



Southampton Preschool Handbook for Families

2025-2026



WELCOME

Welcome to the Southampton Township Preschool Program! We are delighted to welcome you and your child(ren) to our school district.

This handbook explains policies, procedures, and expectations for families participating in our preschool program. Please refer to this handbook as needed, throughout the year.

Wishing you and your family a joyful school year filled with learning and growing!

SCHOOL PROCEDURES

Locations:

Southampton School #2, 100 Miss Mabel Drive, Southampton, NJ 08088

Hours:

The preschool day begins at 9:00a.m. and ends at 2:50 p.m. Hours on early dismissal days are 9:00a.m. to 12:38 p.m. Delayed opening is 11:00a.m.-2:50p.m.

Inclement Weather:

When inclement weather causes the closing of school for the entire day, or a delayed opening, parents will receive notification through our messaging system, Finals site.

Arrival:

Students can begin arriving at their location at 8:50 am each morning at the designated preschool door.

Students are expected to arrive on time each day. *Students who routinely arrive late or have excessive unexcused absences risk their place being forfeit to someone on the waitlist.*

If your child is going to be late please try to have them come in prior to 11:30AM. This ensures that the child is present for lunch and nap and does not interfere with any routines of the day.

Dismissal:

Students are dismissed from their classes promptly at 2:50 pm in the same location they were dropped off. Students are expected to participate for the full day. Students who routinely leave early risk their place being forfeit to someone on the waitlist.

Visiting the School:

Please have your identification with you any time you plan to enter a school building. If you are picking up your child early or visiting, please report to the main office. They will notify their teacher and you will pick the student up from the Preschool hallway door.

Release of Children:

At the time of acceptance, parents must provide a list of people authorized to pick up their child in Realtime. They will need photo identification if it is a first time pick up to ensure they are the approved person. If a non-custodial parent has been denied access or granted limited access to a child by a court order, the school shall secure documentation to that effect, maintain a copy on file, and comply with the terms of the court order.

If the person(s) authorized to pick up appears to be physically and/or emotionally impaired, the school shall ensure that the child will not be released to that impaired individual. Staff will attempt to contact the child's other caregiver or alternative person(s) authorized by the parent(s).

Absentee Policy:

All families are to notify the school if a child will not be in school. To report an absence you must dial into School #2. Teachers and office staff will reach out to families if a child is absent for 2 or more consecutive days. If a student is absent for 10 consecutive days, they will be excluded from the program and their spot will be forfeited to another student on the waitlist.

Student Health:

All students are required to submit an up-to-date immunization record and Universal Health Form completed by your child's pediatrician (and to be submitted annually following your annual visit) upon acceptance into the program. State requirements dictate that your child receive an annual influenza vaccine for ages 6 months through 5 years. All Influenza Vaccine immunization documentation should be received by December 31 and submitted to the school office. Failure to provide documentation of your child's influenza vaccine will result in your child's exclusion from the preschool program during the entire flu season.

Please do not send children who are unwell to school. Please use the following guidelines to assist in determining if your child should go to school:

- Students must be fever free for 24 hours without the use of fever reducing medicine before returning to school after an illness.
- Students must have no episodes of vomiting or diarrhea for 24 hours before returning to school after being ill.

Nurse's Office:

While at school, your child will visit the nurse's office (or designated health care official) in the event of an injury or illness. You will receive a call from the school and you will receive more information regarding the incident from the classroom teacher, as appropriate.

Medication may be provided to your child while in our care in accordance with our policies, as well as state regulations. ONLY MEDICATIONS AUTHORIZED BY A PHYSICIAN WILL BE GIVEN TO A CHILD IN OUR SCHOOL. Over the counter medications will not be permitted unless recommended in writing from a doctor or healthcare provider. Any medication brought by you for your child must be personally handed over to the teacher, not left in a child's bag. Medication must be in the original container, labeled with the child's first and last name, labeled with date, and a completed prescription form from the doctor that includes directions and dosage information. For more information contact the nurse at 609-859-2256 x.757, zacks@stsdwarriors.org.

