

Linden Avenue School

PreK Handbook

2023-2024



Linden Lions
“Paws Up!”

205 LINDEN AVENUE, GLEN RIDGE, NJ 07028
TEL (973) 429-8301 FAX (973) 429-3243

PHILOSOPHY

The major goals at the Primary School level 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 Dirk Phillips
Administrative Assistant to the Superintendent Mrs. Glorylyz Santangelo
Business Administrator/Board Secretary Mrs. Barbara J. Murphy

BOARD OF EDUCATION

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Ms. Tracey St. Auburn, 1st Vice President

Mr. David Campbell, 2nd Vice President

Ms. Tricia Akinwande

Mr. Anthony Bonnett

Ms. Duval Graham

Ms. Jocelyn Gottlieb

Ms. Kristin O'Neil

Dr. Heather Yaros-Ramos

BOARD OF EDUCATION MEETINGS 2023-2024

<u>2022</u>	<u>Work Session/Action</u>	<u>Action</u>
	September	12
	October	3
	November	7
	December	5
<u>2023</u>		
	January	3 (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

Linden Avenue School Staff 2023-2024

Position	Name	Email	Voicemail	Room
Principal	Joseph A. Caravela	JCaravela@glenridge.org	4002	2
Secretary	Debora Travisano	DTravisano@glenridge.org	4000	1
Custodians	James Doran	JDoran@glenridge.org	4007	B7
	Mark Russillo	MRussillo@glenridge.org	4007	B7
Grade:				
Pre-K	Carla Kurz	CKurz@glenridge.org	4104	4
Primary One	Rachel Nichols	RNichols@glenridge.org	4114	14
Kindergarten	Jodie Schnack Donna Panciello Linda Perrotta	JSchnack@glenridge.org DPanciello@glenridge.org LPerrotta@glenridge.org	4106 4017 4016	6 17W 16W
One	Beth Coletta Helene Maia	BColetta@glenridge.org HMaiia@glenridge.org	4108 4109	8 9
Two	Cassie Gibbons Jennifer Gonzaga	CGibbons@glenridge.org JGonzaga@glenridge.org	4110 4111	10 11
Specialists Staff:				
Library Reading Specialist LDTC Guidance SEL OT Art Physical Education Physical Education Nurse Speech Music Resource Title 1	Amanda Rego Paula Horton Lisa Jacobsen Laura Fitzpatrick Michael Mazzeo Francesca Roselli Danielle Chesney Katie Stapp Robert Stomber Pamela Barton Heather Goss Eden Mendez Daria Zawisa Dawn Miller	AREgo@glenridge.org PHorton@glenridge.org LJacobsen@glenridge.org LFitzpatrick@glenridge.org MMazzeo@glenridge.org FRoselli@glenridge.org DChesney@glenridge.org KStapp@glenridge.org RStomber@glenridge.org PBarton@glenridge.org HGoss@glenridge.org EMendez@glenridge.org DZawisa@glenridge.org DMiller@glenridge.org	4015 4105 4006 4112 4112 4103 4102 4003 4003 4005 4103 4015 4113 4105	15 5 B6 12 12 3 B2 B3 B3 B5 3 15 13 5
Aides:				

Gr. 1/Gr. 2	Amy Hoffman	AHoffman@glenridge.org		
Kindergarten	Kate Stanisci Ann Marie Bialkowski Sherilyn Nuguid	KStanisci@glenridge.org Abialkowski@glenridge.org SNuguid@glenridge.org	6 17W 16W	
Primary One	Joanne Prussak Pat Swantek Emily Giresi	JPrussak@glenridge.org PSwantek@glenridge.org EGiresi@glenridge.org	14 14 14	
PreK Kurz	Michelle Scardino TBD	MScardino@glenridge.org	4 4	
Permanent Sub	Kathy Crane	Kcrane@glenridge.org		

SCHOOL HOURS

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 PROGRAM PHILOSOPHY

Pre-kindergarten 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-kindergarten is recognized as the first year of formal schooling in Glen Ridge.

The philosophy of the Glen Ridge Pre-kindergarten 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-kindergarten 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-kindergarten through twelfth, an acknowledgement of the importance of pre-kindergarten. 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-kindergarten 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-kindergarten 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-kindergarten 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-kindergarten, 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-kindergarten program and school Pre-kindergarten 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-kindergarten 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

Teachers pick up their students at 8:30 AM. 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 to school after 8:30 AM are considered tardy and should report to the main office to be signed in by their parent. 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.

