

Princeton Friends Joins RBS for a Bell Choir Concert, Valentine's Day Party, 100th Day of School, Book Fair & Some Happy RBS Faces!!



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Rock Brook Family News - February 2016

Individualized Programs ~ Personal Success

Important Upcoming Dates

February 2016

Feb 26 mixedbag Fundraiser Starts

March 2016

Mar 5 PNO 5:30 - 9:30 pm

Mar 8 RBS Board Meeting 6 pm

Mar 11 RBS CLOSED for Students - Staff Development

Mar 15 mixedbag Fundraiser Ends

Mar 24 Plant Sale Pre-Order Form Sent Home

Mar 25-31 RBS Closed - Spring Break

April 2016

Apr 1 RBS Closed - Spring Break

Apr 4 RBS Reopens - Regular Day

Apr 9 PNO 5:30 - 9:30 pm

Apr 13 Picture Day

Apr 14 Grandparent Visiting Day

Apr 14 Plant Sale Pre-Order Form Due

Apr 22 RBS CLOSED for Students - Staff Development

Contributed by Mary Caterson

Update on the Every Student Succeeds Act (ESSA) : Law returns Decision to States and Schools

The ESSA puts decisions on student testing and accountability for academic progress back in the hands of states and local school districts. It eliminates the previous goal of "adequate yearly progress" toward 100 percent proficiency in certain subjects. It requires States to:

- Test students in reading and math in grades 3 – 8 and once in high school (**States can choose the test.**)
- **Differentiate testing data for schools and for subgroups of students** such as English Language Learners, classified students, racial minorities and those in poverty.
- **States will determine how to measure school accountability and interventions** to raise school performance in low-est performing schools.
- **States can choose their academic standards** as long as they are aligned with college readiness, and are **not required to adopt the Common Core Standards**. ESSA allows up to 1% of students with significant cognitive disabilities to take an alternate assessment that correlates to the state standards.

ESSA eliminates public school choice and private school vouchers. **States can set up teaching credential standards**, there is no definition of "highly qualified teacher," and can determine their own teacher assessments.

We will see what New Jersey DOE decides to do...if anything.

From the Director Mary Caterson



I just got back from working at ShopRite with the high school students. We were bagging for customers. It's not so easy and you have to pay attention. I kept noticing what people were buying and you could tell who had cats versus dogs and what the sale items were. But you also have to keep things moving into those bags, and separate items according to the right category, i.e. no toilet cleaner with the strawberries. So no dilly-dallying is allowed. We wore our Rock Brook School official work shirts and folks were appreciative of our help. We thank Montgomery ShopRite for its openness in providing opportunities to our students and to the special education community.

Mary

WELCOME

We welcome Jessica Gosses as our new School Counselor!

Jessica taught for five years as an elementary school teacher and has worked for 10 years as a counselor in school and clinic settings. She has worked with children and families in her various counseling experiences. Jessica is happy to be at Rock Brook and is getting to know all the students and staff. She will be seeing children individually and in social skills groups. Jessica will also be assisting in the Health Classes. When not at work, Jessica enjoys working out and is a personal trainer.

Please don't hesitate to call (908-431-9500) or email her (counselor@rock-brook.org) if you have any questions or concerns.




Involvement & Support at Rock Brook School

Save the Date

for the 2nd annual Rock Brook Celebration

An Evening of Creative Expression

Sunday, June 5, 2016
4:00 ~ 8:00 pm
The Lodge at Montgomery





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4:00 ~ 8:00 pm
The Lodge at Montgomery




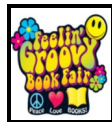
**PNO ~ Our next
Parent's Night Out for 2015-2016
Saturday, March 5, 2016**

[Click on](#)

[MARCH Sign Up Form](#)



MARCH Sign Up Form

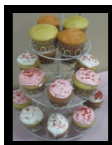


RBS SCHOLASTIC BOOK FAIR

Thank you to all families who purchased books for their students from the scholastic book fair. Also to the families who donated books from the classroom wish lists. RBS raised over \$500 and we were able to fulfill the remainder of all of the classroom wish lists!!!