Safety Drills:

To keep our students safe, and in accordance with NJ law, schools are required to hold a minimum of two drills a month; one fire drill and one security drill.

These drills are conducted with support from local emergency responders. All drills are introduced in developmentally appropriate ways and notifications are sent to families when there is a security drill.

Extended Care:

The district currently works with Champions for before and after care. If you wish to sign your student up please notify the main office and they will help you with that process.

CLASSROOM PROCEDURES

Mixed-Aged Classrooms:

Mixed-aged instructional grouping is an option that is considered a best practice by the New Jersey Department of Education.

The Department states, "Cross-age learning allows for social interaction, modeling, mentoring and leadership among children. A child may accomplish something earlier with support from a more advanced peer, while the older child experiences feelings of confidence and compassion. A multi-age setting allows teachers to foster an emotionally secure environment for children to grow, learn, take risks and experience success. While children are developing social skills, learning responsibility, and engaging in more complex play, teachers are generally more child-centered, as they must adeptly accommodate individual strengths, interests and needs." (PPIG, 2015)

From a curriculum and instruction perspective, the state-approved Tools of the Mind Curriculum that Southampton Township School District adopted was written to serve multi-age settings. *Tools of the Mind* is an innovative early childhood curriculum designed to support children's cognitive and social-emotional development. Rooted in research on how young children learn, this program focuses on building self-regulation, executive function

skills, and early literacy in a hands-on, engaging way.

At the heart of *Tools of the Mind* is the belief that children learn best when they are actively engaged in meaningful, purposeful play. Through structured activities, children practice critical thinking, problem-solving, and self-control, laying a strong foundation for future academic success and positive social interactions.

Key components of the curriculum include:

- **Dramatic Play:** Children engage in role-playing activities that encourage creativity, collaboration, and language development.
- **Self-Regulation:** The program emphasizes mindfulness and strategies to help children control their emotions, behavior, and attention.
- **Cognitive Skills:** Activities are designed to enhance memory, attention, and the ability to plan and organize thoughts, all of which are essential for lifelong learning.

Overall, *Tools of the Mind* supports children in becoming confident, capable learners, prepared for success in school and beyond.

Our preschool instructional coach (PIC), who supports the classroom teachers in curriculum implementation, has rich experience working in multi-age settings and will be able to provide her expertise so that instruction is developmentally-appropriate and appropriately challenging for each child.

Birthday Celebrations:

We enjoy celebrating birthdays in preschool! Due to allergies, edible treats are not permitted at school. Families can coordinate celebrations with the classroom teacher that may include: fun clothing days, reading a story to the class, sharing non-edible treats with the class, a craft or a special visit.

Communication Methods:

Teachers will communicate with families through newsletters and the Finals site app. Teachers will also use email and letters to communicate. In addition to communications from teachers, families will also be added to school-wide communications.

Toileting:

If your child does not use the toilet independently, please notify your teacher. If your child is wearing pull-ups or diapers, please send in a package, labeled with your child's name. Please send additional toileting items labeled with your child's name, such as wipes.

Change of Clothing:

All children should have two full changes of clothing in the event of a spill or accident. Please send your child to school with a complete change of clothing that includes undergarments, clothing items, shoes and socks. Please have these items labeled with your child's name in a ziplock bag. These will be swapped out seasonally.

Bookbags:

During the school year, your child will be bringing home projects, notices and papers. They will need a standard size book bag or backpack to handle all of their belongings. Please label your child's backpack. Backpacks with wheels are NOT recommended.

Daily Checks:

Please be sure to check your child's backpack each night for notes, newsletters, permission slips and other written communication. Families may set up a time to discuss any questions or concerns about their child, in addition to the annual parent-teacher conference.

Snacks:

Each day, students enjoy a snack brought from home or they may purchase a breakfast from school. Teachers request it be a healthy snack. Please be aware that food allergies may exist in your child's classroom and the teacher may request that some food products be eliminated. Children are expected to be able to feed themselves.

