

J. Harvey Rodgers Monthly Board Report

Search #JHRodgers on Twitter for ongoing information about J. Harvey Rodgers School

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:

- 2.1.19 I&RS Meeting
- 2.6.19 Preschool Grade Level Meeting
- 2.7.19 African American Read In Celebration
- 2.12.19 Faculty Meeting
- 2.14.19 Kindergarten Grade Level Meeting
- 2.15.19 Teacher In-Service
- 2.21.19 Holdbrook Dental Program
- 2.22.19 Susan Hars Memorial
- 2.28.19 Kindergarten Grade Level Meeting

Community Updates/Professional Development:

- 2.15.19 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
- DIBELS Data Analysis
- Nonsense Words Fluency

Facilities/Operation: See Report

Nurse's Report: See Report

Staff Evaluations: 5 Informal Observations, 10 Formal Observations

Dates to Remember:

- **Monday, March 4, 2019 -March 8, 2019:** Read Across America Week (Details to Follow)
- **Monday, March 11, 2019 :**Women's History Read In

J. Harvey Rodgers Monthly Board Report

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

J. Harvey Rodgers Monthly Board Report

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

301 Georgetown Road
Glassboro, New Jersey 08028

www.glassboroschools.us

Phone: 856-652-2700

Fax: 856-881-1670

Mrs. Danielle Sochor, Principal

Mrs. Nancy Fiebig, School Nurse

Dear Parents/Guardians:

Another New Year begins-welcome 2019! I hope everyone has had a chance to relax and enjoy some quality time with family and friends over the holiday season. The start of school, after a significant break, always provides a good opportunity to re-establish a focus on learning. The New Year has brought a renewed sense of energy and dedication. The staff and students have come back from their holiday break excited and rejuvenated. We continue to be dedicated to meeting the needs of our students at the J. Harvey Rodgers School.

Please join the staff and students as we celebrate and recognize Mrs. Amanda Fordyce as a recipient for the 2018-2019 Teacher of the Year Award. We are so proud of her and wish her continued success.

I am excited to announce our new school counselor, Miss Nicole Pacera, who will be providing individual and group counseling to those students who could need some extra support. She will also be conducting Read Alouds to our students, which will focus on social and emotional learning, character education, and character traits that exemplify being a good bulldog buddy.

During the winter months, ice and snow may result in school closings and/or 2-hour delayed openings. This decision to close the schools is made for the safety of your children and is usually made early in the morning. Decisions for early dismissal, although rare, are usually made by 10:00 a.m. Parents will be notified via the district website. A phone recording will also be sent out to all families via the *School Messenger* phone system. In the event of early dismissal due to weather or other emergencies, every effort will be made to notify the parents. If there is a 2-hour delayed opening, we will adjust the times of our pre-school program. Times are listed below. Please make sure all your contact information is up to date to ensure you are receiving the emergency calls. Please remember to dress your children in warm clothes, hats, and mittens/gloves.

Please see the important event updates below.

- **Thursday, February 7, 2019:** African American Read In
- **Friday, February 8, 2019:** PTO Valentine's Day Dance **Location:** Bullock School 6:00p.m.-8:00p.m.
- **Friday, February 15, 2019:** Teacher In-Service Schools Closed
- **Monday, February 18, 2019:** Presidents Day Schools Closed
- **Monday, March 4, 2019:** Read Across America Week (Details to Follow)
- **Friday, March 8, 2019:** Districtwide 2-Hour Delayed Opening (Please see times listed below. These times will also reflect delayed opening due to inclement weather.)

2-Hour Delayed Opening

AM Pre-K 10:00AM-11:45AM

PM Pre-K 12:15PM-2:00PM

- **Monday, March 11, 2019:** Women's History Celebration Read In

EQUAL OPPORTUNITY EMPLOYER

Parent/Teacher Conferences: Our conferences will be held from **Monday, March 18, 2019** to **Wednesday, March 20, 2019**. School will be in session from 8:00a.m.-12:30p.m. Conferences will commence at 1:00p.m. Your child's teacher will be contacting you to confirm a date and time. Attending conferences is one way to be involved and help your child succeed. Please visit the Book Fair located in the library during conference times.

Please enjoy this time with your precious children. Our students are half way through the year so please give extra hugs and kisses and cherish these times while they are young. They are truly loving their experiences and having fun while they are learning. If you have any questions or concerns, please contact me at dsochor@gpsd.us or 856.652.2700 ext. 5100.

Yours truly,

Danielle Sochor
Principal

Principal Copy

Glassboro Public Schools***Nurse's Monthly Report

SCHOOL: J H Rodgers Submitted by: N. Fiebig, RNCSN Date: 2/1/19

TOTAL NUMBER OF STUDENTS ATTENDED TO: (1a,2c) 372 School Days in Month 21

Illness (1a,3a) 79 First Aid(1a,3a) 185 Health Information Counseling (1b,2a) 12 Other 24

Gym Excuses 1 Medication Doses (Daily and PRN) (2e, 3b) 51 Exclusions (Infectious) 2

Sent Home 18 Sent to Hospital (3d) 0 head checks 33 Accident Reports 0

SCREENINGS (2e)

Hgts/Wgts 83 Referrals (4c) _____ Blood Pressures 2 Referrals (4c) _____

Vision 85 Referrals (4c) 6 Hearing 87 Referrals (4c) 3 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) 0

NEW STUDENT HEALTH RECORD APPRAISALS (1b) 1 STUDENTS EXCLUDED 15 TRANSFERRED 4

IMMUNIZATIONS REQUESTED (4b) 2 TB TESTS REQUESTED 0 AND EVALUATED _____

AGENCY REF. (DYFS, Substance Abuse, Mobile Response) (1d) _____ ATTENDANCE CALLS (1c,1e, 3a) 98

COMMUNICATIONS(2a,3e,4f)

Parent/Guardian (Phone/Note) (1b,3a) 58 122 180 Professional (Drs., Agencies) (1d,3f) 2

Conferences/Collaboration (1b,c,e,2a,b,3a,f)(Teacher, Parent, Counselor, Administrator, Nurses) 17

STAFF

Visits to Health Office (4d) 3 Referrals 0 Workman's Comp. Reports Initiated 0

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

Imm-7

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

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

Faculty mtg 3

Stop-the-bleed workshop - EMS

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

MISCELLANEOUS

Epi-pen delegate

CPR planning

Epi-pen order

Health dept audit

Supply order

Lice letters

Illness reminder to parents

Bulletin Bd webpg check

Record maintenance 161

New employees paperwork

Scheduling student health safety programs