



MAKING IT THROUGH A COLD WINTER WITH WARM HEARTS AT CLARK MILLS!

Clark Mills School
Manalapan, NJ

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Promoting the Safety, Health, and Well-Being of Our School Community

MERS Has Facebook!! “Like” Our Page!

In January, the Manalapan-Englishtown Regional School District introduced its Facebook page to the community. We invite you to “like” this page and check out the happenings in our district!!

To “like” and follow this page go to the following link:
<https://www.facebook.com/MERSDistrict/>.

In addition, if you have not yet registered to receive “Backpack Notices” because the district website has been changed, please do so as soon as possible, so you do not miss out on important district, community, and school notices as well as announcements. Paper copies will not be sent home. If you subscribed to the “old” website in September, you will need to re-subscribe to the new website in order to receive this information. Directions as to how to register and then subscribe are posted on the school website at the link below:

www.mersnj.us/cm

This website is easier to navigate and will keep you better informed about news and events in our schools. In conjunction with the new website, the district will also be launching a new mobile app for Apple IOS and Android devices which will be ready within the upcoming months.

Your patience, flexibility, and support are very appreciated. If you need assistance, you can contact the CM Main Office.

Join us and Dr. Marciante at our PTO Meeting in March!

On March 12th at 9:00 AM, the PTO will be holding a meeting in the school cafeteria. Dr. Marciante, Superintendent of the MERS district, will be present to share information regarding the possible referendum being discussed by the Board of Education. Come find out the details!



The PTO will also share information about upcoming events that you won't want to miss. We hope to see you there. If you can make it, please make sure to register your visit in advance on Passage Point.

What Exactly is Response to Intervention (RTI)? I've Heard This Phrase Being Used...

Each year, our school continues to seek better ways of supporting the learning needs of our students. One manner in which skills are strengthened is through Response to Intervention (RTI). Students identified for RTI are provided targeted instruction designed to develop fundamental skills and to strengthen student achievement.

RTI is a multi-tiered approach to the early identification and support of students with learning and behavioral needs. The RTI process begins with high quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, intervention teachers, school counselor, and additional support staff (RTI Action Network – www.rtinetwork.org).

What does “Universal Screening” Mean?

In our district, a variety of assessments are utilized to collect information (data) on students to inform and target learning needs. This data is used to identify students who need additional support in an identified subject or area.

What is the RTI Process?

Tier I: All students receive high quality instruction in the regular classroom with possible adjustments in standard curriculum if needed. Intervention teachers collaborate with classroom teachers to create individualized intervention plans for identified students to further support in-class instruction. Interventions are short-term and evaluated at the end of the intervention cycle (approximately 8-12 weeks) and determinations regarding further interventions are made at the conclusion of the cycle using evidence-based data.

Tier II: Identified students receive additional support outside of the regular classroom setting by an interventionist. Students at the Tier II level continue to receive Tier I support in the classroom. At both Tiers, individualized intervention plans are created and progress monitored, to evaluate student growth and progress in the targeted skills. Interventions are short-term and evaluated at the end of the intervention cycle (approximately 8-12 weeks) and determinations regarding further interventions are made at the conclusion of the cycle using evidence-based data.

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What is RTI? (continued from page 1)

Tier III: At this level, students receive individualized intensive interventions that target skill deficits with the intention of closing gaps in learning. Intervention at this level is one-to-one with an intervention teacher for at least four days a week. Students at the Tier III level continue to receive Tier I support in the classroom. At both Tiers, individualized intervention plans are created and progress monitored to evaluate student growth and progress in the targeted skills. Interventions are short-term and evaluated at the end of the intervention cycle (approximately 8-12 weeks) and determinations regarding further interventions are made at the conclusion of the cycle using evidence-based data. In addition, during a Tier III intervention, a "home" component is created and modeled by the interventionist for the child's parent/guardian to complete at home.

HOW DOES THE PROBLEM SOLVING TEAM RELATE TO RTI?

A team of support staff has been designated as the school's Problem Solving Team to support the RTI process. The purpose of the Problem Solving Team is to use the expertise of our various specialists within the building to develop targeted intervention plans for students referred to the team by a teacher. Decisions for the implementation of research-based interventions are determined using data from assessments and progress monitoring.

When a classroom teacher believes a child is having difficulty in a particular area and needs additional support, the Problem Solving Team will be informed and data will be provided, so a plan can be devised to address the concern. The plan could entail recommended strategies to be implemented by the classroom teacher or some additional instruction to be conducted by another teacher in the building.

After the plan is devised, you will receive a telephone call from your child's teacher to inform you of the details of the plan that will be implemented for your child.

It is hoped that through rapid intervention and remediation of specific problems, the vast majority of children will be able to find success in the mainstream regular curriculum.



Check out our school performance report issued by the NJDOE at the link below:
<https://rc.doe.state.nj.us/SearchForSchool.aspx?>

Upcoming Events or Important Dates

National School Counselor Week

February 5th-February 9th: Thank you to our counselor, Mrs. Patty Cavanagh, for all she does for our school and students. Letter will be sent home regarding Peace Week.