Lunch:

Students will be eating lunch in the classroom each day. Students may bring lunch from home or eat the food provided by the cafeteria (free, reduced, or paid lunch). Menus can be found on the district website. Your student's teacher will order lunch daily for the students who will be buying. We ask that you circle what the child would like for the entire month ahead of time on the monthly lunch menu.

If your child is eligible for Free or Reduced Lunch, meals will be provided for them. The application for Free and Reduced lunch is available on our website. If you need a form to apply for free and reduced lunch please let your teacher or main office know. Below is the recommendation from the American Academy of Pediatrics. This is a 5 step approach to selecting food for preschool children.

Select a mix of foods from the five food groups: vegetables, fruits, grains, low fat dairy and quality protein sources, including lean meats, fish, nuts, seeds and eggs.

- Offer a variety of food experiences.
- Avoid highly processed food.
- Use only small amounts of sugar, salt, fat and oil with nutritious food to enhance enjoyment and consumption.
- Offer appropriate serving sizes.

Rest Time:

Each full day of school for the PEA classes, there will be a resting period after lunch for approximately one hour. A mat will be provided for your child. Your child will need a small blanket/nap mat. Please send these items in a bag marked with your child's name. All bedding must fit in a small space in the classrooms, so please be mindful of the size of items.

Bedding will be sent home at the end of each week to be washed. Return the items to school on the following Monday.

Outdoor Time:

All preschool classes go outside twice daily (or have indoor gross motor time) when the temperature/wind chill is above freezing and it is not precipitating. Please plan accordingly and be sure your child is dressed for the weather with coats, hats and gloves as needed. Families are encouraged to have their children wear protective footwear, such as sneakers, each day to prevent injury during outdoor play.

Labeling:

It is extremely important that you label all of your child's belongings. Sometimes children do not recognize their own items, which can make it challenging to determine which items belong to each child. Please label all items before sending them into school with a permanent marker, label, or sewn in label.

Field Trips & Assemblies:

Schedule permitting, your child will take virtual field trips this school year to explore places that align with the curriculum. Children will participate in multiple assemblies throughout the year that will focus on self-regulation and expanded learning about animals.

Toys:

Toys from home should not be sent to school unless requested by your child's teacher for a special event. Your child may bring one small stuffed animal or doll to sleep with at rest time, however, please don't send any treasured items. We have plenty of toys at school to share with your child.

Preschool Celebrations:

Students who are participating in the preschool program will participate in Preschool Celebrations such as an end of year show, preschool field day/picnic, seasonal parties or additionally planned activities which will be held at the child's school or designated location. Details will be sent prior to the event.

CURRICULUM

Our program follows state mandates including the Preschool Program Implementation Guidelines and the Preschool Teaching and Learning Standards as they relate to providing preschool children with a high-quality education.

Preschool Teaching and Learning Standards:

<https://www.nj.gov/education/news/2014/standards/preschool.htm>

Tools of the Mind Overview:

The **Tools of the Mind** curriculum aligns with New Jersey's state standards by focusing on key areas of child development that are emphasized in the **New Jersey State Standards for Early Childhood Education**. These include cognitive, social, emotional, and language development, all of which are central to the **Tools of the Mind** framework. Below are some ways in which the curriculum aligns with New Jersey's standards:

1. Cognitive Development and Learning

- **New Jersey Standards:** The state standards for early childhood education emphasize developing foundational cognitive skills like problem-solving, critical thinking, and basic math concepts.
- **Tools of the Mind Alignment:** The curriculum prioritizes the development of executive functions, such as working memory, cognitive flexibility, and inhibitory control, which are essential for later academic success. Tools of the Mind also integrates symbolic play, problem-solving, and structured tasks that foster cognitive development, aligning with the state's goals for building early math, literacy, and reasoning skills.

2. Language and Literacy Development

- **New Jersey Standards:** These standards aim to develop children's language skills, including listening, speaking, reading, and writing.
- **Tools of the Mind Alignment:** The curriculum places a strong emphasis on language development through dialogic reading, storytelling, and metacognitive activities that encourage verbal reasoning and social interaction. Children engage in shared conversations and reflective thinking, which helps meet New Jersey's language and literacy standards.

