

Forest Avenue School
Pre-K Student & Parent Handbook
2022-2023



287 FOREST AVENUE
GLEN RIDGE, NJ 07028
TEL (973) 429-8308

Philosophy

The major goals at the Primary Schools are for each child to develop a firm foundation in basic skills and a positive attitude about himself or herself. Since growth varies with each child, the school aims to help each pupil achieve at a level which is commensurate with his/her ability and at a rate of speed which is comfortable for him or her. In order to accomplish this goal, whole class instruction as well as small group and individual instruction are employed to meet the diverse developmental levels of the youngsters.

CENTRAL OFFICE STAFF

(973) 429-8302

www.glenridge.org

Superintendent Mr. Dirk Phillips

Administrative Assistant to the Superintendent Mrs. Glorylyz Santangelo

Business Administrator/Board Secretary Mrs. Barbara J. Murphy

BOARD OF EDUCATION

- Ms. Elizabeth Ginsberg, President
- Mr. Michael deLeeuw, 1st Vice President
- Mr. David Campbell, 2nd Vice President
- Ms. Teresa Boyle-Vellucci
- Mr. Anthony Bonnett
- Ms. Duval Graham
- Ms. Jocelyn Gottlieb
- Ms. Tracey St. Auburn
- Dr. Heather Yaros-Ramos

BOARD OF EDUCATION MEETINGS 2022-2023

<u>2022</u>	<u>Work Session/Action</u>	<u>Action</u>	
	September	7	19
	October	3	17
	November	7	21
	December	19	
<u>2023</u>	January	4 (Reorg)	
	February – June	TBD	

Board of Education meetings are held in accordance with the “Open Public Meetings” Act. Formal action may be taken at any meeting. The Board of Education meetings are held in the LGI Room at the High School, 200 Ridgewood Avenue, and will begin at 8:00 PM.

* Executive Session will begin at 6:00 PM

Forest Avenue School Staff Contact Information 2022-2023

<u>Position</u>	<u>Name</u>	<u>Email</u>
Main Office:		
Principal	Matthew Murphy	mmurphy@glenridg.org
Administrative Ass't	Cathy Ciccone	cciccone@glenridge.org
Custodians:		
Custodian (Head) Custodian	Talib Rasheed Robert Page	trasheed@glenridge.org rpage@glenridge.org
Teachers:		
Pre-K	Lisa Petruzzi	lpetruzzi@glenridge.org
Primary One	Kim Waldron	kwaldron@glenridge.org
Kindergarten	Erin Goldstein Abigail Lapone Genna Pollara	egoldstein@glenridge.org alapone@glenridge.org gchiapperini@glenridge.org
One	Lisbeth Crouse Kaylynn Millien	lcrouse@glenridge.org kmillien@glenridge.org
Two	Diane Blazier Michelle Kanasky	dblazier@glenridge.org mkanasky@glenridge.org
Specialists Staff:		
Nurse Library Reading Specialist Guidance SEL OT BCBA Art Physical Education Physical Education School Psychologist Speech Music Resource Academic Support Title 1	Charlene Reilly Amanda Rego Lisa Walter Laura Fitzpatrick Michael Mazzeo Francesca Roselli Jill Szalony Danielle Chesney Katie Stapp Robert Stomber Manuel Holguin Jacqueline Levine Eden Mendez Jamie Lally Rachel Gitter Dawn Miller	creilly@glenridge.org arego@glenridge.org lwalter@glenridge.org lfitzpatrick@glenridge.org mmazzeo@glenridge.org froselli@glenridge.org jszalony@glenridge.org dchesney@glenridge.org kstapp@glenridge.org rstomber@glenridge.org mholguin@glenridge.org jlevine@glenridge.org emendez@glenridge.org jlally@glenridge.org rgitter@glenridge.org dmiller@glenridge.org

Paraprofessionals:		
Pre-K	Janet Messinio	jmessinio@glenridge.org
Pre-K	Jennifer Rapalo	jrapalo@glenridge.org
Kindergarten	Eilleen Kostrzewa	ekostrzewa@glenridge.org
Kindergarten	Gina Percio	gpercio@glenridge.org
Kindergarten	Mariluz Velez	mvelez@glenridge.org
Gr. 1 & SE	Michele Szwed	mszwed@glenridge.org
Gr. K-2 SE	Angella Kritoulis	akritoulis@glenridge.org
Gr. K-2 SE	TBD	
Primary One	Marie Chesney	mchesney@glenridge.org
Primary One	Gail Gugliuzza	ggugliuzza@glenridge.org
Primary One	Kathleen Kaveny	kkaveny@glenridge.org
Primary One	Nicole Texicor	ntexicor@glenridge.org

SCHOOL HOURS (PRE-K - GRADE 2)

Session:	Session Time:
Regular Day	8:30 am - 3:00 pm
Early Dismissal	8:30 am - 12:30 pm
Delayed Opening: <ul style="list-style-type: none"> ● 90-min. Delay ● 2-hour Delay 	10:00 am - 3:00 pm 10:30 am - 3:00 pm

PRE-KINDERGARTEN (PRE-K) PROGRAM PHILOSOPHY

Pre-K is recognized as part of a comprehensive Pre-K through twelfth grade educational program for students in Glen Ridge. The Pre-K children are part of the tradition of excellence in our Glen Ridge public school system. We recognize that growth and development are unique to each child and that children develop skills at different rates, especially in the areas of emergent literacy and mathematics. At no other time in a child's educational experience does such a wide range of needs, abilities, aptitudes, and interests exist; need to be effectively dealt with in a classroom setting; and fall within such a wide realm of what is developmentally "normal." Pre-K is recognized as the first year of formal schooling in Glen Ridge.

The philosophy of the Glen Ridge Pre-K is based on the understanding that the early years are crucial to subsequent educational programs. We recognize that the rate of learning and development during these years maximizes each child's potential; therefore, the learning environment builds upon the opportunity that is inherent in the enthusiasm, openness and readiness of children to absorb new experiences during their formative years.

Our fundamental goal is to provide a planned educational environment, rich in learning experiences, so that a positive foundation for the future will be nurtured. We are dedicated to providing those learning experiences that will develop a positive self-image in every child along with the emotional, social, and intellectual skills necessary to be successful in the classroom. Pre-K develops an awareness and readiness for school with exposure to many different basic concepts such as counting, colors, shapes, patterning, math, rhymes, sequencing, and environmental print. Learning centers are primarily based on a "letter of the week" and are designed to develop the whole child. Children take the initiative to choose such activities as blocks, puzzles, easel, painting, computers, housekeeping, listening center, writing center, light table, and sensory centers. Imaginative play is coupled with teacher-directed activities during circle or rectangle time, small group, or individualized instruction.

The Glen Ridge curriculum guides include district curriculum goals for grades Pre-K through twelfth, an acknowledgement of the importance of Pre-K. The Pre-K educational and developmental program is therefore fully coordinated with the Glen Ridge kindergarten and primary grades' curriculum.

