Wildcat Family Preschool Handbook 2025/2026

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Introduction

"My Promise To You"

I promise you every day your child will learn something.

Some days they will bring it home in their hands.

Some days they will bring it home in their heads,

and some days they will bring it home in their hearts.

-Valerie Welk

Welcome Message

Welcome to Our Wildcat Family!
We are delighted to have you as part of our school community! The Quinton Township School Preschool Team has created this handbook to provide our preschool families with essential information tailored specifically to our program.
Inside, you will find details about our curriculum, attendance policies, safety guidelines, and other important resources to support your child's preschool experience. We are excited to partner with you and look forward to a wonderful year in our high-quality preschool program!

Preschool Locations & Contact Information

Quinton Township School
8 Robinson Street, PO Box 365
Quinton, NJ 08072
(856) 935-2379
mainoffice@quintonschool.info

District Mission & Vision

The objective of the instructional program is the achievement of the goals set by the Quinton Township Board of Education. The primary goal of the Board is to provide each child regardless of socio-economic status the educational opportunity which will prepare him/her to function politically, economically and socially in a democratic society. Since the individual grows and matures at his/her own rate, the intellectual, emotional and physical challenges which he/she must experience in the learning process must also vary. To this end, the Board directs the building of a school program which never knows completion, but is adaptable enough to keep pace with the ever-growing knowledge and ideas which challenge society each day and yet be flexible enough to encourage and assist each child to meet his/her own needs.

Preschool Mission

Our Quinton Township Preschool Program is dedicated to providing a high-quality, inclusive, and developmentally appropriate learning environment where all children can explore, grow, and build a strong foundation for lifelong learning. Through purposeful play, research-based instruction, and a commitment to equity, we nurture each child's cognitive, social-emotional, and physical development. We believe that a strong preschool experience sets the stage for future academic success and fosters a love of learning in every child.

Preschool Beliefs

- Every child deserves access to a high-quality preschool program. We are committed to providing an enriching and engaging environment where all children, regardless of background or ability, can thrive.
- Inclusive education strengthens learning for all. We embrace diversity and ensure that children of all abilities receive individualized support to succeed in a collaborative, supportive classroom.
- Play-based learning is essential. We recognize that hands-on, interactive experiences foster deeper understanding, creativity, and problem-solving skills.
- Social-emotional development is a cornerstone of early learning. We prioritize helping children build relationships, self-regulation, and confidence in a positive and nurturing setting.
- Family and community partnerships are vital. We actively collaborate with parents, caregivers, and community stakeholders to support each child's holistic development and ensure a seamless transition between home and school.
- A strong early childhood foundation leads to lifelong success. We are dedicated to fostering curiosity, resilience, and a passion for learning that extends beyond the preschool years.

Student Attendance & Policy

- School Hours: The preschool operates from 8:20 AM to 3:00 PM on full days.
- If your child is absent a phone call to the nurse at (856) 935-2379 ext: 128 or option 3 is required.
- Student attendance is monitored and tracked daily. Students who are absent due to medical appointments, should be accompanied by a note from the medical provider upon return.
- Extended Absences: If a student is absent for three consecutive days, continued contact will be made with the parent or guardian to ensure the child's well-being and address any concerns.
- For cumulative unexcused absences of ten (10) or more days, parents will be required to attend a mandatory attendance meeting. Designated school staff can offer assistance and community resources to help establish regular attendance.
- Your child may be dropped from the roster if regular and timely attendance cannot be established. This allows for a child on the waiting list to be given the opportunity to enroll in the program. Families will be given every opportunity to establish regular attendance, and may be dropped from the roster only when they are unwilling or unable to do so.

Please see Quinton Township School's Policy 5113 on Attendance.

Student Attendance & Policy Continued

- School doors open at 8:20 AM and all students must be in their classrooms by 8:30 AM to avoid being marked tardy. Preschoolers arriving after 8:30 AM are tardy and must report to the Main Office to sign in and report lunch order. Late arrivals are disruptive to the classroom routine. Excessive late arrivals will result in a meeting with the Director of Early Childhood to discuss how we may help facilitate timely arrival to school.
- Students who are tardy due to medical appointments, should be accompanied by a note from the medical provider upon return.

Please see Quinton Township School's Policy 5113 on Attendance.

Transitions

The preschool program is designed to support both students and families during the transition from the 3-year-old class to the 4-year-old class, and from the 4-year-old class to Kindergarten.

