

J. Harvey Rodgers Monthly Board Report

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Educational Happenings & Community Involvement Activities:

We are looking forward to exploring trauma-based relationships, mindfulness & SEL (social-emotional learning) with the staff this year!

Meeting Dates:

- 1.3.19 Kindergarten Grade Level Meeting
- 1.4.19 I&RS Meeting
- 1.9.10 Preschool Grade Level Meeting
- 1.11.19 TOY Celebration-Congratulations Amanda Fordyce
- 1.15.19 Faculty Meeting
- 1.17.19 Kindergarten Grade Level Meeting
- 1.31.19 Kindergarten Grade Level Meeting

Community Updates/Professional Development:

- 1.4.19 Teachers Guided to Trauma In-Service (Dr. Melissa Sadin)
- Purposeful Play Ongoing Throughout the Year
- Social/Emotional Learning Data Collection/Staff Survey
- Guided Reading
- Phonemic Awareness
- Guidance Counselor and BSI Teacher will be starting in January

Facilities/Operation: See Report

Nurse's Report: See Report

Staff Evaluations: 10 Informal Observations, 6 Formal Observations

Dates to Remember:

African American Read In 2.7.19

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Purposeful Play is setting up an intentional, developmentally appropriate environment that allows students to express their learning and social-emotional development through differentiation and needs based activities. It is taking stock and knowing the breadth of what is happening academically and socially and creating an environment where "teaching" happens in experiences that are relevant and appropriate. It is not teaching play but interacting with students in hands-on activities and supporting students as they learn to resolve if/then situations as they arise or are presented to them. Teachers are the creators of the space and experience but not the directors of the activities. Teachers support students through problem-solving in an environment that is safely built on strong routines and rules. Teachers support students and model learning through negotiation, problem-solving, building empathy and developing a growth mindset. Purposeful play is intentional play that allows the teacher to meet the students where they are and bring them forward in a way that is child centered and developmentally appropriate.

Teaching through Intentional Play is knowing and planning for experiences to meet the needs of your students in a developmentally appropriate way. Thinking both socially and academically how to move your students forward in an environment that they are comfortable enough in to take risks. Providing activities during their "work-time" (choice time) that allows students to experience different content and social situations that build perseverance, self-awareness, content knowledge, and foundational skills that are needed to be successful not only in school but as they maneuver through life. This means taking time to collect data, prioritize needs, act and assess. Intentional play means a teacher is an active part of the experience, involved, and hands-on as the students are manipulating the classroom environment. Teachers must set out with a plan and foster natural actions that allow them to teach and assess. Teaching through intentional play is taking action based on knowing how I (the teacher) am trying to move a child forward knowing the child's current abilities and needs backed by data and driven forward by data. Data can be notes, observations, student work samples, conferences, conversations, benchmarks, etc.

What is Social and Emotional Learning?

Glassboro is one of the first districts in the county to commit to the development of the whole child by incorporating social and emotional learning. All stakeholders will work hard each day to support each child as a whole and to promote academic, social, and emotional growth because we believe children have the potential to be successful both in and out of the classroom. Please join us as we embark on this new journey for our school district.

Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. At Glassboro Public Schools, our Social Emotional Learning model empowers teachers and students with a framework to cultivate Self-Awareness, Self-Regulation, Social Awareness, Relationship Skills and Responsible Decision Making. This will be achieved through intentional practice in a safe, structured environment so that the balance between Self-Efficacy and Social Harmony can be obtained. While immersed in SEL and Mindfulness practices, teachers, staff and administrators will focus on the needs of the

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whole child: emotional, physical, and mental. When these three are in balance, a student is able to be fully engaged and “Bulldog Ready.”

Definitions:

Students will focus on Self-Awareness by learning how to recognize their own feelings and thoughts, as well as the impact that those feelings and thoughts have on their behavior. Students will also focus on identifying their personal traits, strengths and limitations and become aware of the importance that self-confidence plays in their daily life.

Self-Regulation will help students to move from impulsivity to positively navigated behavioral choices. Students will learn strategies to manage their emotions, thoughts, and feelings and recognize the skills needed to establish and achieve personal and educational goals.

Students will become more Socially Aware by practicing the skills of active listening; participating in skill building and social activities; and learning how to be empathetic, respectful members of their community. Students will demonstrate awareness of the differences among individuals, groups, and others’ cultural background and develop a more proactive, communal view of the world.

Relationship Skills will allow students to work on the skill of establishing and maintaining healthy relationships, with their peers, school staff, and community members. Students will learn how to utilize positive communication and social skills to interact effectively with others as well as identify ways to resist inappropriate social pressure (peer pressure).

Responsible Decision-Making will aid students in developing, implementing, and modeling effective problem solving and critical thinking skills. Students will also be able to identify the consequences associated with their actions in order to make the best decision possible.

