BERKELEY HEIGHTS PUBLIC SCHOOLS

Pre K-5 PARENT HANDBOOK

ELEMENTARY SCHOOLS

MARY KAY MCMILLIN ECC
Grades Pre K-2

James Finley, Principal
651 Mountain Avenue
Berkeley Heights, NJ 07922
(908) 464-5583

WILLIAM WOODRUFF SCHOOL
Grades K-2

Brenda Marley, Principal
55 Briarwood Drive, West
Berkeley Heights, NJ 07922
(908) 464-1723

MOUNTAIN PARK SCHOOL
Grades 3-5

Jon Morisseau, Principal
55 Fairfax Drive
Berkeley Heights, NJ 07922
(908) 464-1723

THOMAS P. HUGHES SCHOOL
Grades 3-5

Chris Derflinger, Principal
446 Snyder Avenue
Berkeley Heights, NJ 07922
(908) 464-1717

Updated 8/2026

DIRECTORY

(click on the links to obtain up-to-date information)

BOARD OF EDUCATION

Members

ADMINISTRATION

Central Office

Mary Kay McMillin

Mountain Park

Thomas P. Hughes

William Woodruff

PARENT TEACHER ORGANIZATION

Mary Kay McMillin PTO

Mountain Park PTO

Thomas P. Hughes PTO

William Woodruff PTO

Updated 8/2026

CALENDAR & SCHEDULES

(click on the links to obtain up-to-date information)

District Calendar and Important Dates

- Back to School Nights
- Parent Teacher Conferences
- Report Card Distribution
- Testing Schedule

Regular School Hours

Mary Kay McMillin (Preschool)	AM Preschool: 8:50 am - 11:20 am PM Preschool: 12:10 pm - 2:40 pm
Mary Kay McMillin and William Woodruff (Grades K-2)	8:45 am - 3:10 pm
Mountain Park and Thomas P. Hughes (Grades 3-5)	8:25 am - 2:50 pm

Scheduled Early Dismissal Times

Mary Kay McMillin (Preschool)	AM Preschool: 10:20 am PM Preschool: 12:00 pm
Mary Kay McMillin and William Woodruff (Grades K-2)	1:10 pm
Mountain Park and Thomas P. Hughes (Grades 3-5)	12:55 pm

***Lunch is served to students on early dismissal days and YMCA School-base aftercare is cancelled.*

Emergency Delayed Opening Times

Mary Kay McMillin (Preschool)	AM Preschool: CANCELLED PM Preschool: 12:10 pm
Mary Kay McMillin and William Woodruff (Grades K-2)	10:45 am
Mountain Park and Thomas P. Hughes (Grades 3-5)	10:25 pm

Emergency Early Dismissal Times

Mary Kay McMillin (Preschool)	AM Preschool 11:20 am PM Preschool CANCELLED
Mary Kay McMillin and William Woodruff (Grades K-2)	1:10 pm
Mountain Park and Thomas P. Hughes (Grades 3-5)	12:55 pm

GENERAL INFORMATION

EDUCATIONAL PHILOSOPHY (2131)

The educational program in the Berkeley Heights School District is designed to enable all students to excel academically, emotionally and socially in an environment that acknowledges their individual needs, develops their unique strengths and supports them in reaching their full potential.

The educational program of this district shall help each pupil:

1. Acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively;

2. Acquire knowledge and learn how to apply knowledge in solving problems concerning the principles of the physical, biological, and social sciences, mathematics, technology, career options, world languages, the historical record of human achievements and failures, current social issues and other areas;

3. Become an effective and responsible contributor to the decision-making processes of the political and other institutions of the community, state, country, and world;

4. Acquire the knowledge, skills, and understanding that permit the pupil to play a satisfying and responsible role as both producer and consumer;

5. Acquire job entry level skills and the knowledge and skills necessary for further education;

6. Acquire the understanding of and the ability to form responsible relationships with a wide range of other people, including those with social and cultural characteristics different from the pupil's own;

7. Acquire the capacities for playing satisfying and responsible roles in family life;

8. Acquire the knowledge, habits, and attitudes that promote personal and public health, both physical and mental;

9. Acquire the ability and the desire for creative expression in one or more of the arts and learn to appreciate the aesthetic expressions of other people;

10. Acquire an understanding of ethical principles and values and the ability to apply them to the pupil's own life;

11. Develop an understanding of the pupil's own worth, abilities, potentials, and limitations; and

12. Learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

ABSENTEEISM

Research has proven that students who attend school regularly learn more and are more successful in school than students who do not. Parents who make regular school attendance a priority also are helping their children learn to accept responsibility while preparing them for success in the future. Students who are frequently absent tend to miss out on learning experiences, risk falling behind, and tend to be less engaged in their learning.