3. Social and Emotional Development

- **New Jersey Standards:** Social-emotional development standards focus on children's ability to regulate emotions, engage in cooperative play, and develop empathy and self-control.
- **Tools of the Mind Alignment:** Tools of the Mind incorporates activities that help children practice self-regulation and develop social skills. The pretend play and self-directed activities in the curriculum encourage emotion regulation, perspective-taking, and cooperative problem-solving, all of which support New Jersey's standards for social and emotional growth.

4. Mathematics and Early Number Sense

- **New Jersey Standards:** Early math standards focus on understanding basic math concepts like number sense, patterns, and shapes.
- **Tools of the Mind Alignment:** The curriculum integrates math concepts through hands-on activities like sorting, measuring, and comparing, which help children build foundational number sense and mathematical reasoning. Structured play activities allow children to practice applying math concepts in meaningful ways.

5. Approaches to Learning

- **New Jersey Standards:** These standards emphasize the development of curiosity, motivation, persistence, and initiative in learning.
- **Tools of the Mind Alignment:** The curriculum encourages children to take initiative in their learning by engaging in self-directed play, planning, and reflecting on their experiences. It fosters children's ability to work independently, solve problems, and show perseverance—skills that align with New Jersey's standards for promoting an engaged and motivated learner.

6. Creative Arts

- **New Jersey Standards:** Standards for creative expression encourage children to explore art, music, movement, and imaginative play.
- **Tools of the Mind Alignment:** The curriculum uses dramatic play and creative arts as tools to promote cognitive and social development. Children are encouraged to act out scenarios, create stories, and explore their imagination, all of which help meet the creative expression standards set by New Jersey.

7. Science and Technology

- **New Jersey Standards:** Early science standards focus on developing curiosity about the natural world, simple investigations, and understanding basic scientific concepts.
- **Tools of the Mind Alignment:** Through hands-on exploration and inquiry-based learning, the curriculum supports early science concepts, particularly in areas like cause and effect, observation, and classification, helping children meet New Jersey's early science standards.

Tools of the Mind aligns with New Jersey's early childhood education standards by

supporting cognitive, language, social, emotional, and physical development. The curriculum's emphasis on executive function skills and self-regulation is in harmony with the state's focus on preparing young children for future academic and life success. Through play-based learning and structured tasks, Tools of the Mind creates a learning environment that fosters the competencies outlined in New Jersey's early learning standards.

ASSESSMENT

The Tools of the Mind assessments focus on evaluating young children's cognitive, social, and emotional development. They are primarily based on the Tools of the Mind curriculum, which is designed to support preschool and early elementary students through the development of executive functions like working memory, cognitive flexibility, and self-control. These assessments provide insights into children's ability to plan, organize, and execute tasks, as well as their social skills, language development, and ability to regulate emotions.

Key elements assessed include:

1. **Cognitive Skills** – Measures of working memory, problem-solving, and attention.
2. **Executive Function** – Assessments focus on self-regulation, impulse control, and planning.
3. **Social and Emotional Development** – Evaluating interpersonal interactions, empathy, and emotional expression.
4. **Language Development** – Observing language skills and the ability to use language for thinking and communication.
5. **Early Literacy Skills**- Assessing letter name recognition, phonological awareness, print knowledge and emerging phonics.

These assessments are often used in early childhood settings to tailor instruction and identify areas for individual support. They align with research in early childhood education, particularly regarding the development of executive functions and their influence on academic and social success.

Portfolios:

Each student will have their own portfolio that will hold their assessments, progress and work samples throughout the year.

Progress Reports:

Preschool Report Cards are sent home three times per year and are based on your child's progress in each of the objectives.

Conferences:

Conferences are held once per year, in November. At this time you will go over your students' progress in the classroom.