Birthday Celebrations

On February 14th and March 7th, the PTO will help us recognize our students with February and March birthdays with a Bingo party and gift (book)!

School is Closed!!

On February 19th, school is closed in recognition of President's Day.

Student Council Valentine's Day Pencil Gram Sale

This sale will run from February 5th-February 9th. Pencils will be distributed by our Student Council on Feb. 14th.

PTO Valentine's Day BINGO

Look for the flier from the PTO via our Backpack for more information about this event which will occur immediately after school on February 7th. Pick-up is at 4:00 PM.

All I Need Is Clark Talent Show

February 22, 2018 at 7:00 PM

Read Across America Week

From February 26th-March 2nd, students and staff will celebrate their love for literacy with special school wide activities. On March 2nd, we will recognize Dr. Seuss' birthday!

Spring School Pictures by BNL

March 21st

Jump Rope for Heart/Wear Red day

February 23rd: In physical education class, our 4th and 5th grade students are showing off their jump roping skills to raise money for the American Heart Association. What a cool experience!

Grades 1-5 Term 2 Report Cards are available on the Parent Portal at the conclusion of the school day.

March 28th

Spring Break Begins!

Spring break is March 30th-April 6th; school re-opens April 9th.

Read Across America



March 2, 2018 marks the 21st annual Read Across America Day. To honor Dr. Seuss' birthday and to celebrate the fun and value of literacy, students and faculty will come together under one hat – the famous red and white stovepipe hat of the Cat in the Hat, for a weeklong flurry (or “furry”) of reading excitement! One activity will consist of special spirit days that help to unify our building. Participation in spirit days is optional and only requires creativity and fun!

- Monday, February 26th: **“Fox in Sox” Day** – Wear your silliest socks!
- Tuesday, February 27th: **“Cat in the Hat” Day** – Wear your favorite hat.
- Wednesday, February 28th: **“Oh the Places You’ll Go Day”** – Wear a shirt from a place you have visited or would like to visit.
- Thursday, March 1st: **“I Am Not Going to Get Up Today” Day** – Wear your pajamas today (slippers are not permitted).
- Friday, March 2nd: **“Green Eggs and Ham” Day** - Show your school spirit and wear green!

What is LinkIt?

LinkIt is a benchmark assessment aligned to the New Jersey Student Learning Standards which is administered to all students in grades 2-5 three times a year (September, January, and end of May/June).

The purpose of these benchmark tests is to measure student growth and mastery toward standards/concepts taught for that grade level. This information provides immediate feedback to teachers and parents about a child's progress.

The initial assessment in September provides a baseline measure. Students have not been taught much of this material at this point in time as the standards are premised on the end of the year for that grade level. The mid-year assessment helps a teacher to determine what standards a student has mastered with the content taught thus far, and it provides information about what standards need instruction or reteaching to further approach mastery. The end-of-year assessment is a cumulative measure of what concepts/skills students have mastered.

The information derived from these assessments helps the teacher adjust instruction and set targeted individual goals and interventions for each student.

Internet Safety: Be Involved

The Internet can be a wonderful place to learn, shop, play games, and talk to friends. Unfortunately, there are also dangers which can present themselves if caution is not taken and if education does not occur. In order to be safe online, it's important for you and your children to be aware of the dangers, as well as for parents/guardians to be involved in a child's cyberspace life. The following suggestions come from John Halligan (2009), a presenter on cybersafety:

(<http://www.ryanpatrickhalligan.org>)

- Ask your children to take you to sites they visit frequently and to show you what they do on those sites. Three types of sites children commonly utilize are:
 - Instant/Text Messaging/Group Chats
 - Social Networking
 - Video/Picture Posting
- Open up your own accounts where they have accounts. Have your child guide you through the process.
- If your child is under 13 years of age, you do have the option to have these accounts deleted since most of these services have an age and/or parent consent requirement.
- Have your children share with you all their user account names and passwords. If this poses a trust issues, perhaps a good compromise is to have your child write down all the user account names and passwords on a sheet of paper and place this in a sealed envelope to only be opened by the parent in case of an emergency.
- Make certain they have never and will never share their passwords with anyone, even a friend. Explain the risk of someone impersonating them and ruining their reputation.
- Have them show you what they have in their profile/pages. How do they describe themselves? Is it all accurate and appropriate? Does it show too much detail about your child?
- Scrutinize their friend list. It is very important to recognize the identity of each person. If they don't know the real name of an online friend, then consider the person a stranger. Request that they delete/block that person.
- Talk to your child about cyberbullying. Has he/she ever been ridiculed, intimidated, and/or embarrassed on the internet? Has he/she ever ridiculed, intimidated, and/or embarrassed anyone on the internet? Encourage your children to come to you for support and teach them to know that the reach of the Internet makes unkind words and/or images (which can cause emotional pain) far more destructive.