1. Creation of Student Folders:
Upon entry into the preschool program, each student's folder is created. These folders serve as comprehensive record of the child's progress and development.

2. Folder Contents for 3-Year-Olds:
For 3-year-old students, the student folder included the following documents:

- ESI - 3 (Early Screening Inventory - 3)
- GOLD Developmental and Learning Reports from December, March, and June.
- Student work samples
- Classroom Assessments
- Parent Conference Documentation.
- Behavior Support Plan (if applicable)
- Health Screening Form from the school nurse

These folders are transferred to the 4-year-old teachers at the beginning of the following year.

Transitions Continued

3. Folder contents for 4-Year-Olds:
For 4-year-old students, the student folder includes:

- ESI-3 (Early Screening Inventory - 3)
- GOLD Parent-Teacher Conference Report
- GOLD Developmental and Learning Reports
- Student Work Samples
- Classroom Assessments
- Parent Conference Documentation
- Behavior Support Plan (if applicable)
- Health Screening Form from the school nurse.

These folders are then provided to the Kindergarten teachers to ensure a seamless transition to elementary school.

4. Purpose of Student Folders:
These student folders allow for continuity in tracking development, learning, and behavior across different classroom settings. The information in the folders helps educators tailor instruction and support to meet each child's unique needs, ensuring that students and families are well-prepared for each step in the transition process.

QTS 2025/2026 Calendar

QUINTON TOWNSHIP SCHOOL CALENDAR
2025-2026

SEPTEMBER 2025

M	T	W	Th	F
1	~~2~~	~~3~~	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

OCTOBER 2025

M	T	W	Th	F
		1	2	3
6	7	8	9	~~10*~~
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

NOVEMBER 2025

M	T	W	Th	F
3	4	5	6	7
10	11	~~12*~~	~~13*~~	~~14*~~
17	18	19	20	21
24	25	26*	27	28

DECEMBER 2025

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23*	24	25	26
29	30	31		

JANUARY 2026

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Student Hours: 8:20 am-3:05 pm

Sept. 2 & 3	Staff In-service
Sept. 4	School Opens-Students
Oct. 10	1:00pm Closing and Staff In-service
Oct. 13	Columbus Day
Nov 6 & 7	NJEA Convention
Nov. 10	Veteran's Day Observed
Nov. 12	1:00 pm Closing and Staff In-service
Nov. 13 & 14	1:00 pm Closings-Parent Conference
Nov. 26	1:00 pm Closing
Nov. 27 & 28	Thanksgiving Holiday
Dec. 23	1:00 pm Closing
Dec. 24-Jan 2	Winter Recess
Jan. 5	School Reopens
Jan. 19	Dr. Martin Luther King Jr. Day
Feb 12	1:00 pm Closing and Staff In-service
Feb 13-16	Presidents' Weekend
March 4 & 5	1:00 pm Closings-Parent Conference
March 6	County In-Service
April 2	1:00 pm Closing
April 3 - April 7	Spring Recess
May 4 - 8	NJSLA Testing - Grades 3-8
May 11 & 12	Science Testing - Grades 5 & 8
May 25	Memorial Day
June 10, 11, 12	1:00 pm Closing
June 12	Last Day for Students
June 19	Juneteeth

Make-up days due to inclement weather/emergency closings will be added in June.

FEBRUARY 2026

M	T	W	Th	F
2	3	4	5	6
9	10	11	~~12*~~	13
16	17	18	19	20
23	24	25	26	27

MARCH 2026

M	T	W	Th	F
2	3	~~4*~~	~~5*~~	6
7	8	9	10	11
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL 2026

M	T	W	Th	F
		1	2*	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY 2026

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JUNE 2026

M	T	W	Th	F
1	2	3	4	5
8	9	10*	11*	12*
15	16	17	18	19
22	23	24	25	26
29	30			

Marking Periods

	Mid	End
1st	Oct. 3	Nov. 5
2nd	Dec. 5	Jan. 16
3rd	Feb. 20	Mar. 27
4th	May 4	June 5

Total Student Days - 180

*	Early Student Closing
	School Closed for students
-	Staff In-Service/Conferences
	Teacher Hours 8:10AM - 3:15 PM

Total Staff Days - 183

Report Cards Distributed

November 13 & 14
January 23
April 3
June 10

Pending Board Approval - 9/25/2025

**Staff: Please do not schedule any event that would necessitate your absence from school the weeks of June 15 and 22, 2026 in the event of the need to extend school due to snow/emergency closings. Should it be necessary to extend the school year or reschedule days, approval for requested leaves will not be granted.