We ask that you inform the main office or the nurse at **(429-8300 Ext. 4005)** by 8:40 AM if your child will be absent for the day. A written note from the parent or guardian stating the reason for the absence and the date of the absence is required and must be presented to the main office. Every absence or tardiness must be followed by a note from home acknowledging that absence or tardiness.

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 in the office. All children leaving early must be signed out by a parent/guardian in the office.

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

Inclement Weather - When weather is inclement, students and parents of Pre-Kindergarten students should enter the building at the front door where the classroom aides will be "meeting and greeting" students at 8:20 AM. Due to the high enrollment of Pre-Kindergarten students, we are unable to accommodate parents.

ATTENDANCE

Regular and punctual attendance is very important for your child's success in school. Irregular attendance tends to hinder the steady growth of the child as he/she takes his/her part in the "community of learners."

Help your child by seeing that he or she arrives at the proper time, not too late/not too early. Five minutes before starting time is a good arrival time.

We ask that you phone the office of the nurse, (**973-429-3351**) or leave the nurse a voicemail at (**973-429-8300 Ext. 4005**) between 8:00 and 8:45 AM if your child will be absent for the day. When your child has been absent, a note of explanation should be given to the teacher.

BACK-TO-SCHOOL NIGHT

Back to School Night will be held on Thursday, September 21, 2023 from 7-9:00 PM at Linden 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 will now be handled by Alpha Best Education. Any questions or information can be answered by going to this 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 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 will be non-food events or activities. The classroom teacher should be contacted prior to the birthday. We are unable to distribute "Goodie bags" or items from home to students in the class for birthdays. Parents may utilize Family Access on the Skyward database to access class lists for party invitations.

CALENDAR

The school calendar contains all school events, vacations, and information pertinent to the entire Glen Ridge School System. The closing date of school is flexible depending on the use of snow dates during the year. The calendar is available online or for purchase from the Home and School Association.

CAR SAFETY REMINDERS

- Always lock your car when you are dropping off or picking 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.

- Do not leave your car running when dropping off or picking up your child.
- Always keep your children “in the line of sight” when walking them to and 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

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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	429-8300, Ext. 1007
Learning Consultant	Lisa Jacobsen	429-8300, Ext. 4006
Psychologist	Manny Holguin	429-8300, Ext. 5006
Social Worker	Caitlin Massey	429-8300, Ext. 3113
Speech/ Language Pathologist	Heather Goss	429-8300, Ext. 4009
Occupational Therapist	Francesca Roselli	429-8300, Ext. 4003
District Behaviorist	Jill Szalony	429-8300, Ext. 3210
Resource Room Teacher	Daria Zawisa	429-8300, Ext. 4113

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. She can provide referrals to community

agencies and private practitioners for counseling. She is available to parents for advice on general parenting issues including developing responsibility, setting limits, and structuring of time. She may also assist parents with development of behavior management techniques.

SOCIAL WORKER: Caitlin Massey 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: Heather Goss 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 next 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.

CLASSROOM VISITATIONS

Classroom 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, and to prevent unnecessary disruptions in the educational process **parents should not go directly to the classroom**. 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 a teacher, please arrange a mutually agreed upon time to do so.

All visitors must first report to the main office to sign in with the school secretary and receive the proper identification badge.

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 16th and 17th for Parent Conferences and November 22nd for the Thanksgiving holiday, and March 21st and March 22nd for the Spring Portfolio Assessment 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 LINDEN AVENUE SCHOOL

1. Ridgewood Avenue will be guarded at:
Linden Avenue, Washington Street, Woodland Avenue,
Snowden Place and Bloomfield Avenue
2. Hillside Avenue will be guarded at:
Washington Street, Bloomfield Avenue
3. Hawthorne Avenue will be guarded at:
Linden Avenue at the School and Maolis Avenue

DRESS AND FOOTWEAR

We ask that in choosing your child's clothing for school you keep his/her comfort and safety foremost in mind. Please label your child's outerwear. As the weather fluctuates during the school year, we need to keep appropriate dress and safety in mind. 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.

Fire drills, which occur twice per month, necessitate that students exit the building in an expeditious manner. Appropriate footwear is necessary during these times as well as negotiating the stairs on a daily basis.

Flip flops, sandals without straps around the ankle, and sneakers with wheels (Heelys) are not permitted in school for safety reasons.