Kindergarten teachers are able to rely on students coming well prepared for the expectations of our all-day kindergarten program. Articulation between Pre-K and K staff is extremely worthwhile to help meet the needs of our individual learners. The frequent communication between the grade level teachers about the individual strengths and weaknesses for each child is extremely valuable.

Generally, the activities in this curriculum are designed to:

- teach children, recognizing that growth and development are unique to each child and that children develop skills at different rates especially in the areas of emergent literacy and mathematics;
- motivate children to learn;
- identify the individual needs of the child;
- develop a positive and realistic self-image;
- develop positive relationships with peers and adults;

- encourage the child to express himself/herself creatively;
- develop language through listening, speaking, and dramatic play activities;
- develop maximum physical growth through gross and fine motor activities;
- provide experiences to stimulate and develop cognitive skills.

Pre-K creates a firm foundation in the development of independent learners. Both teacher-directed and choice-based activities help to create independent learners; an important goal not only of our Pre-K program, but a reflection of our district mission statement and strategic plan as well. We stress thinking and reasoning skills and help our children to become good problem solvers. We prepare the children for elementary school, help them develop confidence in themselves as learners, and prepare them for our academically-oriented all-day Kindergarten program. Children begin to learn the expected behaviors, both social and academic, that are a vital part of our Glen Ridge Schools.

Pre-K provides a transitional experience from the world of private nursery schools to the public school system. It is taught by our highly qualified, state certified staff and supported by aides who are certified as teachers or substitute teachers. Our children’s academic, social, and emotional needs are met as they transition from the plethora of early childhood educational approaches embraced by local nursery schools (Reggio-Emilia, Montessori, etc.)

Comprehensive and extensive research in the field of early childhood education recognizes: “Children who enter Pre-K, as compared with peers who do not, are less apt to enter special education or be held back, while performing better in school...” (Maeroff, 2006). There are also many studies documenting fewer students requiring remedial services in later years.

The Glen Ridge Pre-K program and school Pre-K through second grade configuration are held in high esteem both in the State of N.J. and nationally as part of the national PreK- 3 movement. We are very positively recognized in Columbia University professor Gene Maeroff’s book Building Blocks: Making Children Successful in the Early Years of School.

After a year in our Pre-K program, our children should know and be able to accomplish these skills for a successful beginning of Kindergarten.

Language Skills

- Knows and spells first name
- Orally says first and last name and recognizes letters in name
- Gives street address and phone number
- Knows birthday (month and day)
- Follows 2-3 step directions
- Identifies and names shapes: circle, square, rectangle, triangle and oval
- Identifies and names colors: red, yellow, blue, orange, green, purple, black and white
- Identifies likes and differences in pictures
- Names pictures of familiar objects: boy, girl, tree, ball, leaf, car, cat, dog, key, cup, apple, flower, etc.
- Identifies body parts: head, eyes, ears, nose, mouth, elbows, legs, feet, chin, shoulders, fingers, etc.
- Answers questions
- Listens to stories with interest (for approximately 10-15 minutes)
- Listens without interrupting

- Uses words to express feelings
- Rhymes words
- Tells a story about a past event
- Shows interest in books—pretends to read
- Recognizes environmental print (Ex: Dunkin Donuts, Goldfish and Ritz crackers, Cheerios, etc.)
- Says and recognizes the letters of the alphabet
- Speaks with complete sentences (Baby talk is for imaginative play, not for communicating.)

Fine Motor Skills

- Grasps/holds pencil with fingers
- Writes first name
- Draws a circle and square without help
- Prints numbers 1-10
- Glues and pastes
- Cuts with (safety) scissors
- Folds paper in half
- Buttons, snaps and zips
- Puts on own coat

Cognitive Skills

- Counts objects to 10
- Sorts objects by size, color, shape
- Retells a story
- Does puzzles of 15 or more pieces
- Understands directional concepts—in, out, on, off
- Completes a pattern of two colors
- Draws a person with six parts or more: head, nose, eyes, mouth, body, arms, legs, feet, fingers, etc.
- Sequences 3 or more pictures to tell a story

Gross Motor Skills

- Plays in a group
- Stacks at least 10 blocks
- Gallops, skips, runs, jumps, hops, dances or moves to music
- Catches, kicks, bounces a ball
- Walks up and down stairs using alternating feet
- Enjoys different sports
- Rides a tricycle
- Stands on one foot for five seconds
- Hops on one foot
- Walks forward heel-to-toe
- Walks backwards toe-to-heel

Social/Emotional Skills

- Controls emotions—states his/her feelings, not acts them out
- Enjoys playing with other children and being a part of a group
- Separates readily from mother without a fuss (Five minutes of fussing is okay, more than that is not.)

- Shares and takes turns

The Pre-K program is part of a national thrust for universal Pre-K. Glen Ridge has always been proud to be a leader in educational endeavors. Research indicates quality early education improves school outcomes for all students. Strong communities understand that investing in children early ensures that they have every opportunity to be successful throughout their lives!

ACTIVITIES

Daily activities will be organized around the learning center approach including: art, social studies, science, block building, housekeeping, dramatic play, language arts and math readiness. We will also include whole group instruction in the areas of music and large motor skills.

AFFIRMATIVE ACTION

It is the policy of the Glen Ridge Board of Education not to discriminate on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, domestic partnership orientation, gender, religion, disability, or socioeconomic status in education programs, activities or employment practices, pursuant to N.J.A.C. 6A:7.

ARRIVAL TO SCHOOL

School begins at 8:30 AM, and we encourage parents to bring their child as close to that time as possible. Homeroom activities begin as soon as the students are unpacked and the first class period begins at 8:40 AM. If you miss the AM drop-off, please bring your child to the front door where someone will let them in and show them to the classroom. If you need to speak with a teacher, please arrange a mutually agreed upon time to do so.

Students arriving at school after 8:40 AM should report to the front door, ring the buzzer, and wait to be let into the building. Pupils who are late to school or to class miss essential portions of the instructional program and create disruptions in the academic process for themselves and other pupils. For safety and security reasons, and to prevent unnecessary disruptions in the educational process, parents may not walk their children to the classrooms.

Parents should inform the Main Office (973-429-8308; ccicccone@glenridge.org) and the School Nurse (973-429-3481; creilly@glenridge.org) by 8:45 AM if your child will be absent for the day. Parents must provide the date of the absence and the reason for the absence.

If a child is to be excused early, a note must be sent to school with the child explaining the reason for the premature dismissal. A parent must pick the child up at the Main Entrance Door. All children leaving early must be signed out by a parent/guardian or approved caregiver.

If parents are traveling out of town or the country, written alternate child-care instructions should be sent to the school office.

ATTENDANCE

School attendance and punctuality are essential for a child to successfully progress through the prescribed academic program for the respective grade level. Pupils enrolled in the Glen Ridge Schools are required to attend school regularly in accordance with the law of the state. While there may be legitimate reasons for missing school such as illness, religious observance days, or a death in the immediate family, excessive absences and tardiness can negatively impact pupil performance. All absences accumulate and notices are sent home at 10 and 15 days of the accumulated total. Retention at grade level may result with accumulated absences of twenty (20) days.