Curriculum & Student Achievement

The Creative Curriculum for Preschool

The Quinton Township School Preschool Program uses The Creative Curriculum for Preschool. This curriculum is state approved by the Department of Education and is aligned with New Jersey Preschool Teaching and Learning Standards.

The Creative Curriculum is a child-centered research-based curriculum where students are active participants in their learning. The curriculum supports each child's development through exploration with a well-organized and engaging learning environment. Teachers and support staff extend and scaffold each child's individual development by providing guidance, intentional learning experiences, and positive social interactions.

The Creative Curriculum for Preschool

Targets Nine Areas of Development

- Social-Emotional
- Physical
- Language
- Cognitive
- Literacy
- Mathematics
- Science & Technology
- Social Studies
- Arts

Developmentally Appropriate Practices

The National Association of Young Children describes developmentally appropriate practice with preschoolers stating, “Preschoolers learn best when they have positive and caring relationships with adults and other children; when they receive carefully planned, intentional guidance and assistance and when they can safely encounter and explore many interesting things in their environment” (p.1) Teachers and support staff within our program strive to support students with experiences, materials, and individualized instruction to meet their unique needs. Please click the following link to learn more about developmentally appropriate practices with preschool students.

Retrieved from www.naeyc.org

The Classroom Environment

- Blocks
- Dramatic Play
- Library
- Sand and Water
- Art
- Toys and Games
- Music and Movement
- Discovery
- Cooking & Technology

Preschool Schedule

Full Day Schedule 8:20 - 3:00

Arrival, Breakfast, Morning Routine & Choice Activities

Movement/ Large Group

Choice Time

Small Groups

Story Time

Lunch

Outside Gross Motor Time

Story Time

Rest and Quiet Activities

Snack

Choice Time

Large Group Roundup

Outside Recess/ Gross Motor

Dismissal

Description of the Daily Routine

Arrival, Breakfast, & Choice

Upon arrival, students are greeted by staff. They wash their hands, put away their belongings, eat breakfast, sign in, and are offered a choice activity.

Movement/ Large Group

During large group activities, students engage in movement exercises such as yoga and other physical activities. The class begins with a welcome activity, followed by a review of the classroom rules to establish expectations for the day. Students then participate in structured activities, including calendar discussions, weather observations, and a daily message. The lesson continues with thematic instruction designed to promote engagement and learning in alignment with the curriculum.

Daily Routine Continued

Choice Time

In alignment with the Creative Curriculum approach, all classroom centers are open and accessible for student exploration. To foster meaningful engagement, each center is limited to a maximum of four students. Educators actively support children's learning by modeling appropriate behaviors, encouraging peer interactions, and guiding problem-solving experiences to enhance social and cognitive development.

Small Group Time

During small group time, the teacher facilitates intentional, targeted learning experiences aligned with the New Jersey Preschool Teaching and Learning Standards. These activities are designed to support skill development, foster critical thinking, and promote meaningful engagement in a structured, supportive environment.

Story Time

Teachers utilize book discussion cards for whole group reading activities provided by the Creative Curriculum. These cards intentionally target level reading and comprehension skills.

Daily Routine Continued

Lunch & Rest

In our program, lunchtime serves as a valuable teaching opportunity where students develop self-help skills and engage in meaningful social interactions. During rest time, students are encouraged to sleep or participate in a quiet, calming activity to support their well-being and self-regulation.

Outside Gross Motor

Students engage in daily gross motor activities, providing opportunities for movement and physical development. Staff actively participate by guiding and extending learning through a focus on seven key active play skills, fostering coordination, teamwork, and overall well-being.

Large Group Roundup

At the end of the day, classroom teachers facilitate a review of the day's activities, reinforcing key learning experiences. Classes may also facilitate activities to provide a smooth and engaging transition as students prepare for dismissal.

Units of Study

The Creative Curriculum guides children through different units of study. Each school year will begin with *The First Six Weeks* and move through any of the following studies. Each study lasts approximately 4-6 weeks. While working through the studies, students will experience small groups, large groups, and interest areas enhanced with materials and interaction that promote each child's understanding and knowledge of these topics.