Excused absences include issues such as a death in the family, medically documented illness, court appearances, and the like. **Family vacations are not excused absences.** The District does not condone this practice and the teaching staff will not provide assignments prior to students going on vacation.

According to the NJ DOE, a student is considered chronically absent if they miss 10% or more of the school days in a year, regardless of whether the absences are excused or unexcused. For a typical 180-day school year, this equates to 18 or more days. An attendance letter will be sent home at the end of each trimester if a student is on track to exceed allowable absences.

AFFIRMATIVE ACTION (2260)

The District Affirmative Action Officer is Dr. Crystal Marr, 345 Plainfield Avenue, Berkeley Heights, NJ 07922, 908-464-1718. The Comprehensive Equity Plan, Policy Manual and Grievance Procedures pertaining to Affirmative Action are located in the Central Office.

ARRIVAL AND DISMISSAL

Arrival and dismissal procedures differ from building to building due to the developmental age of the students. Please refer to building based information provided at the beginning of the year and on the website for direction on this process. Additional information about Pick-up Patrol is also provided if your child's school participates.

ASSESSMENTS

In New Jersey, students in Kindergarten through 5th grade participate in standardized assessments, including Dyslexia screening, Cognitive Ability Screening and New Jersey Student Learning Assessments (NJSLA). These assessments are designed to measure student progress and guide instructional decision making. More information about this year's assessment can be found in the District Assessment Calendar.

CODE OF CONDUCT

Refer to the specific school Code of Conduct for information on the educational approach to student conduct, expectations and consequences.

ELECTRONIC DEVICE POLICY (5516)

Students are not permitted to bring electronic devices to school. This includes, but is not limited to, cell phones and smart watches. If a student chooses to bring a cell phone to school, the school is not responsible for the loss or theft of the item. Cell phones are to be off and away during all academic related activities. Cell phones (and other communicative devices) create class disruptions and could infringe upon other students' privacy. In addition to protecting the privacy rights of students and school staff members, the Board recognizes such recordings can be

disruptive to the educational program.

CHANNELS OF COMMUNICATION

Please find the communication flow chart to assist in determining who to help you in resolving issues.

E-MAIL ADDRESSES

Berkeley Heights staff members have an e-mail address which includes their first initial and last name followed by @bhpsnj.org. For example - jsmith@bhpsnj.org. This is the primary form of communication with teachers.

EMERGENCY CLOSING INFORMATION

If the district has an emergency closing, the automated notification system will provide pertinent information. School closure information will also be posted on the website.

HARASSMENT, INTIMIDATION & BULLYING (5512)

The state of New Jersey revised the Anti-Bullying Bill of Rights in 2011 to improve harassment, intimidation and bullying (HIB) laws that were adopted in 2002 (and subsequently amended in 2007 & 2008). These new regulations establish clearer standards for the definition of harassment, intimidation and bullying while clarifying and strengthening standards on preventing, reporting, investigating and responding to incidents of HIB.

The Berkeley Heights Public Schools follow procedures to prevent, report, investigate and respond to harassment, intimidation and bullying that are aligned to state laws and district policies. The district's Anti-Bullying Coordinator (ABC) will coordinate district-wide efforts, work closely with school Anti-Bullying Specialists, provide staff training and send data to the NJDOE in collaboration with the district administration. Each school has been assigned an Anti-Bullying Specialist (ABS) who will lead investigations into reports of HIB, in coordination with the building Principal. The specialist will also chair the School Safety/School Climate Team, whose purpose is to develop, foster and maintain a positive school climate. The district ABC and ABS's are listed on the individual school websites.

Throughout the year, as students may be involved in possible incidents of harassment, intimidation and bullying, the Anti-Bullying Specialists will conduct investigations: talking to students, observing classrooms and working with school staff to determine the nature of such incidents. If your child has been involved in an investigation, you will receive an initial phone call and a follow-up letter notifying you of the results of the investigation once it has been completed.