5 KILOMETER RUN AND FUN RAMBLE
Run With Rotary
 To End Hunger, Illiteracy, Addition and Polio ... In Our Community and Around the World
 

Guest Feature Article by
RBS Student Larry



2015 Year End Annual Appeal

Visit <http://www.rock-brook.org/donate/>

Box Tops for Education

Thank you to all our friends and families who collected Box Tops for our school. We had the help of our HS Students, our intern Zachary, and RBS parents Kay and Michele to count and submit them.

RBS should receive just over \$250.

That's over 2500 Box Tops!!! Thank you !!

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That's over 2500 Box Tops!!! Thank you !!**


parentReach

Just as a reminder, we have the parentReach Emergency Notification Alert System that will notify you with a phone call when we have a delayed opening or are closed due to inclement weather. On the caller ID it will say Rock Brook. You need to answer and say hello to hear the message. We will also put an updated voice message on the school's main office line and update the Rock Brook website. Call the Hotline if You Missed a Call or Want to Replay the Latest Message:

parentReach Hotline - 1-770-406-5581
RBS Site Identifier: 6896

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NORDSTROM - Mismatched Shoes



We recently found out about a great service that Nordstrom's provides for children with special shoe needs. They will allow you to purchase shoes of 2 different sizes or widths to accommodate your child's feet. You can purchase online by calling their 800 number or in any Nordstrom store. This is great so you don't have to purchase two pairs of shoes just to get a set.



mixedbag designs

All orders are due Tuesday, March 15th.

Speech Corner ~ By Miss Lindsey - Classroom 2

The essence of speech therapy is improving communication—both communicating to others (“expressive”) and understanding the communication of others (“receptive”). Consider for a moment what strong emotions can do to *your* ability to effectively communicate. An emotion “leaving you speechless” is a cliché for good reason. Communicating effectively is exponentially more difficult for anyone in the grip of strong emotions. Emotional concepts can be tricky for typically developing children to comprehend and even more so for children with language learning disorders.

Many children with special needs have difficulty with emotional self-regulation, especially when it comes to managing emotions like frustration or anger. This puts them at a disadvantage from the outset. Add to that the frustration caused by difficulty communicating in general, as well as difficulty appropriately expressing that frustration, and you have a recipe for a vicious cycle that can cause an escalating spiral of behavioral problems in response. Learning to recognize emotions is an important foundation skill in expressive communication. It is the first step in the process of both learning how to regulate emotions effectively (so they can “use their words”) and in learning how to appropriately express and diffuse those emotions.

Learning to recognize emotions is also an important foundation skill in receptive communication. Recognizing specific emotions in themselves makes them far more likely to be able to figure out the emotions of others. And understanding the emotions of others, and how those emotions affect meaning, is a fundamental part of understanding communication.

*Retrieved from vizZle: Why Are Emotions Part of Speech Therapy

Here are some ways to promote your child's social, emotional and behavioral well-being:

Label emotions in natural contexts: Take opportunities everyday to help your child identify the feelings of others. When you're reading a book with your child, watching a video or visiting friends, you can point out emotions to him. For example, you might say, 'Look – Sally's smiling. She is happy'.

Be responsive. Talk about your child's emotions as he's having them. For example, 'You're smiling, you must be happy'. You can also play up your own emotional responses – for example, 'I am SO excited! Give me a high five'.

Pay attention to your child's behavior. Noting possible causes/precursors of stress or other emotions can help him find ways to manage those feelings .

Identify a place or technique to help your child calm down. Pay attention to your child's natural calming strategies e.g., looking for comfort in a blanket, seeking deep touch pressure. Understanding your child's natural tendencies for calming can help encourage those behaviors at other times.

Limit Screen Time. There's value for your child in learning to control himself in situations where he is not entertained/does not have a phone or tablet.

Discuss different perspectives. Use books, videos or natural contexts to teach your child how to see life through different lenses in order to build his capacity for empathy and understanding

Set a good example. Remember that you are setting the example that your child will follow, and if you are aware of your own behaviors, you will be better-prepared to help him deal with his emotions, relationships and interactions.

*Retrieved from Tips and Guides for Social and Emotional Development

Here is the link to the calming activities: <https://s-media-cache-ak0.pinimg.com/originals/e2/5f/cc/e25fcc421d65f06710f385d17985df54.jpg>