Preschool Age 3 & 4	Special Education Classrooms
Trees, Boxes, Clothing, Buildings, Pets, Insects, Gardening, Water, Exercise, Reduce/Reuse Recycle, Getting Ready for Kindergarten. *Additional or other studies may be incorporated	Trees, Boxes, Clothing, Buildings, Pets, Insects, Gardening, Water, Exercise, Reduce/Reuse Recycle *Individualized supports, assessments, and curriculum will be utilized as needed in special education classrooms

Teaching Strategies GOLD Assessment

Teachers systematically observe and document student progress throughout all aspects of the daily routine using Teaching Strategies GOLD, an online assessment tool that supports authentic, ongoing evaluation. These observations are seamlessly embedded into the classroom environment, ensuring that assessments do not interfere with student engagement or learning experiences.
Documentation focuses on key developmental domains, including language, literacy, mathematics, science, social studies, the arts, social-emotional development, and physical growth. This approach provides a comprehensive and accurate representation of each child's progress over time.

SOCIAL–EMOTIONAL

1. Regulates own emotions and behaviors
   - a. Manages feelings
   - b. Follows limits and expectations
   - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
   - a. Forms relationships with adults
   - b. Responds to emotional cues
   - c. Interacts with peers
   - d. Makes friends
3. Participates cooperatively and constructively in group situations
   - a. Balances needs and rights of self and others
   - b. Solves social problems

PHYSICAL

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
   - a. Uses fingers and hands
   - b. Uses writing and drawing tools

LANGUAGE

8. Listens to and understands increasingly complex language
   - a. Comprehends language
   - b. Follows directions
9. Uses language to express thoughts and needs
   - a. Uses an expanding expressive vocabulary
   - b. Speaks clearly
   - c. Uses conventional grammar
   - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
    - a. Engages in conversations
    - b. Uses social rules of language

COGNITIVE

11. Demonstrates positive approaches to learning
    - a. Attends and engages
    - b. Persists
    - c. Solves problems
    - d. Shows curiosity and motivation
    - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
    - a. Recognizes and recalls
    - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
    - a. Thinks symbolically
    - b. Engages in sociodramatic play

LITERACY

15. Demonstrates phonological awareness, phonics skills, and word recognition
    - a. Notices and discriminates rhyme
    - b. Notices and discriminates alliteration
    - c. Notices and discriminates discrete units of sound
    - d. Applies phonics rules and knowledge of word structure to decode text
16. Demonstrates knowledge of the alphabet
    - a. Identifies and names letters
    - b. Identifies letter-sound correspondences
17. Demonstrates knowledge of print and its uses
    - a. Uses and appreciates books and other texts
    - b. Uses print concepts
18. Comprehends and responds to books and other texts
    - a. Interacts during reading experiences, book conversations, and text reflections
    - b. Uses emergent reading skills
    - c. Retells stories and recounts details from informational texts
    - d. Uses context clues to read and comprehend texts
    - e. Reads fluently
19. Demonstrates writing skills
    - a. Writes name
    - b. Writes to convey meaning
    - c. Writes using conventions

MATHEMATICS

20. Uses number concepts and operations
    - a. Counts
    - b. Quantifies
    - c. Connects numerals with their quantities
    - d. Understands and uses place-value and base ten
    - e. Applies properties of mathematical operations and relationships
    - f. Applies number combinations and mental number strategies in mathematical operations
21. Explores and describes spatial relationships and shapes
    - a. Understands spatial relationships
    - b. Understands shapes
22. Compares and measures
    - a. Measures objects
    - b. Measures time and money
    - c. Represents and analyzes data
23. Demonstrates knowledge of patterns

SCIENCE AND TECHNOLOGY

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

SOCIAL STUDIES

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

THE ARTS

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

ENGLISH LANGUAGE ACQUISITION

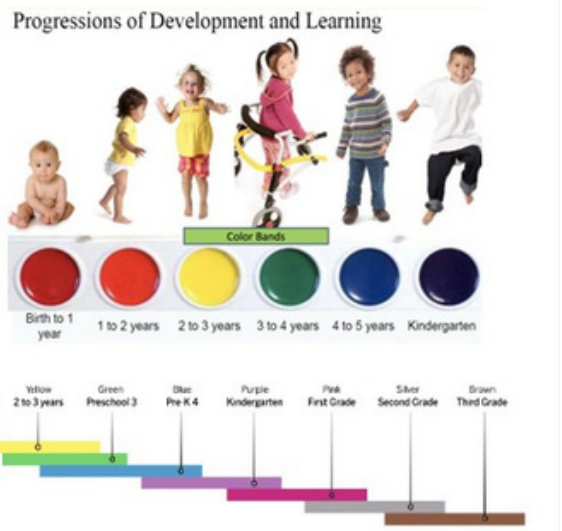
37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