HEALTH OFFICE PROCEDURES

Contact the school nurse regarding all medication questions, medical policies and medical restrictions. Children that are sick should remain at home. Information on this can be found on your district website. State guidance can be found here.

The nurse should be notified if your student requires medical attention and has the need for a school based medical accommodation. This includes but is not limited to stitches, hard/soft cast,

crutches, time out of gym/recess and taking new medication. As part of this communication include any correspondence from the doctor office that is pertinent.

The district has developed a policy on the administration of medication which can be found here. All medications shall be brought to school by the parent/guardian in the original container and shall be picked up at the end of the school year or the end of the period of medication, whichever is earlier.

HOMEWORK POLICY

Expectations:

- Students should be able to complete homework assignments independently and to the best of their ability.
- Homework should not cause stress or anxiety at home.
- If a child is having a difficult time and exceeds general timeframes, the child should feel free to stop. If this happens, parents are encouraged to write a quick note or email, letting the teacher know that the child had some difficulty. Teachers will then be in the best position to target instruction and reinforce concepts the next day.
- Typically, homework will not be assigned to students over weekends, holidays or vacation periods. However, students may be assigned long-term assignments during these times, which will require them to budget their time accordingly.
- Independent/family reading should be taking place on a regular basis.
- Homework assignments may be modified based on the needs of an individual student.

Below are the approximate number of minutes students should spend on written homework per evening (Monday-Thursday). These guidelines include written homework as well as independent reading time. However, if a child wants to read independently or with family members for a longer period of time, that practice should be encouraged.

Grade	**Approximate Number of Homework Minutes Per Night**
K	0-10 minutes (Books will go home in January so students can begin practicing their reading skills.)
1	10-15 minutes
2	16-29 minutes
3	30-39 minutes
4	40-49 minutes
5	50-60 minutes

HOMEWORK PROCEDURES FOR AN ABSENCE

- Teachers may prepare homework assignments for students who are absent for multiple days due to illness. Parents should contact the child's teacher and/or the school office to

request assignments in the morning if your child is feeling capable of completing work. The teacher will provide materials at their earliest convenience to be picked up by the parent at the end of the day.

- Homework assignments will not be provided for students who are absent from school due to family trips or vacations. Students that miss school due to trips or vacations will be expected to make up any missed assignments upon returning to school, at the discretion of the teacher.
- For students who will be absent for extended periods of time due to illness or injury, the schoolwork/homework plan will be addressed collaboratively with the family members along with the principal, classroom teacher(s), and the NJTSS (New Jersey Tiered Systems of Supports) team. For absences of three or more consecutive days, students will be given the number of days absent plus one day to make up and hand in work. More time may be granted based on each individual case and at the discretion of the principal, the teacher and NJTSS team.
- If your child has been disenrolled for any reason, classwork and homework assignments will not be provided.

NEW JERSEY TIERED SYSTEM OF SUPPORTS (NJTSS)/INTERVENTION AND REFERRAL SERVICES (I & RS) (2417)

Federal and state mandates require that each school district develop and implement a program which addresses the needs of students through a multi-tiered system - a framework for supporting students through a continuum of services provided through core programs and interventions. Each school has a Data Team designed to support general education students who may be experiencing academic, behavioral, and/or social/emotional difficulties that are impacting the student's educational progress.

The Data Team meets several times throughout the year to analyze student data, identify those in need and address the needs through a multi-tiered system of support. The use of data to drive decisions ensures that each student is receiving appropriate instruction that meets the individualized needs of the student. The Data Team reviews and assesses the effectiveness of these services and modifies or terminates them as needed. If necessary, the team may refer the student to the child study team for evaluation.

IMMUNIZATIONS

Parents are required to provide the school with a documented record of immunization for student entry into school. More details about requirements can be found at Department of Health Communicable Disease Service Immunization Requirements.

Parents must provide documentation of these immunizations from their child's Primary Care Provider by the beginning of school in September or students may not be permitted to attend school.

PARENT/TEACHER CONFERENCES

Parent/Teacher conferences occur in the fall and may occur on an "as needed" basis during the school year. Parents/Guardians may also schedule a conference with a teacher at any time throughout the school year. Conferences are welcomed to discuss any issue or situation pertinent to the student's development, achievement or adjustment. Many times a few moments

over the telephone can prevent major concerns from developing. Conferences can be arranged by a written request directed to the teacher by email.