Students will be encouraged and supported on their journey to finding their balance between Self-Efficacy and Social Harmony. Self-Efficacy involves students having a belief in their ability to succeed and accomplish goals. Social Harmony is the ability to understand relationships between self and others and having the confidence to function in situations that require empathy, communication, listening and compassion. When students find a healthy balance, they will feel centered, valued, and like a respected, contributing member of society.

Glassboro Public Schools

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Mrs. Nancy Fiebig
School Nurse

Ms. Cathy McDonald
School Secretary

Mrs. Elizabeth Calvo
School Secretary

Mrs. Danielle Sochor, Acting Principal

January 7, 2019

Dear Parent/Guardian:

It is with great sadness that I inform you that one of our beloved teachers, Susan Hars, has passed away. Mrs. Hars served as a gym teacher here at Rodgers for the last 17 years. She was a wonderful teacher loved by all, and the staff and students will miss her greatly. Her commitment to the students and love for learning has touched us all.

We encourage you to talk with your child. How we as adults manage ourselves serves as an important model for helping kids handle the passing of a loved one. It is important they know they are loved and supported as they talk about their feelings.

You may want to consider the following when talking to your child about death:

- Allow your child to talk about their feelings.
- Affirm all expressions. It is okay to express feelings honestly. Tolerate the expressions rather than dismissing them or discouraging the expression of feelings.
- Reaffirm that your child is safe and your child is loved.
- Explain that sad feelings are normal and it is okay to discuss why they are sad.
- Help your child get back to a normal routine as quickly as possible.
- Books are an excellent way to help your child through a difficult time. Please see some of my personal favorites listed below:
 - *The Invisible String* by Patrice Karst
 - *Sun Kisses, Moon Hugs* by Susan Bernardo
 - *The Memory Box: A Book About Grief* by Joanna Rowland
 - *I'll Always Love You* by Hans Wilhelm
 - *The Fall of Freddy the Leaf* by Les Buscaglia
 - *Lifetimes* by Bryan Mellonie

Please be advised we have a team of counselors, a psychologist, and a social worker at school throughout the week to provide emotional support for our students. If you have special counseling concerns or would like additional support for your child, please call me at 856-652-2700 ext. 5101.

Our deepest sympathies go to the Hars family. Please keep the family in your thoughts.

Sincerely,

A handwritten signature in cursive script that reads "Danielle Sochor".

Danielle Sochor

EQUAL OPPORTUNITY EMPLOYER

Principal

Glassboro Public Schools***Nurse's Monthly Report

SCHOOL: J Harvey Rodgers Submitted by: N. Fiebig, RNCSN Date: 12/22/17

TOTAL NUMBER OF STUDENTS ATTENDED TO: (1a,2c) 271 School Days in Month 15

Illness (1a,3a) 102 First Aid(1a,3a) 120 Health Information Counseling (1b,2a) 6 Other 49

Gym Excuses 1 Medication Doses (Daily and PRN) (2e, 3b) 37 Exclusions (Infectious) _____

Sent Home 25 Sent to Hospital (3d) 0 Accident Reports 0

SCREENINGS (2e)

Hgts/Wgts 7 Referrals (4c) _____ Blood Pressures _____ Referrals (4c) _____

Vision 9 Referrals (4c) 1 Hearing 7 Referrals (4c) _____ Scoliosis _____ Referrals (4c) _____

EVALUATIONS AND PLANS

I&RS eval(1b) _____ I&RS mtg(1b, 1e,3f) _____ I&RS plan(1e,3f) _____ 504 plan(1e) _____

CST eval (1b, 1c) _____ CST meeting (3f) _____ Home Instruction Applications _____ Returns _____

Individual Health Care Plan (1c, 1e, 2a,3b,2c,3a,3d,3e,3f) _____

NEW STUDENT HEALTH RECORD APPRAISALS (1b) 2 STUDENTS EXCLUDED _____ TRANSFERRED 3

IMMUNIZATIONS REQUESTED (4b) 1 TB TESTS REQUESTED 0 AND EVALUATED 0

AGENCY REF. (DYFS, Substance Abuse, Mobile Response) (1d) 2 ATTENDANCE CALLS (1c,1e, 3a) 80

COMMUNICATIONS(2a,3e,4f)

Parent/Guardian (Phone/Note) (1b,3a) 131 Professional (Drs., Agencies) (1d,3f) 3

Conferences/Collaboration (1b,c,e,2a,b,3a,f)(Teacher, Parent, Counselor, Administrator, Nurses) 12

STAFF

Visits to Health Office (4d) 7 Referrals 1 Workman's Comp. Reports Initiated 1

REPORTS SUBMITTED(1a,1c,1f,2a,4b,4c,)

MEETINGS/WORKSHOPS/ACTIVITIES(1a,1b,1d,1f,4d,4e)

Nurse's Monthly Report (1c,1f,4d)

Staff mtg

STAFF TRAINING/TEACHING(1a,1c,2b,2d,3c,3d,3f,)

MISCELLANEOUS

M&RT brief

Flu shot reminders /email /blast web pg bulletin board