivered to students. In case of emergency, give the message to the school counselor or the building secretary and it will be transmitted to the student.

**A LUNCH IS LEFT AT HOME:** Deliver it to the school drop off table.

**YOUR CHILD LOSES SOMETHING AT SCHOOL:** All items found are put in a Lost and Found located in the school office. Students may claim lost articles before or after school.

**YOUR CHILD LOSES SOMETHING ON A SCHOOL BUS:** Call the school office and report the loss. The article will be traced from this point and you will be notified if it is found.

**YOUR CHILD NEEDS TO RETURN TO SCHOOL AFTER DISMISSAL:** Students who wish to return to school after dismissal must ring the front door buzzer for permission to re-enter their classroom. If you arrive after 3:45pm, the office may not be staffed so you would be unable to enter.

**YOU CHANGE YOUR ADDRESS OR TELEPHONE NUMBER:** Please advise the school office immediately.

**YOU PLAN TO MOVE:** Please contact the school office for information regarding the procedure which is to be followed for transferring a child. The office will prepare all the required paperwork for you to sign.

**YOU NEED CLARIFICATION ON A PROCEDURE OR POLICY:** Email or call the front office or building principal for an answer.

**SCHOOL PHONE NUMBERS:** Mansion Avenue School- 856-546-4926 x5110 or x5119