BACK-TO-SCHOOL NIGHT

Back to School Night will be held on Thursday, September 22, 2022 from 7 - 9:00 PM at Forest Avenue School. Parents will receive notice soon after school begins advising them of the Back to School Night schedule. This is an opportunity for parents to meet teachers and learn about the classroom setting and expectations of students for the school year.

BEFORE AND AFTER-SCHOOL CHILD CARE PROGRAM

The Before and Aftercare Program is operated by [AlphaBest Education](https://www.alphabest.org). Information regarding the available programs can be found by visiting their website: <https://www.alphabest.org/glenridgenj>.

BICYCLES, SKATEBOARDS, SCOOTERS, ROLLERBLADES

For the safety of the children and for security reasons, bicycles should not be utilized to ride to and from school unless a child is accompanied by an adult. Students are to walk their bikes on school grounds. The school will not be held responsible for any lost or damaged bicycles. Rollerblades, skateboards, scooters, (Sneakers with wheels), etc. are not permitted on school grounds.

BIRTHDAY CELEBRATIONS

State law prevents the serving or distribution of food or candy during the school day. Birthday celebrations in school are non-food events or activities. The classroom teacher should be contacted prior to the birthday if planning to send in non-food items for all students. Parents may utilize Family Access on the Skyward database to access class lists for private party invitations.

CALENDARS

The [Forest Avenue School Calendar](#) contains school events, vacations, and activities. Activities on the school calendar may be updated as the year progresses. The GRPS District calendar is also available online via the [GRPS District Website](#).

CAR SAFETY REMINDERS

- Always turn off and lock your car when you use street parking to drop off or pick up your child.
- Never leave children unattended in the car.
- Take your keys, purses, and cell phones with you. Do not leave valuables visible in your car.
- Always keep your children “in the line of sight” when walking them to or from your car.

CHILD STUDY DEPARTMENT

The Child Study Department consists of a support staff whose major function is to assist students who through extensive testing and evaluation are identified as having learning problems or other special educational needs. Parent permission and involvement is required by law prior to the administering of these tests.

The Glen Ridge Child Study Team provides services for those children with language and learning disabilities.

Currently, the Child Study Team consists of a supervisor, social worker, psychologist, speech and language pathologist, and a learning consultant.

Child Study Team Personnel

The Child Study Staff have their main office at the Board of Education Office at 12 High Street.

Director	Jack DeWitt	jdewitt@glenridge.org
Learning Consultant	Lisa Jacobsen	ljacobsen@glenridge.org
Psychologist	Manny Holguin	mholguin@glenridge.org
Social Worker	Sasha Klipp	sklipp@glenridge.org
Speech and Language Pathologist	Jaqueline Levine	jlevine@glenridge.org
Occupational Therapist	Francesca Roselli	froselli@glenridge.org
District Behaviorist	Jill Szalony	jszalony@glenridge.org

LEARNING CONSULTANT: Lisa Jacobsen is available to parents and teachers for consultation regarding a child’s academic performance and perceptual development. She can be of particular assistance to parents in determining the child’s individual learning style.

SCHOOL PSYCHOLOGIST: Manny Holguin is available for short-term counseling with parents and/or children regarding problems impacting on school functioning. He/she can provide referrals to community agencies and private practitioners for counseling. He/she is available to parents for advice on general parenting issues including developing responsibility, setting limits, and structuring of time. He/she may also assist parents with development of behavior management techniques.

SOCIAL WORKER: Sasha Klipp is available to parents for advice on general parenting issues including development of responsibility, setting limits, and structuring of time. She can also assist with the development of behavior management techniques. She can provide names of appropriate outside agencies that can provide additional assistance with specific problems.

SPEECH/LANGUAGE PATHOLOGIST: Jacqueline Levine provides direct services to students with articulation and language difficulties. The speech therapist is available to parents for suggestions on how to develop language skills in the home.

OCCUPATIONAL THERAPIST: Francesca Roselli leads the process in development, implementation, and coordination of the occupational therapy program. Screening, evaluation, educational program and transition planning, therapeutic intervention, and exit planning is provided for students identified with disabilities that interfere with their ability to perform daily life activities or participate in necessary or desired occupations.

DISTRICT BEHAVIORIST: Jill Szalony is available to provide information and/ or education in the application of topics related to applied behavioral analysis and autism spectrum disorders to school personnel and parents. Ms. Szalony also consults and trains teachers, administrators and parents regarding special behavior methods and /or protocols necessary to meet the specific needs of individual students.

CLASS PLACEMENT

The placement of children in classes each year is of great importance. As the spring months approach, the teachers and Administration spend many hours considering your child's placement for the next year.

Many variables are taken into consideration in this very thoughtful process. Our goal is to create heterogeneous classes of equal size at all the grade levels. To this end, the following factors are considered:

- Learning styles
- Behavior patterns (self-discipline, work habits)
- Attitude (motivation, enthusiasm)
- Emotional and social growth (maturity)
- Academic strengths and weaknesses
- Necessary separations
- Boy/girl ratios
- Opportunities for leadership
- Special needs

When class placement decisions are made, they will reflect our best judgment based upon individual and group needs. Our main concern is to address the needs of your child. Therefore, we cannot disregard this process and reconstitute classes based solely on parent requests. Parent requests for a specific teacher or for a friend placement will not be accepted.

CONFERENCES

Scheduled conference periods will be held in the fall and spring. Two afternoons and two evenings are set aside in the fall for teachers and parents to meet individually. This year, we will be dismissed at 12:30 PM on November 17th and 18th for Parent Conferences and November 24th for the Thanksgiving holiday, and March 23rd and March 24th for the Spring Conferences. Additional conferences can be arranged at any other mutually convenient time and as often as necessary.

CROSSING GUARDS

Crossing guards are provided at heavy intersections for your child's protection. Guards are on duty from 7:45 to 8:45 AM, 10:45 AM to 1:00 PM, and from 2:30 to 4:00 PM. These times are adjusted for half-day schedules. Crossing guards are on duty at the intersections listed below.

SUGGESTED WALKING ROUTES TO SCHOOL

1. Ridgewood Avenue will be guarded at:
 - Bloomfield Avenue
 - Belleville Avenue
 - Glen Ridge Parkway
2. Forest Avenue will be guarded at:
 - Glen Ridge Parkway at the School

Use the shortest route to Ridgewood or Forest Avenue; cross Bay Avenue only where guarded; cross Ridgewood Avenue at a traffic light or Glen Ridge Parkway.

DISMISSAL

Dismissal for students will take place at 3:00 PM for all grades. Students are typically dismissed directly to parents or caregivers. Teachers dismiss using a "Line of Sight" system and refrain from releasing the child until a visual connection is made between the teacher and parent/caregiver. Please be prompt when picking up your child.