DEVELOPMENTAL MARKERS

Developmental Markers: Three to Four Years

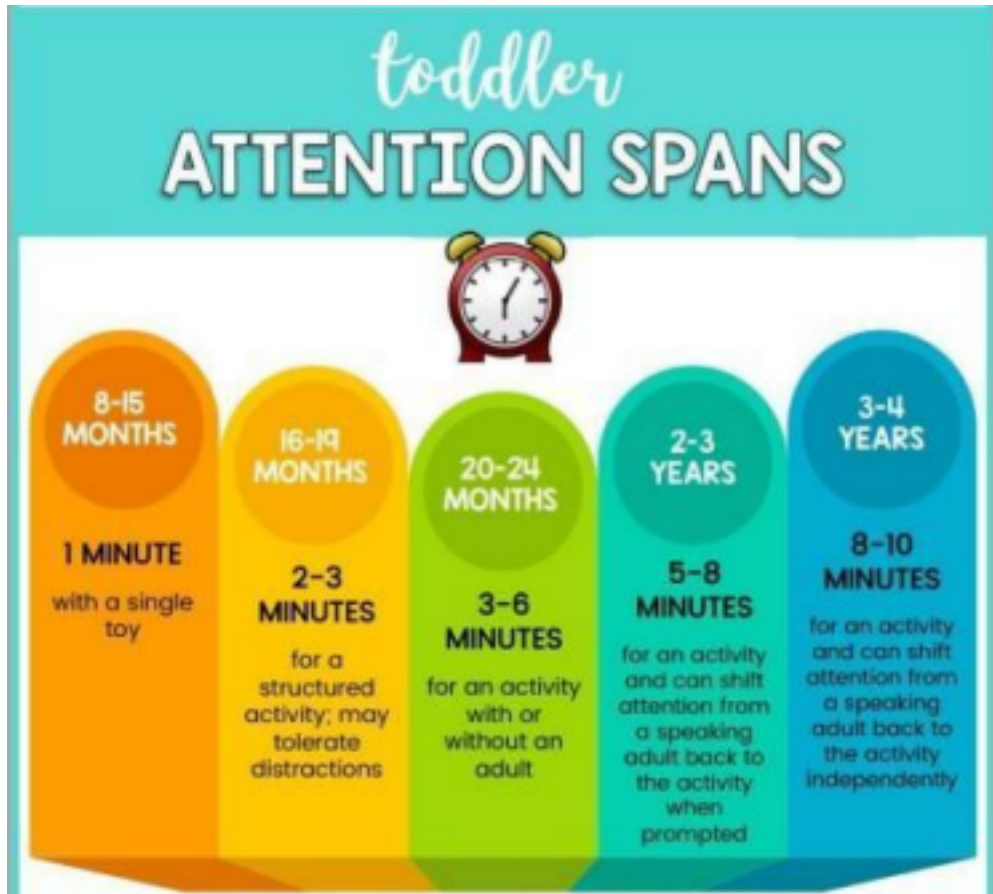
- Movement milestones
- Hops and stands on one foot up to five seconds
- Goes upstairs and downstairs without support
- Kicks ball forward
- Throws ball overhand
- Catches bounced ball most of the time
- Moves forward and backward with agility Milestones in hand and finger skills
- Copies square shapes
- Draws a person with two to four body parts
- Uses scissors
- Draws circles and squares
- Begins to copy some capital letters Language milestones
- Understands the concepts of “same” and “different”
- Has mastered some basic rules of grammar
- Speaks in sentences of five to six words
- Speaks clearly enough for strangers to understand
- Tells stories Cognitive milestones
- Correctly names some colors
- Understands the concept of counting and may know a few numbers
- Approaches problems from a single point of view
- Begins to have a clearer sense of time
- Follows three-part commands
- Recalls parts of a story
- Understands the concept of same/different
- Engages in fantasy play
- Social and emotional milestones
- Interested in new experiences
- Cooperates with other children
- Plays “Mom” or “Dad”
- Increasingly inventive in fantasy play
- Dresses and undresses
- Negotiates solutions to conflicts
- More independent
- Imagines that many unfamiliar images may be “monsters”
- Views self as a whole person involving body, mind, and feelings
- Often cannot distinguish between fantasy and reality