PARENT TEACHER ORGANIZATION

Parents are encouraged to join and support the school's Parent Teacher Organization (PTO). Helping and joining the PTO is an excellent way to meet new people and participate in school activities. PTO meetings occur on a monthly basis.

REPORT CARDS

Report cards are distributed electronically via PowerSchool three times a year in December, March and June.

SCHOOL COUNSELING

The School Counseling program provides a framework within which students are supported in their efforts to achieve and maintain social, emotional and academic skills necessary to become responsible, effective students. Students receive core programming aligned with Zones of Regulation, district precepts, and SEL state competencies. Additionally students meet with the school counselor during WIN groups and individually as needed. Open communication between parents and the school counselor is encouraged.

SCHOOL VISITORS

Parents/Guardians are important educational partners and are welcome in Berkeley Heights Public Schools. In order to ensure the availability of teachers and counselors, appointments must be scheduled prior to arrival.

The district prioritizes student safety by using the Raptor Visitor Management System. All volunteers must check in at the main office with a valid photo ID (such as a driver's license), wear the printed visitor badge visibly at all times while on school grounds and check out before leaving.

SCHOOL LUNCH PROGRAM

Pomptonian Food Services is responsible for providing lunch for the district. Information about lunch services can be found on the district website under Food Services.

SNACK POLICY

Refer to individual school websites for information regarding the snack policy.

STUDENT ASSISTANCE PROGRAM

The Berkeley Heights Public Schools recognizes that drugs, tobacco, steroids and/or alcohol use is dangerous to the physical, emotional, and cognitive health and development of children. Through health related programs, students are educated regarding the dangers inherent in substance abuse.

The school nurse or school counselor in conjunction with our student assistance counselor may also identify, screen, refer and assist students who may be affected by their own or someone else's use of alcohol or other drugs.

Students are referred through: (1) self-referral, (2) parents, (3) peers or (4) staff. All referrals are strictly confidential. Identified students are interviewed to determine the extent of the problem and to make an appropriate referral to in-school programs or outside agencies. Individuals/ small group intervention may be recommended for students involved in alcohol/drug abuse or for students considered at-risk based on a variety of factors.

WEBSITE

The District website is located at https://www.bhpsnj.org. The individual school websites are linked to the District website.

CORE PROGRAMS: GRADES K-5

Curriculum Guides include the Board approved curricula within the content areas listed below:

- Art
- Comprehensive Health & Physical Education
- Computers
- English
- English Language Arts
- ESL
- Math
- Music
- Science
- Social Studies
- World Language - Elementary Spanish
- Writing

ENGLISH LANGUAGE ARTS

The English Language Arts (ELA) program for students is designed to foster proficiency in the integrated skills of listening, speaking, reading and writing. The ultimate goal of the curriculum is to develop students who can effectively communicate their thoughts and feelings, process information and become competent, independent readers and writers. The program addresses a wide range of essential skills in a spiral developmental sequence, ensuring content builds year over year. Key components include the explicit teaching of phonemic awareness, phonics, word recognition, word study, and handwriting to establish a strong literacy foundation. This foundation is coupled with instruction focused on fluency, vocabulary, and literal, inferential, evaluative, and creative/applied comprehension of both fiction and nonfiction texts. Reading is viewed as a holistic act where students both apply skills and learn new ones through involvement with complex text, encouraging both divergent and convergent thinking. Furthermore, the writing curriculum uses the strategic process writing approach, involving brainstorming, prewriting, drafting, revising, and editing to develop students' ability to produce well-organized, coherent written work in a variety of styles and genres, including mastery of grammar and spelling. The district is committed to developing effective language skills that will serve as critical resources for the students throughout their lives.

MATHEMATICS

The *Big Ideas Math: Modeling Real Life* (Cengage/National Geographic Learning 2022) has been adopted as the core program in elementary schools. This resource is designed to empower teachers and promote student ownership so that all learners can succeed in math. *Big Ideas Math: Modeling Real Life* provides a cohesive, coherent, and rigorous mathematics curriculum for students in the elementary grades. The instructional design guides students through concepts from concrete, hands-on learning to deep-level learning and allows them to transfer these skills as they move through math progressions and courses. This program provides a balance of the three aspects of rigor: conceptual understanding, procedural fluency, and application. Every lesson was intentionally written to support scaffolding and differentiating, modeling real-life scenarios, and to grow independent problem-solvers. Student instruction is designed around center-based small groups that allow for individualized instruction and exploration of concepts.