Teaching Strategies GOLD Continued

To keep families informed, a Family Report is generated three times per school year, summarizing student performance based on teacher observations. These observations are aligned with New Jersey State Standards and are categorized within color bands, which correspond to developmental age groups. Rather than traditional letter grades, the report reflects each child's progress toward age-appropriate skills, offering meaningful insights into their learning and development.

What is a color band and what does it mean?

Our assessment system is geared for children from stages birth to 3rd grade.



**Some special education classrooms may use a different collection tool.*

Health & Safety Guidelines

Required Immunizations

Below is the minimum required number of vaccine doses a student must have in order to attend preschool. Please note there is a yearly required influenza vaccine to be completed by December 31st. For more information, please access the NJ Department of Health Vaccine Preventable Disease Program.

NJ Department of Health (NJDOH)
Vaccine Preventable Disease Program

Summary of NJ Child Care/Preschool Immunization Requirements

Listed in the chart below are the minimum required number of doses your child must have to attend a NJ child care/preschool.* This is strictly a summary document. Exceptions to these requirements (i.e. provisional admission, grace periods, and exemptions) are specified in the Immunization of Pupils in School rules, New Jersey Administrative Code (N.J.A.C. 8:57-4). Please reference the administrative rules for more details https://www.nj.gov/health/cd/imm_requirements/acode/. Additional vaccines are recommended by Advisory Committee on Immunization Practices (ACIP) for optimal protection. For the complete ACIP Recommended Immunization Schedule, please visit http://www.cdc.gov/vaccines/schedules/index.html.

At this age the child should have received the following vaccines:	2 months	4 months	6 months	12 months	15 months	18 months	19 months	20-59 months
Diphtheria, tetanus & acellular pertussis (DTaP)	Dose #1	Dose #2	Dose #3			Dose #4		
Inactivated Poliovirus (Polio)	Dose #1	Dose #2				Dose#3		
Haemophilus influenzae type b (Hib)	Dose #1	Dose #2		1-4 doses[‡] (see footnote)	.	At least 1 dose given on or after the first birthday		
Pneumococcal conjugate (PCV 13)	Dose #1	Dose #2		1-4 doses[‡] (see footnote)	At least 1 dose given on or after the first birthday			
Measles, mumps, rubella (MMR)					Dose #1[†]			
Varicella (VAR)							Dose #1 [§]	
Influenza (IIV; LAIV)			One dose due each year[‖]					

*Interpretation: Children need to receive the minimum number of age-appropriate vaccines prior to entering child care/preschool. For example, a child 2 months of age, must have 1 dose each of DTaP, Polio, Hib, and PCV before being permitted to enter child care/preschool. A child entering at a younger age range than listed above must have proof of receiving vaccines in the previous age bracket. Example: A child entering child care/preschool at 11 months of age, would need at least the following: 3 DTaP, 2 Polio, 2 Hib, and 2 PCV. If a child has not received any vaccines, he/she would need at least one dose of each required vaccine to enter school provisionally and be in the process of receiving the remaining doses as rapidly and as medically feasible. The current seasonal flu vaccine is required every year by December 31 for children 6-59 months of age.

Student Illness

To help maintain the health and safety of all students, we ask parents to follow the New Jersey Department of Health (NJDOH) guidelines for when to keep a sick child home from school. Students must remain home for at least 24 hours if they have a fever, vomiting, or diarrhea and may only return once they have been symptom-free for 24 hours without the use of medication. If a student is diagnosed, please inform the school nurse. If a student is absent for three or more consecutive days, they must provide a medical note from a healthcare provider upon returning to school. For more detailed information, please refer to the NJDOH school exclusion list and general guidelines for illness prevention in school settings.