DROP-OFF AND PICK-UP

If you drive your child to or from school, drop them off at curbside and encourage use of the sidewalk and crossing at corners. Please do not have your child cross in the middle of the block. **Please do not use the front horseshoe driveway or park in the designated drop off zone.**

In the Drop Off Zone

The procedure for using the Drop Off zone is intended to safely, efficiently, and expediently drop students off at school and should not be a stressful one. We know many drivers are anxious to get to their next destination, but given the limited amount of space in the zone, we all must keep the safety of our children at the forefront of our minds. The following procedure has proven safe, timely, and efficient. Please follow this protocol:

- Vehicles should pull up to the front of the Drop Off Zone (from the corner of Linden and Hawthorne to the end of the white – lined box).
- Parents/caregivers should be able to pull up to the front of the zone, remain in their vehicle, and allow the children to unbuckle and get out of the vehicle by themselves.
- Subsequent vehicles should form a line and continue with this protocol.
- The line should consist of 6-8 vehicles at any given time where dropping off and leaving is a smooth almost synchronized process.

Please Remember:

- There is no parking in the Drop Off Zone. If the driver gets out of the car, even "for a moment" the car is parked and the entire Drop Off Zone procedure does not work.
- Children should be able to get unbuckled, out of the car and shut the door by themselves. If children cannot do these things, please do not use the Drop Off Zone and find a parking spot (further down on Hawthorne, on Hillside, or on Linden on the opposite side of the school).

- Drivers should pull away as soon as the car door is closed and the child is safely on the sidewalk. If you feel you need to watch your child enter the school, please do not use the Drop Off Zone and find a parking spot.
- Please do not double park at the drop off line. This narrows the roadway and impinges upon the safety of our children.
- Drivers should enter the line at the end. Please do not cut in front, even if one person has left the line and the next person has not pulled away. If you cannot wait for the line to move, then pull further up the street in the parking spaces and let your child out.
- When parking on the streets surrounding our school (Hawthorne, Linden, and Hillside Avenues) be mindful of our neighbor's driveways and do not block them.
- Please do not park blocking the horseshoe driveway for this is a critical fire safety measure. Please be sure to check that you are not blocking the entrance or exit of the driveway when parking on Linden Avenue on the opposite side of the school.
- Please do not use the front horseshoe driveway. This is a major walkway for pedestrians-both children and parents alike!
- Parking is at your own risk – see car safety reminders.
- Cross your child at the corner of Linden and Hawthorne Avenues with the crossing guard. There is no crossing guard at the corner of Washington and Linden Avenues.

Parking Information – Look at the parking map at the end of this handbook for clarification.

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.

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.

EMERGENCY SCHOOL CLOSINGS OR DELAYED OPENINGS:

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).

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 a bomb threat or other emergency requiring evacuation of the building, parents will be notified to pick up children at an evacuation site by means of the Instant Alert system.

FIELD TRIPS

During the course of the school year several in-school field trips, special guest visits, and assemblies will be planned. Parents will be advised prior to these activities.

FINGERPRINTING PROGRAM

The Glen Ridge Schools, in cooperation with the Police Department, will provide an opportunity for you to have your child's prints taken. The program is voluntary and for the protection of the child. The prints will be given to parents for their records and no copies will be kept by the school or police department. The Safety Committee of the Home and School Association assists in this project.

FIRE DRILLS 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 sometimes come to observe and offer assistance or suggestions.

FOOD ALLERGIES

There are students at Linden Avenue School with **life-threatening food allergies to peanuts, eggs, dairy, soy, milk, fish, sesame seeds and tree nuts**. 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 eating food 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 peanut oil. If your child goes home for lunch and has peanut butter to eat, please make sure that your child washes his/her hands before returning to school. **Peanut butter or foods containing peanuts or nuts are not permitted in the classroom for snack or special occasions.**

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.

GARDENING & LANDSCAPING

School and district staff are responsible for landscaping and maintaining the school grounds. Parent volunteers often help with gardening initiatives that take place on school grounds. All gardening and landscaping projects must have administrative approval prior to implementation. Please not pick any flowers or vegetables, prune, trim, or dig up any plants growing at the school without getting approval from the administration. For safety reasons, please do not allow your child to climb in the trees at school.

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 two-four multi-media computers 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

HARRASSMENT, INTIMIDATION, BULLYING

New Jersey Statutory Definition

“Harassment, intimidation or bullying” means any gesture, any written, verbal or physical act, or any electronic communication*, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by 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 any school-sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L.2010,c.122 (C18A:37-15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of others and that:

- a. 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 a reasonable fear of physical or emotional harm to his person or damage to his property;
- b. has the effect of insulting or demeaning any student or group of students; or
- c. creates a hostile environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.

L.2002,c.83,s.2;amended 2007,c.129,s.1;2010,s.11.

*“*Electronic communication*” means a communication transmitted by means of an electronic device, including, but not limited to telephone, cellular phone, computer, or pager.

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.