SCIENCE

The K-5 inquiry-based Science curriculum engages students in inquiry-based practices that are designed around the Next Generation Science standards. The strands of these standards focus on Earth and Space, Physical Science, and Life Science. Additionally, an element of Engineering is infused throughout the units. As units are introduced, students explore science through hands-on activities that balance mastering concepts with participation in the process of science. Through teacher-facilitated discovery, students develop the skills essential to scientific inquiry.

SOCIAL STUDIES

An interdisciplinary approach to this academic area is used, incorporating history, geography, economics, and civics. A variety of materials and multimedia resources are available to supplement the basic text. English Language Arts skills are closely integrated in the Social Studies program.

RELATED ARTS PROGRAMS

ART

The art program focuses on the creative process. The components of history, aesthetics and the process of critique are integrated into a studio format which emphasizes the production of student art work using a variety of media.

COMPUTERS

The computer program includes computer-assisted instruction, problem solving, word processing, simulations, spreadsheets, databases, multimedia presentations, robotics, and computer programming. Each area has many applications within the elementary curriculum. Within the class students build data literacy skills and are exposed to emerging technologies .

LIBRARY MEDIA CENTER

The library functions as an integral part of the entire school program. The Library Media Specialist teaches information and data literacy skills to grades K-5 as well as building a love of books and reading. This individual also serves as a resource person for the staff and students. The Media

Specialist assists students and teachers who are working on research topics and provides guidance in the selection of books, audio visual materials, electronic resources, and data retrieval information.

MUSIC

The goal of the elementary music curriculum is to provide a well-rounded musical experience. Students develop fundamental skills in notation and composition, by creating and performing music and experience the mechanics of music-making through solo and group singing, instrument playing, movement, creating and improvising. By listening to and responding to music, students will develop an appreciation for music history and culture, through the study of composers and stylistic periods.

Each student, according to his or her own abilities and interests, has opportunities to develop music skills, participate in musical performances, listen to music and create original music in groups or ensembles.

PHYSICAL EDUCATION/HEALTH

The aim of the Physical Education program is to provide students with opportunities for social, physical and mental growth. The areas of study include the fundamentals of body movement, games which require limited organization, organized sports activities, organized recreational activities, physical fitness, cooperative games and safety rules.

All students are required by law to participate in Physical Education. Any student who is to be excused from a Physical Education class must bring in a written doctor's note in order to be excused from Physical Education class for longer than a week.

The Health curriculum includes units on human growth and development, drug, alcohol and tobacco use, interpersonal relationships, the family, personal and consumer health, diseases, community and environmental issues, and nutrition. Beginning in the early grades, students are offered experiences which assist in developing a positive self-image and a wholesome attitude toward relationships with others. Safety and first aid are important parts of the program. Bus safety is addressed with students at the beginning of each school year. This includes evacuation procedures, bus behavior and the proper use of seat belts.

WORLD LANGUAGE

Students in kindergarten through fifth grade receive introductory Spanish instruction as part of the district's elementary World Language program. Students practice listening and responding to others, understanding age-appropriate spoken and visual information, and sharing familiar words, phrases, and ideas in Spanish. Instruction focuses on vocabulary and expressions connected to familiar topics, such as greetings, family, school, home, numbers, colors, and everyday activities. Lessons may incorporate conversation, songs, stories, movement, games, visuals, and other interactive activities to help students understand and use Spanish in meaningful contexts. Students are also introduced to the traditions, perspectives, and daily life of Spanish-speaking cultures, helping them develop cultural awareness and an appreciation for languages.

ENRICHMENT AND SPECIAL PROGRAMS

ASSEMBLY PROGRAMS

A wide variety of programs are planned to enrich the instructional program. Programs include music, drama, informational programs, and other cultural experiences. These programs are arranged through the PTOs and the individual schools. They are funded by the PTOs and the Board of Education.

GIFTED AND TALENTED/QUEST – GRADES 4 & 5

Students who meet the district-established criteria for the Gifted and Talented (QUEST) program will be invited to participate in grades 4 and 5. The Quest program incorporates higher-level cognitive skills into an array of experiences. Emphasis will be placed on developing logic, reasoning, analytical, evaluative, and problem solving skills. An overview of the program and grade-specific entrance criteria can be found here.