- **Fever:** Keep your child home if they have a fever of 100.4°F (38°C) or higher. They may return to school once they are fever-free for 24 hours without the use of fever-reducing medication.
- **Vomiting or Diarrhea:** If your child experiences vomiting or diarrhea, they should stay home until they have been symptom-free for at least 24 hours.
- **Contagious Illnesses:** If your child has been diagnosed with a contagious illness, such as the flu, strep throat, chickenpox, or COVID-19, please follow the guidelines provided by your healthcare provider.
- **Rashes:** If your child has a new or unexplained rash, it is recommended to keep them home until evaluated by a healthcare provider. If the rash is determined to be contagious (e.g., impetigo, ringworm, or chickenpox), please keep the student home until the healthcare provider has cleared to return to school.
- **Pink Eye (Conjunctivitis)**: If your child has symptoms of pink eye, including redness, swelling, and discharge, they should stay home until evaluated by a healthcare provider and cleared to return.

Nutritional Snacks Ideas

Providing nutritious snacks and meals helps support your child's growth, development, and energy levels throughout the school day. We encourage parents to pack healthy, balanced options that are easy for little hands to manage while also ensuring the safety of all children by avoiding high-profile allergens, such as peanuts. Below are some nutritious snack and lunch ideas:

Fruits & Vegetables:

- Sliced apples, pears, or bananas (with a side of yogurt or nut-free butter for dipping)
- Grapes (cut in half for safety), blueberries, strawberries, or melons
- Baby carrots, cucumber slices, or bell pepper strips with hummus
- Cherry tomatoes (halved) or steamed broccoli florets

Proteins & Dairy:

- Cheese sticks or cubes
- Yogurt cups or pouches (low sugar, preferably plain or lightly sweetened)
- Hard-boiled eggs (pre-peeled for easy eating)
- Sliced turkey or chicken roll-ups

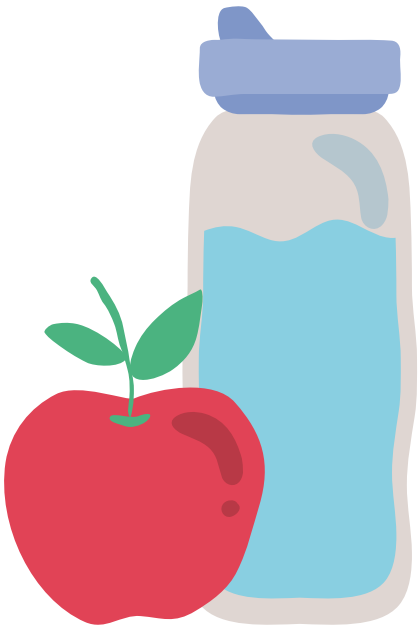
Whole Grains & Other Healthy Options:

- Whole grain crackers with cheese or hummus
- Whole grain muffins (banana, pumpkin, or zucchini)
- Unsweetened applesauce pouches
- Low-sugar granola bars
- Homemade trail mix (dried fruit, whole grain cereal, and pumpkin seeds or sunflower seeds)

Tips for Packing Snacks

✅ Keep foods bite-sized and easy to eat
✅ Pack a variety of colors and textures to keep it fun and new
✅ Use reusable containers for portion control and less waste. Consider packing spill-proof containers to minimize messes
✅ Avoid sugary drinks
✅Nut-Free Alternatives are encouraged to accommodate food allergies, try using sunflower seed butter instead of peanut butter, and pumpkin seeds or dried fruit instead of trail mix with nuts.
✅Hydration: Don't forget to include a water bottle. Keeping your child hydrated is key for staying alert and energized throughout the day.
✅It's helpful to label your child's snacks with their name to avoid confusion.

By keeping these tips in mind, you can help your child enjoy healthy, safe, and fun snacks that are also easy for them to eat independently. If you ever have any questions or concerns, feel free to reach out to your child's teacher or Mrs. Williams, QTS School Nurse



Our Health & Safety Practices

In our preschool program, we adhere to the health and sanitation guidelines established by the Early Childhood Environment Rating Scale (ECERS) and the New Jersey Department of Health to maintain a safe and hygienic learning environment. These guidelines outline specific procedures for diapering, handwashing, and table sanitization to promote the well-being of all children.

Classroom staff receive comprehensive training on these health and safety protocols to ensure compliance with ECERS standards and state health regulations. Through ongoing implementation and adherence to these best practices, we prioritize a clean, safe, and developmentally appropriate environment for all students.