CONSEQUENCES

Consequences for a student who commits an act of HIB must be varied and graduated according to the nature of the behavior, the developmental stage of the student and the student’s history of the problem behaviors and performance, and must be consistent with the district board of education’s approved of student conduct, pursuant to N.J.A.C.6A:16-7.1, Code of student conduct (CSC). Consequences for a student who commits one or more acts of HIB may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the CSC, including those identified below.

- 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 and;
- 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: Lisa Jacobsen, LDTC

The District Anti-Bullying Coordinator is:

Jack DeWitt, Director of Student Services: 12 High Street, Glen Ridge, New Jersey 07028; Phone: 973 429 8305; Email: jdewitt@glenridge.org

Please visit our website at www.glenridge.org to view more detailed information regarding HIB including district policies, procedures, timeframes and parent and student rights and appeal process.

HEALTH SERVICES

All children in Pre-kindergarten and all new students are required to have a physical examination prior to 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. Please do not send your child to school with cold symptoms, loose bowels, upset stomach, contagious rash, etc.

When a child must be excused from recess, 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 a certified licensed physician stating his/her diagnosis and the amount of time that he/she expects the child to be excused. It is also necessary to have a note from the certified licensed physician 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. Any student who needs the use of crutches, a sling, a cast or any other medical apparatus must bring a written certified licensed physician note to the nurse stating so prior to reporting to class.

We ask that in choosing your child's clothing for school you keep his/her comfort and safety foremost in mind. Please label your child's outerwear. Flip-flops and open-toe shoes are not appropriate for playground activities.

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 a certified licensed physician. The medication with the form is to be deposited in the office of the nurse. If your child has any seasonal allergies or allergies to food, please contact the school nurse prior to the first day of school to discuss appropriate, safe management.

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), 1 dose given on or after the 4th birthday, OR any 5 doses
2. Three doses of Oral Polio Vaccine (OPV or IPV), 1 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 Haemophilis influenza type B vaccine (HIB)
5. One dose of Varicella (Chicken Pox) given after first birthday
6. (Laboratory evidence of immunity, certified licensed physician or parental statement of previous varicella disease is also acceptable).
7. Pneumococcal vaccine (PCV) 1 dose after the first birthday
8. Influenza vaccine –1 dose between September 1, and December 31, 2012

Documents accepted as evidence of immunization include:

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

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

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.

Please note: Health regulations are subject to change due to state mandates.

HELPFUL HINTS

The following helpful hints 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 a towel 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).

If you have any questions or concerns about your child's development it's always best to contact your child's pediatrician. Feel free to discuss with me any issues or concerns: (973) 429 – 8301 or email me at JCaravela@glenridge.org.

HOME AND SCHOOL ASSOCIATION

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

The 2023-2024 Executive Committee:

Co-Presidents	Kara Dehnad Kelly Andrejasich	lindenaveschoolhsa@gmail.com lindenaveschoolhsa@gmail.com
1st Vice President	Ferris Murray Christina O'Neil	fvanraalte@gmail.com ccglantz@yahoo.com
2 nd Vice President	Kara Gilson	karagilson719@gmail.com
Secretary	Vanessa Murphy	vanessamurphyesq@gmail.com
Treasurer	Tracey Martinez	traceymartinez.gr@gmail.com

Its objective is:

- To bring into closer relationship and communication, parents, teachers and administration of Linden 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** to provide goods and services to enrich our children's educational experience.
- **Coordinating services** focused on education, such as the enrichment program and after-school classes offered through the Discovery Series. Other services include the wonderful efforts of the Gardening, Playground, and School Photos committees.
- **Supporting our Linden teachers and staff** through classroom volunteers coordinated by H&S class parents, teacher's choice awards, and maintaining the library resources, coordinated by the Library Committee.
- **Strengthening our Linden Family community** through fun, social activities including children's dances, coffees, Spring Fling and the International Festival!! Home & School also publishes the Linden Avenue Student Directory each year, so we can all keep in touch.
- **Communicating the issues** affecting Linden, as well as those facing the Glen Ridge District. Home & School maintains a bulletin board in the Linden lobby and two outdoor bulletin boards (one on the back of the school and one on the front of school in the Kindergarten wing). The H&SA publishes a regular newsletter and an annual handbook. The H&SA coordinates the emailing of flyers and reminders. The District requests that all flyers be sent via email in order to reduce paper expense as well as backpack clutter.
- **Scheduled Meetings:** September 13th -6:30 PM New Parent Reception & Meeting: The times for the following meetings are at 7:30 p.m.: November 1st , January 10th; March 13th, and June 6th (End of Year Reception/Mtg 7:00p.m.).

Each year, thanks not only to parents' generous financial donations, but also to their time and talent, the Home & School has contributed to Linden 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.