If there is a change to your normal dismissal routine, a signed note stating the change must be given to your child's teacher at the beginning of the school day. **Requests to arrange playdates are not accepted. Parents should only contact the school via phone to send a child home with someone other than a designated individual via in an emergency situation. Please be mindful that teachers may not have adequate time to review late parent requests via email while they are teaching.**

DIVERSITY, EQUITY, AND INCLUSION (DEI)

The Glen Ridge Public Schools strive to promote a higher level of self-awareness, humility, and stamina to discuss racism, in an effort to eliminate systemic racism within the District's culture,

and, to provide committee updates, opportunities for staff development, DEI curriculum updates, and events in order to promote reflection and the examination of personal views and biases.

Forest Avenue School strives to create an inclusive academic and social environment for ALL students and staff. Please visit the [Glen Ridge Public Schools DEI Website](#) for more information on District DEI initiatives.

DRESS AND FOOTWEAR

Parents must consider comfort and safety in choosing their child's clothing and footwear for school. Please label your child's outerwear. Dress your child knowing that he or she will have a busy, active day here at school. Fall and spring jackets are always appropriate for it may be much cooler in the mornings than in the afternoon during these seasons. In the winter, dress your child for outdoor recess and colder temperatures.

Weather permitting, students will be outside for recess and physical education and need to wear safe, comfortable shoes. Sneakers are recommended. Appropriate footwear is necessary to reduce the risk of injury at school. Flip flops and sandals without straps are not permitted in school for safety reasons.

Gym Sneakers - Students must wear sneakers or rubber-soled athletic shoes that fasten for a proper fit (Velcro straps, laces, etc.); slip-on shoes and hard-soled shoes are not allowed.

DROP-OFF & PICK-UP DETAILS

Drop-Off Procedures at Entry Time:

Pre-K parents/caregivers typically walk their child to the Pre-K Patio Entry Door for the duration of the school year. Due to the developmental level of the students and the distance from the Drop-Off Zone to the Pre-K Entry Door, it is strongly recommended that parents use the public street parking available on the alternate side of Forest Avenue and on surrounding streets to park and walk to the door.

If your Pre-K child is able to exit your vehicle without assistance and has an older, responsible sibling attending an upper grade at Forest Avenue School, then parents may consider using the Drop-Off Zone. In this circumstance, your older child can walk your Pre-K child to the Pre-K Patio Entry Door and then report to their own entry door.

Parents opting to use the Drop-Off Zone must arrange child car seats, disable the rear passenger-side child safety door lock, and practice the drop-off zone procedures with their child(ren) prior to using the Drop-off Zone at school. **Parents/caregivers are not allowed to leave the vehicle to assist their child.** Once your child is comfortable with exiting your vehicle and familiar with walking to the assigned entry door, this will be an easy, convenient drop off method.

The Drop-off Zone begins immediately after the yellow curb, beyond the school driveway on Forest Avenue, and runs alongside the field. It is clearly marked by safety cones and signs indicating “DROP OFF ZONE - NO STANDING”. Please pull your vehicle alongside the curb as far as possible toward the end of the Drop-off Zone (along the field toward Sunset Ave; marked by an orange safety cone). Have your child(ren) independently exit the rear passenger-side of your vehicle, close the rear passenger door of your vehicle and proceed down the sidewalk toward school.

Drivers must remain in the vehicle and pull away slowly and safely once your child is on the sidewalk. There is no parking in the Drop-Off Zone. If the driver gets out of the car, even for a moment, the car is considered illegally parked and the procedure for the Drop-Off Zone ceases to work properly. A staff member will be present along the Drop-off Zone to supervise youngsters being dropped off and to direct the children to the entry doors.

Pick-up Procedures at Dismissal Time:

Parents/Caregivers must park on the street and walk to the appropriate exit door for pick-up. Public street parking is available on Forest Avenue and on surrounding streets at dismissal. Please avoid blocking the driveways of local homes.

EMERGENCY SCHOOL CLOSINGS AND DELAYED OPENINGS

In the event the schools have a full day shutdown, delayed opening, or early closing, the following policies will take effect:

Full Day Shutdown – When the Glen Ridge School District declares a full day shut-down, the Child Care Program will be shutdown as well.

Delayed Opening – When the Glen Ridge School District has a delayed opening, all Before Care Programs will be canceled. However, After Care Programs will resume as usual.

Early Closing – If the Glen Ridge School District decides on an early school closing, the After Care Program will open from school closing time until all children are picked up. At this time the information contained on the child’s emergency school closing form will take effect. Each parent/guardian will be notified regarding the closing. Children will need to be picked up as soon as possible to allow our staff time to get home safely.

On Early Dismissal Days, please remember NOT to send lunch with your child unless they will be attending after care. Your child may bring a snack.

If school is closed or has a delayed opening due to inclement weather or other emergency, you may access the district website at www.glenridge.org or the voicemail number, **429-8300**.

If school is in session and the weather necessitates an early closing, you will be contacted by the Skyalert system. If you are unavailable, the person designated by you for emergencies will be

asked to pick up your child. Primary and secondary numbers must be kept up-to-date by utilizing the Family Access Login on the district's homepage of the (website www.glenridge.org).

EMERGENCY INFORMATION

It is necessary that the office have an emergency phone number of a friend or nearby relative that can be referred to when a parent cannot be reached. Please utilize the Family Access System on the web site to keep the school informed of any change in your home phone number, emergency number, and other pertinent information.

ELECTRONIC SURVEILLANCE

To enhance the safety and security for school district staff, pupils, community members, and other building occupants and to protect the school district's buildings and grounds, electronic surveillance systems are used in the hallways and exterior grounds of the school.

EVACUATIONS

Emergency closing of the Glen Ridge Public Schools will be based on the health and safety of students and staff, and in the case of winter or other severe storm conditions, on the reasonable ability of the staff to travel. Any decisions for an emergency school closing will be made by the Superintendent of Schools, or, in his/her absence, by his/her designee.

Closing will fall into two major categories:

1. Full-day shutdown: Call **429-8300** for information relative to a full-day shutdown.
2. Delayed opening: Call **429-8300** for information relative to a delayed opening.
3. Early Closing: When the decision is made to close, the information will be relayed to each Principal and the Instant Alert system will be activated.

In the event of an emergency requiring evacuation of the building, parents will be notified to pick up children at an evacuation site or reunification site by means of the Skyalert system.

FIRE AND SECURITY DRILLS

State law that one fire and one security drill be held in every school each month. The purpose of the fire drill is chiefly educational and is to train pupils to remain calm and well controlled in emergencies, and to train all members of the staff in carrying out their duties with calmness in emergencies.

Security drills, which include lockdowns and evacuations without our fire alarms, are also required once each month. The purpose is to role-play and practice where the students will assemble in their classroom or outside the building, to develop the right attitude for the drills, and to discuss the seriousness of such drills. Security drills help us to ensure that all children are accounted for in case of emergency. We practice security drills in cooperation with the Glen Ridge Police Department who often come to observe and offer assistance or suggestions.

FOOD ALLERGIES

There are students at Forest Avenue School with **life-threatening food allergies to peanuts, eggs, dairy, soy, milk, fish, sesame seeds, tree nuts, fruits, and more**. If these children are **exposed to or ingest** these foods, they are at a very high risk of having a severe allergic reaction. This reaction is called an anaphylactic reaction and is life-threatening.