Health & Safety Guidelines

As part of our commitment to student health and wellness, all preschool students will receive routine vision, hearing, and dental screenings, along with height and weight measurements within the first thirty days of school. These screenings help identify any potential concerns early, ensuring students receive the support they need to thrive in the classroom.

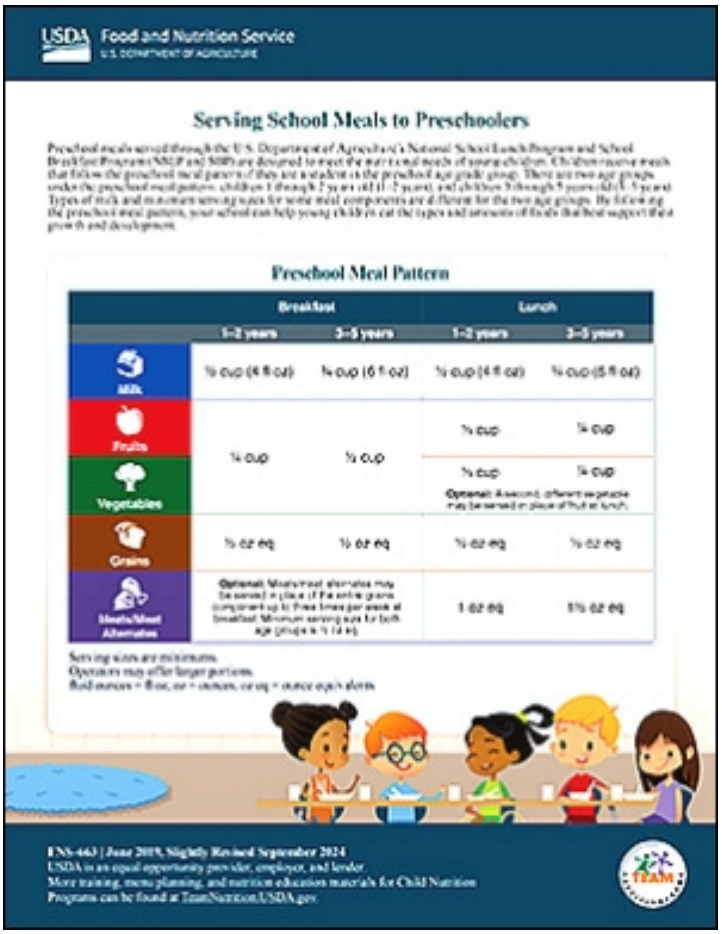
Once the screenings are completed, copies of your child's results will be sent home. Please review, sign and return to Mrs. Williams (School Nurse) or the Main Office.

A signed permission slip from a parent or guardian is required before any screenings can be completed. This form grants the school nurse permission to conduct the screenings during the school day. Please be sure to review, sign, and return the permission form by the requested date to ensure your child is included in this important health service.

Please see Quinton Township School's Policy 5141 on Health Screenings.

Health & Safety Guidelines

In our preschool program, we follow the United States Department of Agriculture guidelines for serving meals to preschoolers. For more information click here.



USDA Food and Nutrition Service
U.S. DEPARTMENT OF AGRICULTURE

Serving School Meals to Preschoolers

Preschool meals served through the U.S. Department of Agriculture's National School Lunch Program and School Breakfast Program (NSLP and SBP) are designed to meet the nutritional needs of young children. Children receive meals that follow the preschool meal pattern if they are a student in the preschool age grade group. There are two age groups under the preschool meal pattern: children 1 through 2 years old (1–2 years), and children 3 through 5 years old (3–5 years). Types of milk and minimum serving sizes for some meal components are different for the two age groups. By following the preschool meal pattern, your school can help young children eat the types and amounts of foods that best support their growth and development.

Preschool Meal Pattern

	Breakfast		Lunch	
	1–2 years	3–5 years	1–2 years	3–5 years
Milk	½ cup (4 fl oz)	¾ cup (6 fl oz)	½ cup (4 fl oz)	¾ cup (6 fl oz)
Fruits	¼ cup	½ cup	¼ cup	¼ cup
Vegetables			¼ cup Optional: A second, different vegetable may be served in place of fruit at lunch.	¼ cup
Grains	½ oz eq	½ oz eq	½ oz eq	½ oz eq
Meats/Meat Alternates	Optional: Meats/meat alternates may be served in place of the entire grains component up to three times per week at breakfast. Minimum serving size for both age groups is ½ oz eq.		1 oz eq	1½ oz eq

Serving sizes are minimums.
Operators may offer larger portions.
fluid ounces = fl oz, oz = ounces, oz eq = ounce equivalents

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USDA is an equal opportunity provider, employer, and lender.
More training, menu planning, and nutrition education materials for Child Nutrition Programs can be found at TeamNutrition.USDA.gov.