Developmental Markers: Four- to Five - Year Olds

- Movement milestones
- Stands on one foot for ten seconds or longer
- Hops, somersaults
- Swings, climbs
- May be able to skip
- Milestones in hand and finger skills
- Copies triangle and other geometric patterns
- Draws person with body
- Prints some letters
- Dresses and undresses without assistance
- Uses fork, spoon, and (sometimes) a table knife
- Usually cares for own toilet needs
- Language milestones
- Recalls part of a story
- Speaks sentences of more than five words
- Uses future tense
- Tells longer stories
- Says name and address
- Cognitive milestones
- Can count ten or more objects
- Correctly names at least four colors
- Better understands the concept of time
- Knows about things used every day in the home (money, food, appliances)
- Social and emotional milestones
- Wants to please friends
- Wants to be like her friends
- More likely to agree to rules
- Likes to sing, dance, and act
- Shows more independence and may even visit a next-door neighbor by herself
- Able to distinguish fantasy from reality
- Sometimes demanding, sometimes eagerly cooperative

Source: Caring for Your Baby and Young Child: Birth to Age 5 (2009 American Academy of Pediatrics)

ATTENTION SPANS



REVIEW OF THE PRESCHOOL DAY GENERAL EDUCATION EXPECTATIONS

Arrival

- Child will handle their belongings (example: backpack/coats) with minimal or intermittent assistance
- Child can access and identify cubby
- Child can select an independent activity Meals / Snacks:
- Child can get to and sit at the table
- Child can manipulate food containers (example: milk/straws) with minimal or intermittent assistance
- Child can use individual utensils (example: spoon/fork) with minimal or intermittent assistance
- Child can engage in conversations with peers and adults
- Child can clean up after meals with minimal or intermittent assistance

- Child can get to, find place, and sit in large group meeting time (example: find place to sit on carpet) with minimal or intermittent assistance
- Child can participate in singing songs, finger plays and sharing news
- Child can attend and respond to teacher instruction

Dramatic Play time (60 Minutes)

- Child can engage in child initiated activity
- Child can remain in interest area to complete child directed activities
- Child uses a variety of materials and tools in play with minimal or intermittent assistance
- Play skills reflect developmental expectations of same age peers
- Child can work appropriately with peers in interest areas
- Child can initiate and maintain conversations with adults and peers similar to same aged peer
- Child can follow expectations; e.g., clean up routine

Small Groups (20 Minutes)

- Child can participate in Literacy, Math, Science activities by listening/responding, with minimal or intermittent assistance
- Child can participate in Literacy, Math, Science activities that include fine motor skills with minimal or intermittent assistance
- Child can participate Literacy, Math, Science activities that include socialization skills with minimal or intermittent assistance

Group Story Time

- Child can attend to the group story with minimal or intermittent assistance.
- Child listens and responds to the story lab prompts(answers questions, makes connections, etc.) with minimal or intermittent assistance.
- Child can use a variety of materials (felt pieces, props, and books) to retell the story with minimal or intermittent assistance.

Outdoor (min. 30 minutes in full day program)

- Child can use outdoor equipment and materials as intended (example: climb, pedal, steer) with minimal or intermittent assistance
- Gross Motor skills reflect developmental expectations of same age peers

Bathroom

- Child can express need to use the bathroom with minimal or intermittent questioning
- Child can manage own clothing with minimal or intermittent assistance
- Child can use the toilet with minimal or intermittent assistance
- Child can wash hands with minimal or intermittent assistance

Rest Time: (60 minutes in full day program)

- Child can prepare own materials for rest time (example: put blanket on mat) with minimal or intermittent assistance
- Child can remain in quiet activity if they are not resting
- Child follows structured classroom routines with minimal or intermittent assistance
- Child responds to transition cues (example: songs, bells, chimes) with minimal or intermittent assistance

Project Child Find

To identify a preschool age child with a potentially disabling condition, contact the Child Study Team at (609) 859-2256 x 136.