The risk of accidental exposure to foods can be reduced in the school setting if we all work together to minimize these risks and provide a safe environment to food allergic students. It is important for **all** parents to understand that a food allergy student does not have to ingest a large amount of the food to which they are allergic. Rather, simply touching the spilled food, or even breathing air containing minute amounts of the known allergen, can endanger a food allergic student.

Students **are not permitted to share their lunch or snack** with anyone. Students who have peanut butter for lunch will be instructed to wash their hands after eating in order to remove any traces of known allergens.

While Forest Avenue School is not an allergen-free school, peanut butter or foods containing peanuts or nuts are not permitted in the classroom for snack and are highly discouraged for student lunches. More detailed information regarding food in school and the protection of children with life-threatening allergies will be shared with families at the start of each school year.

Please have a discussion with your child about the severity of exposing children with food allergies to these foods. Finally, if you arrange a playdate for your child, check with the other parent regarding any food or other allergies.

GENERAL EDUCATIONAL PROGRAM

The Glen Ridge Primary School program is comprehensive with an emphasis on basic skills. Reading, language arts, speaking, listening, mathematics, social studies, science, music, art, and library are given significant attention throughout the grades. Every classroom has an interactive whiteboard and access to Chromebooks which are used for instructional purposes.

Development of a positive self-image is also considered an important part of the program. Students are assisted to achieve a sense of personal fulfillment through successful accomplishment in school. This sense of fulfillment is nurtured by motivation, citizenship, and the acceptance of responsibility.

The Principal is responsible for all educational activities. Parents should feel free to call the school about their interests and concerns.

GRASE (GLEN RIDGE ASSOCIATION FOR SPECIAL EDUCATION)

GRASE is a voluntary parent support group that works in conjunction with the administration regarding special education services. This group will assist parents in having questions answered,

providing literature and assistance with interpretation of the rules and regulations which govern special education services.

Contact Person:

Jack DeWitt

429-8300, Ext. 1007

GUIDANCE COUNSELOR & SEL COUNSELOR

The Elementary School Counselor is available to work with individual students, small groups, or whole classes. Age appropriate issues like friendship, including others, getting along, etc are often discussed. The Counselor also coordinates numerous character education and intervention programs.

The SEL Counselor plans and implements Social-Emotional Learning programs and activities.

HARASSMENT, INTIMIDATION, BULLYING

“Harassment, Intimidation or Bullying” means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single or a series of incidents that is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at a school-sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L. 2010, Chapter 122, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

1. A reasonable person should know under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his person or damage his property;
2. Has the effect of insulting or demeaning any student or group of students;
3. Creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.

Harassment, Intimidation or Bullying can be:

- *Physical*- kicking, biting, scratching, tripping, hitting, slapping, pushing/shoving
- *Verbal*- hurtful teasing, name calling, gossiping, insults, teasing about clothes or looks, spreading rumors, or making threats to secure silence “If you tell, I will...”
- *Non-verbal*- defacing, damaging or destroying personal property, making threatening gestures, taking small items from others/stealing, playing mean tricks
- *Emotional*- intentional exclusion or spreading rumors, hate notes
- *Cyber-bullying*- spreading hurtful information through email, on-line chats, social networking sites or text and picture messages
- *Sexual* – unwarranted touching, obscene gestures or comments, exposing oneself

Reporting Procedures:

A procedure is in place to promptly investigate reports of violations and complaints related harassment, intimidation or bullying. Glen Ridge School District employees are required to report violations of this policy to the principal. It must be done verbally on the same day of the alleged incident, and in writing within 24 hours of the incident. Parents/guardians, students, and any school employee or volunteer who comes in contact with students on a regular basis may also report an incident of harassment, intimidation or bullying. Copies of the reporting form shall be placed in a central location that is accessible to everyone (i.e. main office, teacher's faculty room).

Reports may also be submitted anonymously, however, formal disciplinary action will not solely be made on the basis of an anonymous report.

The investigation will be initiated by the principal or the principal's designee within one day of the report of the incident and shall be conducted by the school anti-bullying specialist. The principal may appoint additional personnel to assist in the investigation.

Consequences of Harassment, Intimidation and Bullying:

The Glen Ridge Board of Education has developed a set of guidelines that matches disciplinary and/or remedial actions to specific unacceptable behaviors. These guidelines will be used to determine appropriate actions if any harassment, intimidation or bullying incidents occur. A range of methods will be incorporated to respond to incidents of harassment, intimidation and bullying which shall include an appropriate combination of counseling, support services, intervention services and other programs.

Prevention:

A School Safety Team will be established at each school to develop, foster, and maintain a positive school climate and to also address issues related to harassment, intimidation and bullying. The School Safety Team will be led by the school Anti-Bullying Specialist, principal, a teacher in the school, a parent of a pupil in the school and other members to be determined by the principal.

The School Safety Team will receive complaints of harassment, intimidation, or bullying of pupils that have been reported to the principal, and also receive reports after an investigation has been completed. The team will identify and address patterns of harassment, intimidation, or bullying of pupils in the school, and work to educate the community, including pupils, teachers, administrative staff, and parents to prevent and address harassment, intimidation, or bullying of pupils.

Student Reporting Procedures

If you have been a victim or witness of HIB, please immediately inform any school personnel member who may include a teacher, a school counselor, school administrator or any other trusted adult that works at the school.

The School Anti-Bullying Specialist, a School Administrator, Teacher or Counselor will follow up on your report and will meet with you to clarify the details for an investigation and to ensure your safety.

Parents of all students involved will be notified by the school principal or designee.

Parents and students will be informed after the investigation of the findings, discipline and any remedial measures recommended correcting the behavioral problem and preventing future occurrences of HIB.

Remedial Measures

Remedial measures for a student who commits an act of HIB must be designed to correct the problem behavior and prevent another occurrence of the problem. The remedial measures for students may include, but are not limited to, the examples listed below:

Examples of Remedial Measures for Students

- Restitution and restoration
- Peer support group
- Recommendations of a student behavior, ethics council or school safety teams
- Corrective instruction or other relevant learning or service experience
- Supportive student interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A: 16-8
- Behavioral assessment or evaluating, including, but not limited to, a referral to the Child Study Team, as appropriate
- Behavior management plan, with benchmarks closely monitored
- Involvement of school “disciplinarian”
- Student counseling
- Parent conferences
- Alternative placements
- Short-term counseling
- Participation in group counseling
- Student treatment or therapy

Examples of Consequences for Students

- Temporary removal from the classroom
- Admonishment
- Deprivation of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week or weekend
- After-school programs;
- Out-of-School suspension (short-term or long-term)
- Legal action
- Bans from providing services, participating in school district sponsored programs or being in school buildings or on school grounds
- Expulsion

Our School Anti-Bullying Specialist is: Manuel Holguin, School Psychologist
Email: mholguin@glenridge.org

The District Anti-Bullying Coordinator is: Jack DeWitt, Director of Student Services
12 High Street
Glen Ridge, New Jersey 07028
973 429 8305
Email: jdewitt@glenridge.org

Please visit the GRPS Anti-bullying Bill of Rights Website [GRPS Anti-bullying Bill of Rights Website](#) to view more detailed information regarding HIB including district policies, procedures, timeframes and the parent and student rights and appeals process.