FIELD TRIPS

Field trips are an educationally sound and important part of the school program. They supplement and enrich classroom instruction by providing learning experiences in an environment outside the schools. These trips are planned and integrated with the curriculum and contribute to the achievement of specified instructional objectives.

HEIGHTS PROGRAM

Our Heights Program (Having Each Individual Gain Higher-level Thinking Skills) incorporates enriching STEAM lessons, and Project/Problem based learning tasks in all classes in grades K-5.
The classroom teacher, library media specialists, and related arts teachers create opportunities for all students to grow future-ready skills as well as integrated science, technology, engineering, arts, and mathematical knowledge, skills, attitudes, and behaviors. The classroom teacher, library media specialists, and related arts teachers create STEAM lessons to actively engage students in inquiry-based learning. Inquiry instruction encourages active (often hands-on) experiences that support building understanding and vocabulary, critical thinking, problem solving, communication, and reflection. The HEIGHTS lessons create inquiry experiences for children to learn about the world through STEAM lenses and by asking high-quality, open-ended questions, and built-in

inquiry practices provide students with opportunities to approach problems in new and authentic ways.

In grades 3, 4 and 5 classroom teachers, library/media specialists, the computer teacher, and our HEIGHTS/ G&T teacher combine resources to introduce students to research protocols. Students use research skills to explore topics of interest in science, Social Studies, technology and determine how they wish to present their research. Exceptionally able students can pursue their topics in greater detail and complexity as their interests and skills permit.

INSTRUMENTAL MUSIC/BAND – GRADES 4 & 5

Students who choose to play an instrument receive weekly lessons. Beginning and intermediate instruction is available. Students have opportunities to perform as part of a band. Participants demonstrate their progress by playing in several programs each year. Beginning Band is available to students with no experience.

ORCHESTRA – GRADES 4 & 5

Students who choose to play a string instrument receive weekly lessons. Beginning and intermediate instruction is available. Performance opportunities are a component of the program and provide students with opportunities to showcase their skills and talent.

CHORUS – GRADES 3, 4 & 5

This is a voluntary enrichment experience for children who have a special interest in vocal music. Rehearsals are held weekly. The activities of these groups are showcased in scheduled concerts during the year.

PRESCHOOL PROGRAM

PRESCHOOL PROGRAM

Berkeley Heights Public Schools operates an integrated preschool program for three- and four-year-old children at Mary Kay McMillin Early Childhood Center. The program serves mixed-age groups of children with and without identified disabilities who learn together in the same classroom. Openings for community preschool students are limited and are filled through the district's annual lottery process. Applicants must be Berkeley Heights residents and meet the age requirements established for the applicable school year. The program meets four days per week.

The preschool program uses The Creative Curriculum for Preschool, the district's approved PreK curriculum. The curriculum is organized around studies, classroom interest areas, purposeful play, hands-on investigations and teacher-guided learning experiences. Children develop skills in language and literacy, mathematics, science, social-emotional learning, physical development, and the arts. Teachers observe students during classroom activities and routines and use that information to monitor progress, identify individual needs, and plan future instruction.

The integrated classroom model allows children with a range of strengths, developmental levels, and learning needs to participate together in classroom routines, learning centers, group

activities, and play. Students who are eligible for preschool special education receive the services and supports identified in their Individualized Education Programs. Through these experiences, the program supports the development of communication, independence, self-regulation, early academic skill, and the classroom routines children will need as they prepare for kindergarten.

INTERVENTION SERVICES K-5

WIN — WHAT I NEED

WIN, or What I Need, is a daily instructional period designed to provide students with targeted instruction based on their current learning needs. During WIN, students work in small, flexible groups that may focus on intervention, reinforcement, additional practice, application of previously taught skills or enrichment. Groupings are based on assessment information, classroom performance, teacher observations, and identified learning goals and may change as students' needs and progress change. WIN is scheduled separately from the introduction of new core content so students can receive additional support or enrichment without missing essential classroom instruction. Depending on the needs of the students, groups may be led by classroom teachers, HELP teachers, reading specialists, math interventionists or other instructional staff. Some students receive targeted intervention, while others participate in activities that reinforce, apply, or extend their learning.