Children with developmental delays and disabilities from birth to age 3 can receive early intervention services from the New Jersey Early Intervention System (NJEIS). Parents can make a direct referral by calling 1-888-653-4463.

For children with special health care needs from birth to age 21 can be referred through the 21 county Special Child Health Case Management Units

(SCHS-CMUs). Additional information can be found at

<http://nj.gov/health/fhs/sch/sccase.html> or 1-800-999-9045.

Additional information can be found at <http://www.childfindidea.org/>

DEVELOPMENTAL SCREENING TOOL AND PROTOCOL

Individually administered screening instruments (ESI-3) identify children who may need special education services to perform successfully in school. All students in the preschool program will be screened in November. Notification will be sent to parents about when the children will be screened and the results of the screening. If your child scores in the “refer” or “rescreen” range, we will provide additional support and information.

PYRAMID MODEL

The Teaching Pyramid Model for Promoting Social Emotional Competence and Positive Behavior Supports:



The Preschool Intervention and Referral Team (PIRT) operates to promote the implementation of the Teaching Pyramid to meet program goals for all of our students. The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) developed The Pyramid Model, which is widely used across states including New Jersey. The Center promotes Positive Behavior Supports (PBS) as a problem-based model to prevent and reduce inappropriate behaviors through teaching and reinforcing positive social and emotional

behavior. Our program staff has access to resources for Scripted Stories, lesson plans for varied children's books, and strategies to teach and integrate social and emotional skills.

In order to handle challenging behaviors, teachers will (1) use preventive universal strategies; (2) systematically support children to develop specific social-emotional skills, and (3) develop and implement individualized intervention when necessary (Fox & Hemmeter, 2014; Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003; Kaiser & Rasminsky, 2017; Marion, 2015; Shonkoff, 2017). In partnership with parents, coaches, PIRT and other staff the teacher will evaluate and remediate classroom practices and deficits in the students' social-emotional skills to individualize strategies to promote positive behaviors. The following outlines the program process for utilizing The Pyramid Model: Foundation:

- The foundation is the basis that supports all of the tiers in the Pyramid Model. The goal in this foundation is to create an effective workforce. To ensure this occurs all staff are trained in the Pyramid Model. The professional development that occurs throughout the year will be rooted in evidence-based approach and policies that will maintain strong and effective instruction. This high standard foundation is met with the consistent coaching, modeling and support by coaches.

Classroom Management Universal Support Tier 1:

At the universal level we include the practices needed to ensure the promotion of the social development of all children.

- High Quality Environments
- Inclusive early care and education environments
- Supportive home environments
- Nurturing and Responsive Relationships
- Essential to healthy social development
- Includes relationships with children, families and team members

Teachers incorporate class rules as well as guide problem solving opportunities. The universal support offered for all children will include having high quality environments and nurturing responsive relationships. The teachers will facilitate this with inclusive opportunities and building a partnership with families to extend learning beyond the classroom. The classroom rules will be established the first week of school and reviewed throughout the school day.

Prevention and Social Emotional Support Tier 2:

The prevention level includes the provision of targeted support to children at risk of challenging behavior.

- Targeted Social Emotional Supports
- Explicit instruction and support
- Self-regulation, expressing and understanding emotions, developing social relationships and problem-solving

During this portion of behavior management, the staff are working on meeting social emotional growth needs of our learners. Preschool students are just starting to learn about feelings, emotions and how to manage these through strategies and self regulation. The

program focus is on problem solving and developing social relationships. These goals will support behavior management by preventing challenging behavior that erupts through frustration and skill deficits.

Intensive Interventions Tier 3:

The tertiary level of the Pyramid Model describes the need to provide individualized and intensive interventions to the very small number of children with persistent challenges.