HEALTH SERVICES

All children entering the Glen Ridge Public Schools for the first time are required to have a physical examination completed during the year of school entry. In addition, each child must be immunized according to State Law. Parents are requested to notify the health office when a child receives a booster injection.

Of equal importance, is the reporting to the school of any communicable disease contracted by a child. **When a child is ill, parents should keep their child home from school.** Please do not send your child to school with cold symptoms, loose bowels, upset stomach, contagious rash, etc. **The District and School will communicate information and requirements regarding COVID-19 to families as provided by the New Jersey Department of Health and the Local Department of Health.**

When a child must be excused from the gym, a note of explanation from the parent will suffice, unless the excuse is for an extended length of time. If this is the case, the nurse must receive a note from the doctor stating his/her diagnosis and the amount of time that he/she expects the child to be excused, and then a note from the doctor giving the date that the child is able to resume normal physical activity.

In line with our focus on health education, we provide screening for vision and hearing problems.

It is a Board policy that NO medication is to be taken to school except by the parent. It must be in the original container and accompanied by our medication form, signed by both the parent and the doctor. The medication with the completed form is to be deposited in the office of the nurse.

Guidelines for Injuries

All students who are injured, whether at home or school, **require written medical clearance from their doctor before returning to school** listing any restrictions for school and physical education classes.

Students who are seen and/or treated in the emergency room should obtain a written note from the doctor stating that the student is able to return/attend school. The **emergency discharge papers do NOT qualify as a doctor's note** and do not provide clearance to return to school. When returning to school the student is to report to the health office with a doctor's note prior to going to class. Our district form to return to school/PE class can be found under forms on the district health web page.

Students who have been diagnosed with fracture, sprains, or strains and are returning to school with a cast, air cast, crutches, splints, slings, or immobilizers require a written note from their doctor including the following;

1. Diagnosis of the injury
2. Date the student may return to school
3. If restricted from PE class, it must state a return to the class date
4. Length of time the student needs to use crutches, splints, etc. when applicable

This also applies to students with staples and sutures.

Immunization Records

Immunization requirements for students entering Pre-Kindergarten:

Children must be appropriately immunized for their age to be enrolled in school. To be in compliance with current New Jersey Immunization Regulations as stated in Chapter 14 of the State Sanitary Code (NJAC 8:57-4.1 to 8:57-4.17), children's immunization records must document month, date and year of the following vaccines.

1. Four doses of Diphtheria, Tetanus, Pertussis (DPT), one dose given on or after the 4th birthday, OR any 5 doses.
2. Three doses of Oral Polio Vaccine (OPV or IPV), one dose given on or after the 4th birthday OR any 4 doses.
3. One Dose of Measles, Mumps, Rubella (MMR)
4. Appropriate dose(s) of Haemophilus influenzae type B vaccine (HIB). One dose must begin after the first birthday.
5. One dose of Varicella (Chicken Pox) given after first birthday – (Laboratory evidence of immunity, certified licensed physician or parental statement of previous varicella disease is also acceptable.)
6. Pneumococcal vaccine (PCV) one dose after the first birthday
7. Influenza vaccine – one dose between September 1st and December 31st

Documents accepted as evidence of immunization include:

- Official school/childcare records
- Records from any health department

- Certified licensed physician's certificate/letterhead stationery/prescription pad listing specific vaccines and administration dates signed by a licensed physician or advanced practice nurse.

Immunization requirements for students entering grades K-2:

Children must be appropriately immunized for their age to be enrolled in school. To be in compliance with current New Jersey Immunization Regulations as stated in Chapter 14 of the State Sanitary Code (NJAC 8:57-4.1 to 8:57-4.17), children's immunization records must document month, date and year of the following vaccines.

1. Four doses of Diphtheria, Tetanus, Pertussis (DTaP), one dose given on or after the 4th birthday, OR any 5 doses.
2. Three doses of Oral Polio Vaccine (OPV or IPV), one dose given on or after the 4th birthday OR any 4 doses.
3. Two doses of Measles vaccine/ one dose of Mumps and Rubella vaccine (Laboratory evidence of immunity to Measles is also acceptable.)
4. One dose of Varicella (Chicken Pox) given after the first birthday. (Laboratory evidence of immunity, physician's or parental statement of previous Varicella disease is also acceptable.)
5. Three doses of Hepatitis B vaccine.

Documents accepted as evidence of immunization include:

- Official school/childcare records
- Records from any health department
- Certified licensed physician's certificate/letterhead stationery/prescription pad listing specific vaccines and administration dates signed by a licensed physician or advanced practice nurse
- Laboratory evidence of immunity is acceptable and proof must be presented.

Please note: The Hepatitis B immunization is mandated for entrance to Kindergarten. This series of three immunizations takes about 7 months to complete. If your child has not already received the entire series, please schedule an appointment with your child's certified licensed physician so that he/she can receive the required immunizations.

**NO PUPIL WILL BE PERMITTED TO ATTEND SCHOOL
WITHOUT PROOF OF IMMUNIZATION.**

HELPFUL TIPS FOR ENTERING PRE-K

The following helpful tips should be considered:

- Explain that school is "A place where you will have all kinds of things to enjoy doing. You will have fun and friends to play with, too."
- Portray the teacher as the person who will "be there" for your child in school.
- Encourage your child to share home responsibilities such as picking up toys, doing simple chores, etc.
- Explain the value of property including the use and care of it. Encourage your child to put away his/her playthings. Provide a special place so he/she can clean up independently.
- Guide your child to show independence in taking care of his/her toilet needs.

- Provide a *LARGE* backpack that is easy to open and close for bringing home school work. Please, no wheels since they are a hazard on our stairwells.
- Encourage your child to dress himself/herself. Provide simple, washable, easy-to-manage clothing since our program involves using active sensory experiences.
- Label all clothing with names or markers.
- Provide rubbers and boots large enough for your child to manage them. Have his/her name inside each boot so there is no mix-up.

What you can do to help your child prepare for Pre-Kindergarten

Read to your child every day!

Avoid comparing your child to others

Prepare child for school – give them opportunities to play and be a kid; play with peers

Explore the world – parks, museums, zoos, farms

Go on nature walks

Explore the neighborhood

Go to the library

Read aloud and tell stories

Teach your child basic safety information:

Their first and last name

Street Address

Parents' or guardians' names

Phone number

Walk to school and point out: traffic lights, crosswalks, driveways, bus stops, sidewalks, etc.

Build organization skills – arrange household items into groups, colors, sizes, shapes

Stack books from largest to smallest

Use measuring cups

Talk about time and temperature

Encourage helpful habits – Put away things to encourage responsibility

Set up playdates and help your child to get along with others, take turns, choose games, etc.