INCLEMENT WEATHER

During inclement weather, children in PreK will enter the building and form a line in the front lobby from 8:20 – 8:30.

INTEGRATED PEST MANAGEMENT (IPM)

Linden 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: Mr. Bob Gomes and Mrs. Barbara Murphy

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 Linden 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

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 increase 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.

MOVE-UP

In June, prior to school closing, each child "moves-up" to his or her new Kindergarten class. Students will experience an age-appropriate small group session with their new teacher and classmates. This helps to ease students' apprehensions about new situations.

PLAYGROUND

Playground supervision begins at 8:20 AM. There is no school supervision provided after the 3:00 PM dismissal. After school, **parents and guardians must closely supervise** children on the playground. Be mindful of the many children, parents, and caregivers on the playground after school when playing with balls. Limit ball play to the back corner away from the playground equipment. Soft Nerf-type balls and kick balls are allowed; tennis balls, hard balls or any small balls are not (they are often found clogging our gutters).

Please review the following guidelines that we use to supervise the students on the playground and reinforce these as well when using the Linden 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, use “Paper, Rock, Scissors” game.
There is no throwing snowballs, dirt, sticks, stones, acorns, etc.
No running on the wood chips.
No bicycles, scooters, roller blades, or skateboards on school grounds.

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 ladder and rings – 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.

PORTFOLIO ASSESSMENT

The Primary Schools implemented Authentic Portfolio Assessment in September 2000. A student portfolio is a meaningful collection of student work that exemplifies the student’s interests, attitudes, range of skills and development over a period of time. It is believed that the use of portfolios will more accurately evaluate the student’s individual progress against predetermined objectives and at the same time be sensitive to the theory of “Multiple Intelligences.”

Portfolios include a series of examples of actual school performance that accurately demonstrate students’ skills.

The Primary Schools will have three marking periods: November, March, and June

READING SPECIALIST SUPPORT

Students in the **general education program** who are experiencing learning, behavior or health difficulties are referred to the Intervention and Referral Services Team comprised 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 for Reading Specialist support in reading and/or writing (language arts) or, the results are shared with the I&RS team. Students performing below grade level expectations are invited to participate in the remedial services program as per New Jersey Administrative code.

When service commences, the Reading Specialist, Paula Horton, will provide language arts instruction in a small group setting. She will assess students’ progress on an ongoing basis, add written reports to the portfolio assessment in November, March, and June, and share the progress with parents, teachers and the I&RS Team.

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.

SCHOOL PICTURES

School photos are scheduled for October 5th and 6th. You are under no obligation to purchase any pictures. This program is conducted solely as a service to Linden Avenue School Parents.

SECURITY PROCEDURES FOR ENTERING THE BUILDING

In cooperation with the Glen Ridge Police Department, we’ve come up with the following for visitors entering Linden Avenue School.

- Children should be dropped off at school no earlier than 8:20 AM unless Before Care is necessary. Pre-Kindergarten children and parents/caregivers should wait outside near the front door on nice days and on inclement weather days, children should be dropped off at the front doors. Parents should not enter the building unless there is a scheduled appointment.

- K-2 students and parents/caregivers should wait outside on the playground on nice days and on inclement weather days, K-2 students should enter the doors near Hawthorne Avenue and proceed to the gym where supervision will be provided for them. Parents should not enter the building unless there is a scheduled appointment.
- Dropping off personal items (lunches, library books, PE sneakers...) is strongly discouraged.
- Visitors need to enter through the front entrance and present a photo ID/Driver's license and use the security system to request entrance. Once they have rung the bell, they will be asked to state their name and purpose of their visit. They will then be asked to display their photo identification towards the security camera. Once they enter the building, they need to report directly to the main office to pick up a visitor's badge. Parents should not go to the classrooms or the nurse's office without a mutually agreed upon time scheduled by the staff.

SNACKS

A snack time will be scheduled for the students. Teachers and class parents will be responsible for arranging for the provision of nutritious snacks for Pre-Kindergarten students. Teachers at other grade levels will allow time for a daily snack. **Peanut butter or foods containing peanuts or nuts are not permitted in the classroom for snack or special occasions.**

SPECIAL EDUCATION

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

Pre-school Disabled Program 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 Linden Avenue School, a Resource Room is 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 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.

SUPERVISION AT SCHOOL EVENTS

When attending events at Linden Avenue School with your child after school hours, we ask that you closely supervise your child. Always keep your child "in the line of sight" so you know where he or

she is at all times during the event. Supervision and safety of the children should always be at the forefront of our minds, so please be vigilant.

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.