HELP TEACHERS

HELP teachers are certified teachers who provide additional instructional support in the classroom and during the WIN period. They work collaboratively with classroom teachers and other instructional staff to provide individual or small-group instruction based on student needs. The support provided by HELP teachers may include reteaching, reinforcement, guided practice, application of classroom strategies or targeted skill development. HELP teachers expand the school's ability to create smaller instructional groups and provide more individualized support.

MATH SUPPORT

Math interventionists provide targeted mathematics instruction for students who need additional support in specific concepts or skills. Students are identified using multiple sources of information, which may include classroom performance, teacher observations, screening measures, common assessments and other district mathematics assessments. Math intervention may focus on strengthening number sense, computation, mathematical reasoning, problem-solving strategies or other identified areas of need. Math interventionists collaborate with classroom teachers to align support with core instruction, monitor student progress and adjust instruction as students' needs change. They also provide instructional consultation and support to classroom teachers.

READING SUPPORT

Reading specialists provide targeted literacy instruction for students who need additional support

in specific areas of phonemic awareness, phonics, reading and writing. Students are identified using multiple sources of information, including classroom performance, teacher observations, screening and diagnostic assessments and other district literacy measures. Instruction is based on each student's identified needs and may address phonological and phonemic awareness, phonics, decoding, fluency, vocabulary, comprehension, or written response. Reading specialists collaborate with classroom teachers to align intervention with classroom instruction, monitor student progress and adjust the level or focus of support as needed. They also provide literacy-related consultation and instructional support to classroom teachers.

ENGLISH LANGUAGE LEARNERS PROGRAM

Students who are eligible for this service will be provided additional instruction by a certified English as a Second Language (ESL) teacher. English Language Learner (ELL) instruction assists in the educational process and reinforces the importance of each student's native language and culture. It is essential that we challenge our ELLs to think critically and to have access to the same curriculum as their native English speaking counterparts. In order to accomplish this, ELLs are immersed in purposeful, research-based instruction. Exemplary strategies provide teachers with ways to meet the linguistic (speaking, listening, reading and writing) needs of ELL students as they learn content area subject matter, as well as social language and cultural awareness.

SPECIAL EDUCATION

CHILD STUDY TEAM

The Child Study Team (CST) is composed of a School Social Worker, Learning Disabilities Teacher-Consultant (LDT-C), and a School Psychologist. Members of the Child Study Team evaluate students who appear to demonstrate a disabling condition which interferes with educational performance. If a student is found eligible for special education, under one or more of the disabilities defined in the New Jersey Administrative Code 6A:14, a special education program and/or related services are recommended to ensure the obligation to make a free, appropriate public education available in the least restrictive environment. This program is outlined in a student's Individualized Education Plan (IEP) which is monitored throughout the year by a member of the Child Study Team. Child Study Team members also serve as a resource and consultant to all staff, Principals, and parents and are available to all students.

REFERRAL TO THE CHILD STUDY TEAM

A parent may request a Child Study Team (CST) or speech evaluation for their child by putting their request in writing, with an original signature to the Director of Special Services. This request is considered a referral. A CST member or speech therapist will contact the parent to schedule an Evaluation Planning Meeting within 20 days of receipt of the referral. The purpose of the Evaluation Planning Meeting is to discuss whether or not the district will proceed with a speech or a CST evaluation. Except in certain circumstances, pre-referral interventions through the I&RS committee should be implemented prior to a referral to the CST.

SUPPLEMENTARY AIDS AND SERVICES

Students with disabilities who are placed in general education classes may receive supplementary aids and services to support their success in the general education program.

SPECIALIZED PROGRAM

This program is available when students with disabilities, who are experiencing more significant delays, require more intensive, specialized support.

RELATED SERVICES

Related services are designed to help students with disabilities benefit from the defined educational programs. These services include speech therapy, occupational therapy, physical therapy, and/or adaptive physical education based on the recommendations of district evaluations. These services are specified in the student's IEP.

SPEECH THERAPY

Speech/language therapy is also available for students who have been assessed and determined in need of this service, who do not require a special education program. Articulation and/or language deficiencies are addressed.

EXTRA-CURRICULAR ACTIVITIES

All clubs and activities are open to students. Families are encouraged to talk with the Child Study Team about how we can support their child's participation.

POLICIES

Policies included in this handbook are particularly pertinent to you and your child and are enclosed so that they may be referenced easily. The Board of Education has adopted extensive by-laws and policies which relate to the organization and operation of the school district. The total policy manual is open to inspection in the Office of the Superintendent or online here.