Help with listening and following multi-step directions (Ex: “Hang up your coat, close the closet door, and come to the kitchen.”)

Do simple chores – set or clean up the table (start with utensils and napkins), put away clothes and toys, hang up towels after bath, put books on the shelf, matching/sorting socks.

Practice Dressing – shoelaces, buckles, buttons, zippers, and snaps.

Playing – taking turns, following rules and directions

Care for Living things – Give pets and plants food and water

Sleep well – 10-12 hours per night

Limit TV - (For Example, 1 hour per day no more than 8 hours per week). Watch TV with your child and ask questions about the characters or story. No TV during meals and no TVs in children's bedrooms.

Practice Healthy Habits – Wash hands before eating and after the bathroom, flush after using the bathroom, take regular baths or showers, brush teeth at least 2 times per day.

Develop Fine motor skills– String beads, paint, use crayons, put puzzles together, play with Play Dough and clay, cut with child-safe scissors, paste, use single hole punchers, build with blocks and Legos.

Model the positive behaviors - Say please and thank you often

Recognize positive behaviors – When they share, say good job sharing or taking turns.

Allow your child to make choices- Clothing, food, games, etc.

More ways to help:

Show a picture book and have your child make up the words.

Finger-point to words as you read them – (left to right progression).

Practice throwing and catching a ball.

Adjust sleep schedule to match the school schedule.

Help your child choose outfits the night before school. This habit will help make mornings easier.

Count and sort objects - put out crackers or pretzels for snack and count them.

When your child makes a mistake, focus on the mistake, not the child.

Help your child participate in other children’s games as well as be the leader in their own games.

Emphasize that sharing is a way to make friends.

Help wait for his or her turn.

Encourage your child to use an appropriate voice to get your attention - not whining, yelling, or screaming for your attention.

After reading a story, have your child tell you the general story line.

Discuss empathy –how another child feels or acts when you say nice things or hurtful things (teasing).

HOME AND SCHOOL ASSOCIATION

The Home & School Association is the parent-based, volunteer organization that supports Forest Avenue School, students, parents and staff. Its objective is:

- To bring into closer relationship and communication, parents, teachers and administration of Forest Avenue School.
- To aid in informing parents of the educational philosophy of the Board of Education and to inform the board of education and the administration of concerns of parents about the educational process in Glen Ridge Schools (taken from the By-Laws of the Association).
- Provide fund-raising to support enrichment materials and progress for the students of Glen Ridge.

The Home & School Association meets these objectives in a variety of ways, including:

- *Fundraising, coordinating programs and services, supporting our Forest teachers and staff, strengthening our Forest Family community, communicating issues or concerns, and holding monthly meetings (in the FAS MPR and/or virtually)*

Each year, thanks not only to parents' generous financial donations, but also to their time and talent, the Home & School has contributed to Forest Avenue in many important ways. This year we hope to put our efforts to good use once again. There are many opportunities to get involved in the events and activities which take place each year. For more information, please visit the [FAHSA Website](#).

INTEGRATED PEST MANAGEMENT (IPM)

Forest Avenue School and the Glen Ridge School District has adopted an Integrated Pest Management (IPM) Policy and has implemented an IPM Plan to comply with the New Jersey School Integrated Pest Management Act. IPM is a holistic, preventive approach to managing pests in school.

All schools in New Jersey are required to have an Integrated Pest Management coordinator (IPM Coordinator) to oversee all activities related to IPM and pesticide use at the school.

The IPM Coordinators for Glen Ridge Board of Education are:

Name of IPM coordinators: Mrs. Barbara J. Murphy, Business Administrator

Business Phone number: 973- 429-8304

Business Address: 12 High Street, Glen Ridge, New Jersey 07028

The IPM Coordinator maintains the pesticide product label, and the Material Safety Data Sheet (MSDS) (when one is available), of each pesticide product that may be used on school property. The label and the MSDS are available for review by a parent, guardian, staff member, or student attending the school. Also, the IPM Coordinator is available to parents, guardians, and staff members for information and to discuss comments about IPM activities and pesticide use at the school.

As part of a school pest management plan Forest Avenue School may use pesticides to control pests. The United States Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and the DEP cannot guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure. Upon request, additional information is available for review.

INTERVENTION & REFERRAL SERVICES (I&RS)

The Intervention and Referral Services procedure was developed by the New Jersey Department of Education to assist district boards of education in establishing and implementing a coordinated system in each school building for the planning and delivery of intervention and referral services

that are designed to assist students in the **general education program** who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing students' learning, behavior or health needs. (N.J.A.C. 6A:16-8.1).

This procedure will benefit students in several ways:

- Attention will be given to the needs of the teacher, staff and parents requesting assistance
- The structured problem solving process used by the I&RS team; the follow up, monitoring and evaluation of activities set forth in the I&RS action plan; and the focus on short term, achievable behavioral goals provides a high likelihood of success in addressing individual needs
- At risk students will receive interventions designed to accommodate their individual learning or behavioral needs in the context of the general education setting
- Data collection and assessment activities for interventions are focused on the context in which the problem is occurring
- Decreases inappropriate CST evaluations and classifications by developing a supportive problem solving mechanism in the K-12 general education program
- The I&RS process provides a clear trail of data and other information on related issues and concerns if a CST referral or evaluation is needed

The staff member requesting assistance becomes an ad-hoc member of the team for the resolution of the identified problem(s). School staff who request assistance are responsible for the following:

- Fully completing all forms and providing all appropriate information/data
- Remain open to new ideas and ways of approaching educational problems
- Actively participate in the problem solving process
- Support, implement and evaluate I&RS action plans
- Abide by all privacy rights, ethical standards and applicable statutes and regulations

A core unit ensures sufficient representation of various professional viewpoints, which increases the probability that all appropriate data will be collected and all applicable strategies and insights will be considered.

The intervention process will begin with teachers and parents, communicating to each other concerns regarding that pupil's academic, emotional or health status.

LUNCH PROGRAM

Lunch at school should either be packed in a sturdy bag or preferably in a lunch box. Drinks may be in a bottle, drink box, or thermos; however, NO GLASS is allowed.

The Forest Avenue Home & School Association (FAHSA) parent volunteers generously administer and organize the Forest Food Days Program which provides families with convenient lunch options from local restaurants made available for purchase at a modest cost two to three days per week. Food Days sign-up and purchase information will be shared by FAHSA.

While Forest Avenue School is not an allergen-free school, peanut butter or foods containing peanuts or nuts are not permitted in the classroom or school for snack and are highly discouraged for student lunches. More detailed information regarding food in school and the protection of children with life-threatening allergies will be shared with families at the start of each school year.

The lunch hour is divided into two parts: a half hour for lunch and a half hour for recreational play outdoors (indoors if the weather is inclement.)

MARKING PERIODS/ASSESSMENT PERIODS

The Primary Schools have three marking periods/assessment periods: November, March, and June.

MOVE-UP DAY

In June, prior to school closing, enrolled primary students participate in a transition program designed to provide the children with exposure to their new grade level prior to starting the new school year. Detailed information about Move-Up Day is communicated to families later in the school year.