TEAM

Support Services

Preschool Intervention & Referral Specialist Team

The Preschool Intervention and Referral Specialist Team is a multidisciplinary group of educators and specialists dedicated to promoting positive behavioral practices and high-quality inclusive strategies within the preschool setting.

As early childhood professionals, we recognize that preschool is often a child's first experience outside the home, making this a critical period of transition and adjustment. It is common and developmentally appropriate for children under the age of five to exhibit variations in behavior, speech and articulation, and overall developmental progress. These differences require intentional support and responsive strategies to foster success.

The team collaborates with teachers to implement targeted strategies and accommodations for students experiencing learning or behavioral challenges. Our goal is to ensure that every child has the opportunity to fully engage in the preschool learning environment with the individualized support needed to thrive.

Preschool Intervention & Referral Specialist Team

The Preschool Intervention and Referral Specialist (PIRS) Team supports the implementation of the Teaching Pyramid to advance program goals related to the inclusion of students with IEPs and the use of effective interventions within the general education setting. Developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), the Pyramid Model is a widely recognized framework used across multiple states, including New Jersey. This model promotes Positive Behavior Supports (PBS), a proactive, evidence-based approach designed to prevent and reduce challenging behaviors by explicitly teaching and reinforcing positive social and emotional skills. A variety of resources, including Scripted Stories, lesson plans for children's literature, and instructional strategies, are available to support the integration of social and emotional learning within the preschool environment. These materials can be accessed for free through the CSEFEL website, providing educators with valuable tools to foster a supportive and inclusive classroom community.

Preschool Intervention & Referral Specialist Team

Early Childhood Coordinator
Preschool Intervention & Referral Specialist
Mindy Bacon
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School Psychologist
Kimberly Bonora
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Speech Therapist
Holly Leyman
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Guidance Counselor
Jaclyn Viereck
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Community Parent Involvement Specialist and Mental Health Therapist
Dr. Ayrin Honosko
ahonosko@quintonschool.info

Preschool Screening and Intervention Process

Classroom teachers conduct screenings for all new general education students using the Early Screening Inventory-Revised (ESI-R), as recommended by the New Jersey Division of Early Childhood Education. To ensure a smooth transition, screenings are administered after students have had a few weeks to acclimate to the classroom environment.

The ESI-R is a brief, research-based assessment designed to identify children who may be at risk for potential learning challenges or developmental delays. It evaluates key developmental areas, including social skills, language, reasoning, and gross and fine motor development.

Screenings are typically conducted once unless a student's results indicate the need for a re-screening. In such cases, the assessment is repeated several weeks later to gather additional data. If a student scores in the "re-screen" range twice or receives a "refer" score, they enter the Preschool Intervention and Referral Specialist (PIRS) process. When necessary, PIRS facilitates referrals to the Child Study Team (CST) for further evaluation.

Throughout this process, the PIRS Coordinator provides families with guidance and, when appropriate, connects them to community resources tailored to their child's needs.

School Counselor

Early childhood social and emotional well-being refers to a child's growing ability to express and regulate emotions, form trusting relationships, and engage in exploration and learning, all within the cultural context of family and community. The school counselor plays a vital role as an advocate for preschool children, collaborating with teachers, participating in free-play activities, and delivering formal lessons that are developmentally appropriate.

By engaging in these practices, the school counselor helps ensure that preschool children receive support in a manner that aligns with their developmental stage. The counselor's primary focus is to advocate for developmentally appropriate programs and to collaborate closely with preschool teachers. This partnership allows both the counselor and the teachers to work together to address the unique needs of each child in the preschool setting.

Early Childhood Advisory Council

Early Childhood Coordinator
Mindy Bacon
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Community Parent Involvement Specialist and Mental Health Therapist
Dr. Ayrin Honosko
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Confidential Secretary/ Lead Parent Representative
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Mary Ann Ecret
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Includes, but is not limited to, community and parent stakeholders

For More Information Please Visit...

Quinton Township School Website