- Individualized Intensive Interventions
 - Family-centered, comprehensive interventions
 - Assessment-based
 - Skill-building

Even when staff and family are appropriately supporting tier 1 and 2 some learners may need a more individualized approach. For these students we offer a student centered, evidence -based process. It is at this point in the process that a formal PIRT file begins as the interventions become individualized as opposed to classroom based. During this process of individualized interventions we will collect data on the learner, evaluate what supports have already been applied, conduct a functional assessment and create a plan that will be monitored and analyzed. The student data, teacher and family input will drive the programming to most efficiently apply interventions for the best possible outcome.

The Role of Parent Involvement in the PIRT Process:

Family members play an important part in the behavior management and learning process. You are an equal member of the team and are invited to participate in all steps of the Pyramid Model PTR-YC. (Prevent, Teach, Reinforce- Young Children) Parents and/or caregivers may attend meetings in person or contribute in other ways (e.g., video conferencing, phone calls, or providing input over email). Children are powerfully affected when teachers and caregivers are on the same page, collaborating to carry over the strategies and skills being built in the classroom. Our staff and teachers are always available to collaborate with families to make a successful home- school connection. Families will receive a separate PIRT Handbook if applicable.

CONTACT INFORMATION

Communication Flow

Please use the following flow for communication:

1. Teacher
2. Case Manager (only if the student has an IEP) or PIC/PIRS
3. Supervisor/Director/Principal
4. Superintendent

Preschool Contact Information & Role Descriptions

- Preschool Social Worker/Community and Parent Involvement Specialist (CPIS): The CPIS/Social Worker works directly with parents to ensure access to community resources and parent support. There are many opportunities to become involved in your child's education both at home and in school. Please look out for notices sent home about special events. For more information, please contact Mrs. Alyssa Gentile

at (609) 859-2256 x 171, gentila@stsdwarriors.org.

- **Preschool Intervention and Referral Specialist (PIRS):** The PIRS makes recommendations about appropriate strategies, classroom modifications, and the selection of adaptive materials to address the needs of children with challenging behaviors or potential learning difficulties. (609) 859-2256 x 648, klenka@stsdwarriors.org.
- **Preschool Instructional Coach (PIC):** The preschool instructional coach is available to provide support and assistance regarding program quality and curriculum implementation for staff, students, and families. For more information, please contact Mrs. Alyssa Gentile at (609) 859-2256 x 648, klenka@stsdwarriors.org.
- **Child Study Team (CST):** The Child Study Team performs tests, determines eligibility, and creates individual education plans (IEP's) for students found eligible for special education services. Please contact the Child Study Team office at (609) 859-2256 x 136. if you have concerns related to your child's development and/or to identify your child for eligibility for services.
- **Home Language Support Services:** Our preschool program is dedicated to providing the best educational program for all students. Children whose first language is not English are encouraged to use their home language to communicate. In addition, students and teachers use gestures, communication boards, visuals, sign language, pictures and other developmentally appropriate tools to communicate when needed. Eligible students whose first language is not English can receive additional support through ESL services.
- **Harassment, Intimidation, and Bullying (HIB):** On January 5, 2011, Governor Chris Christie signed into law P.L.2010, Chapter 122, an act concerning HIB in school settings that amended various parts of the statutory law. In particular for school policies and procedures, the act amended N.J.S.A. 18A:37-13 et seq., which includes the requirements for the prevention and intervention of HIB on and off school grounds, at school sponsored functions and on school buses. District Anti-Bullying Coordinator: Mrs. Emily Grosser 609-859-2256 Ext: 127

Supervisor of Early Childhood Education: Mrs. Maureen Walsh (walshm@stsdwarriors.org.)

Director of Special Services: Mrs. Maureen Walsh (walshm@stsdwarriors.org.)

Superintendent: Mrs. Megan Geibel (geibelm@stsdwarriors.org)

BOARD OF EDUCATION MEMBERS:

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Mr. Leon Carelli (BOE Vice President)

Mr. Russell Hann

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Mr. Irving Bodine III
Mr. Brett Hart
Mrs. Betty L. Wright
Mr. Joseph Allen
Mrs. Sharon Roseboro