PLAYGROUND

There is no school supervision provided for students prior to 8:30 AM or after the 3:00 PM dismissal time. **Parents and guardians must closely supervise** children on the school grounds before and after school. Be mindful of the children, parents, and caregivers on the playground. Please review the following guidelines with your children when using the Forest Avenue playground.

General Rules:

Be patient and wait your turn for the use of the equipment.
Take turns and share equipment and space.
No crowding or pushing – be courteous to others.
When there is a conflict, do one of the following: walk away from the problem, talk it out until you reach an agreement, speak to a trusted adult.
There is no throwing snowballs, dirt, sticks, stones, acorns, etc.
No running on the wood chips.

Slides:

Proceed one at a time
Do not walk or run up slides.
Sit on slide – no standing.
Slide down, feet first.

As soon as you reach the bottom, move away from the slide.
Do not jump or run down slides.

Climbing Structures:

Proceed one at a time.
Face the bars while climbing up or down.
No sitting, walking on top of, or climbing over equipment.
Horizontal ladders – start with the first bar or ring (never skip 2 or 3 bars or rings at a time).

Winter Weather:

Please do not allow your child to climb on snow piles during the winter season. We cannot stress enough that children are not permitted to throw snowballs.

Trees:

For the safety of the children and to protect the landscaping, please do not allow your children to climb in the trees on school property.

READING SPECIALIST/ACADEMIC SUPPORT TEACHER SERVICES

Students in the **general education program** who are experiencing learning, behavior or health difficulties are referred to the Intervention and Referral Services Team composed of the classroom teacher, building principal, school nurse, LDTC, and the Reading Specialist (N.J.A.C. 6A:16-8.1). The team meets to problem-solve the issue/concern, make a recommendation and communicate with parents. The I&RS team monitors student progress and evaluates the activities set forth in the I&RS action plan; and the focus on short term, achievable behavioral goals to provide a high likelihood of success in addressing individual needs.

Students who are not performing to grade level expectations as measured by the data collection of the I&RS Team, classroom assessment activities and the portfolio assessment are assessed for remedial services. The New Jersey Department of Education requires that district boards of education “provide appropriate instruction to improve skills and knowledge of students performing below the established levels of proficiency in any content area either on the Statewide or local assessments,” (N.J.A.C 6A:8-4.3).

Once students are assessed, they may be recommended to work with our Reading Specialist and/or our Academic Support teacher in reading, writing, or math. The results of the assessments are shared with the I&RS team. Students performing below grade level expectations are required to participate in the remedial services program as per New Jersey Administrative code.

When service commences, the Reading Specialist or Academic Support Teacher will provide language arts or math instruction in a small group setting and/or in the classroom setting. Students’ progress will be assessed on an ongoing basis and shared with parents, teachers and the I&RS Team at the end of each assessment period.

If it is determined through the assessment process that a child has made the progress to enable him or her to perform at grade level, then students may exit the remedial program. The overall goal of the program is to meet the individual needs of students in order to help them make progress to perform at grade level expectations.

SCHEDULED EARLY DISMISSAL DATES - 12:30 PM PICK-UP

This year students will be dismissed at 12:30 PM on the following days:

November 17 th & 18 th	Fall Parent Conferences
November 23 rd	Thanksgiving Recess
December 23 rd	Holiday Recess
February 16 th	Winter Recess & Professional
Development	
March 20 th	Professional Development
March 23 rd & 24 th	Spring Parent Conferences
June 16 th	Last Day of School

SCHEDULED HOLIDAYS/SCHOOL CLOSURES

A board approved version of the 2022-2023 school calendar is posted on our website. School will not be in session on the following days:

September 26 th	Rosh Hashanah
October 5 th	Yom Kippur
October 10 th	Columbus Day
November 10 th , 11 th	Teacher’s Convention
November 24 th & 25 th	Thanksgiving Recess
December 26 th - 30 th	Holiday Recess
January 16 th	Dr. Martin Luther King, Jr. Day
February 17 th	Winter Recess
February 20 th	President’s Day
April 3 rd - 7 th	Spring Recess
May 29 th	Memorial Day

SCHEDULING

The Primary Schools operate on a 6-day schedule. School days are numbered one through six so that if school begins on a Monday, day one repeats itself on Tuesday of the following week. This schedule allows for the efficient and effective sharing of specialized personnel between the Primary Schools. The 6-Day Cycle calendar is posted on the school’s website for easy reference.

SCHOOL PICTURES

School photos are scheduled for October 18th and October 19st. You are under no obligation to purchase any pictures. This program is conducted solely as a service to Forest Avenue School Parents.

SCHOOL VISITATION

School visitations will be limited to a case by case basis. Should the need for volunteers arise, visitors should report to the front door and present a photo ID/driver's license to gain access to the building. We stress that when you come, sign in at the main office to receive the proper identification badge. For safety and security reasons, school entry procedures have been developed in collaboration with the GRPD and the District's security consulting firm.

Parents, caregivers, and volunteers visiting Forest Avenue School must have a scheduled appointment prior to the visit. **All visitors must have a valid driver's license or government issued ID to gain entry into the building. After scanning your identification, report to the main office to receive the proper identification badge. During your first visit to the school, please allow time for the staff to take your photo for your school visitor identification badge. The security system will save your photo for future visits.**

If you need to get a message or a forgotten item to your child, please go to the front door, ring the buzzer, and someone will assist you.

If you need to speak with your child's teacher, please arrange a mutually agreed upon time to do so.

SNACKS

Teachers arrange time for a daily snack. **Peanut butter or foods containing peanuts or nuts are not permitted in the classroom or at school for snack.** More detailed information regarding food in school and the protection of children with life-threatening allergies will be shared with families.

SPECIAL EDUCATION

Public Schools are required to provide a free and appropriate education for handicapped children between the ages of 3 and 21. Early intervention programs are available to infants between the ages of 0 and 3 years.

The Preschool Disabled Program (PSD) is available to children between the ages of 3 and 5.

These services are available to all children who would benefit from special education programs and services which may prevent their disabling condition and/or developmental impairment from becoming more debilitating. Parents of youngsters who are demonstrating developmental lags in one or more areas are strongly encouraged to contact the Director of Student Services regarding services at (973) 429-8305.

Within Forest Avenue School, a Resource Room and a Primary 1 classroom are available to students who have been found to be eligible for special education services through extensive

testing by the Child Study Team. The Resource Room provides individualized instruction to students for a maximum of two hours a day. The Primary 1 classroom is a combination of self-contained and inclusion in the regular education and Related Arts classes according to each child's IEP. The CST, primary school teachers, and principal use a pre-referral intervention committee. The committee's primary purpose will be to expedite assistance to children who are experiencing academic and/or socio-emotional difficulties through an informal process. If suggested strategies or intervention plans do not prove to be of assistance, then the committee may begin initiating a formal referral process. Written parental permission to test must be received as part of this formal referral process.

WITHDRAWAL

Any parent who is moving from his/her current address is asked to notify the school. A form must be completed and is available in the main office.