

**Lacey Township School District
Mill Pond Elementary School
Preschool Family Guide
2026 - 2027**



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Lacey Township School District

A Tradition Of Pride - A tradition Of Excellence

<u>District Administration</u>	<u>Board Of Education Members</u>
• Dr. Jeffery Brewer, Superintendent • William W. Zylinski, Assistant Superintendent • Constance Stewart, Interim Business Administrator/ Board Secretary	• Kimberly S. Klaus, President • Steve Gouin, Vice President • Dan Bell, Board Member • Salvatore Armato, Board Member • Dr. Meg Forney, Board Member • Brandon Hurley, Board Member • Kerry Opitz, Board Member

Welcome

Dear Preschool Families,

Welcome to the Mill Pond Preschool Program! We are excited for you and your child to join the Mill Pond family.

This guide is designed to ensure that our parents have a rewarding experience working with the staff in our program. The purpose of this guide is to provide information regarding the program's policies and procedures mandated by the State of New Jersey and the Lacey Township School District.

We strive to work closely with parents in a partnership that will facilitate the transitions between home and school. Our goal is to provide the highest quality care and education for students in a warm, safe and developmentally appropriate environment and to ensure that parents are valued and respected.

We encourage parents to use this guide as a tool to follow the policies and procedures outlined. We welcome your comments, questions, concerns and suggestions about your child's experience and the program.

Respectfully,

Joanie Donohue

Mill Pond Principal

Introduction

Mission

The mission of our Mill Pond Preschool Program is to serve the students and families by facilitating and sustaining collaboration while ensuring success for all students; to provide a model program responsive to the changing needs and diverse population; and to enable students to grow independently in a safe and learning environment.

Vision

The fundamental purpose of our Mill Pond Preschool Program is to ensure that all students receive a high quality education through engaging experiences with partnerships between school, home, and community stakeholders.

To introduce the beginning stages of the learning process to the students while intertwining and helping their developmental, social and communication stepping stones to unfold. To provide a supportive and fun classroom environment. To help the students make new friends and discover new interests.

Program Philosophy

The Creative Curriculum provides the foundation for academic learning. It is the preparation students need before they learn highly abstract symbols such as letters and numbers. Students will experience growth and learning in their social-emotional, physical, language, and cognitive development, and families will feel supported.

Play enables us to achieve the key goals of our early childhood curriculum. Play is the work of young students . The philosophy behind our curriculum is that young students learn best by doing. Therefore, our curriculum surrounds learning through play.

Preschool Team

- **Assistant Superintendent:** William Zylinski
- **Mill Pond Principal & Preschool Administrator:** Joanie Donohue
- **District Supervisor of Special Education and PreSchool:** Mallory Krakovsky
- **Preschool Instructional Coach (PIC):** Stephanie Danziger
- **Preschool Instructional Coach (PIC):** Kristen Flemming
- **Community Parent Involvement Specialist/School Social Worker (CPIS):** Elizabeth Ewart
- **School Social Worker:** Jessica Weingroff
- **Community Parent Involvement Specialist (CPIS)/ Guidance Counselor:** Jamie Turbiak
- **Preschool Intervention Referral Specialist (PIRS):** Linda Trapani
- **Preschool Intervention Referral Specialist (PIRS):** Gianna DePalma
- **Child Study Team Case Manager:** Emily Leary
- **Preschool Secretary:** Jill Vecchio

The Creative Curriculum

- **The Creative Curriculum for Preschool**

- Our supportive curriculum offers developmentally appropriate support for active learning and promoting children's progress in all areas. This research-based and research-proven curriculum has a variety of resources that will assist every early childhood program in creating a high-quality learning environment. Through utilizing discovery and exploration as a way of learning, The Creative Curriculum for Preschool enables children to develop confidence, creativity, and lifelong critical thinking skills

- **Sample Schedule**

- The daily schedule establishes the consistency that helps children predict the sequence of events and to feel more secure and more in control of events. In addition, a schedule helps children begin to understand time concepts as they anticipate what comes first in the day, second, next, and last.

Components of Day	Time
Morning Routine/Breakfast	25 min.
Large Group	20 min.
Choice Time	65 min.
Gross Motor	35 min.
Small Group/Limited Choice	20-45 min.
Read Aloud	10-15 min.
Lunch	30 min.
Nap	60 min.
Read Aloud	10-15 min.
Gross Motor	25 min.
Snack	15 min.
Closing Large Group	10 min.
Dismissal	10 - 15 min.

Teaching Strategies GOLD Student Portfolio

- **Teaching Strategies Student Documentation**

- Teachers will upload pictures and anecdotal notes to monitor student growth over time.
- Teachers will use individualized information to design lesson plans to target groups based on readiness levels.
- Information will be used to create summary and aggregated data reports per building, per classroom and district-wide.

- **Teaching Strategies GOLD Development and Learning Reports**

- For each Benchmark period the parents will receive a student development and learning report, this D&L report is comparable to a report card in the upper grades.

- **Teaching Strategies GOLD Individual Student Report**

- This report is kept in each student's classroom folder at the end of each benchmark period.

Communication Policy

- Mill Pond Preschool is dedicated to ensuring effective communication with parents in their preferred language, including translated materials and interpreter services when necessary. The intention is to make an impact on engaging families as equal partners in their child's learning and development. Staff and families must work together to build strong relationships that support information sharing between the program and the family. One of the primary purposes is to share information with parents on the students' progress.
- A variety of methods are used to communicate with parents including digital newsletters, Teaching Strategies Gold messenger, postings on the school website, hard copy information mailed or placed in student folders, hard copy information posted outside the main office.
- Teachers will use various communication methods to communicate with families no less than once a week.
- Lacey Township School District requires the teachers to be actively engaged with the students during the entirety of the school day, for that reason teachers are not available to communicate with families during the school day with the exception of before school, after school, and during their prep time.
- Families are required to contact the main office during the school day to effectively communicate any message. Main office phone number is 609-971-2070.

Home Language Policy

Lacey Township School District acknowledges and supports our students' primary languages spoken in the home. We aim to leverage the home language as learning assets by incorporating them into instruction where appropriate, while also providing necessary English language development for the students who need it. Embracing diverse languages fosters a more inclusive school environment where students feel respected for their cultural heritage.

- **Identifying Home Languages**

- Each new student will receive a home language survey, this can be provided to the family in their primary language. The survey gathers necessary information from the family regarding the languages in the home and the dynamics to which they are used. This information is shared with key staff members to enhance the student's educational experience. Based on the information provided by the family, translators and other language accommodations are developed on an individual basis.

- **Supporting Language Diversity**

- Mill Pond Preschool staff recognize the value of the students' home languages and encourage the use of the home language in the classroom where appropriate. Classroom labeling in the home language of the student and bilingual classroom materials are provided to the student. Multilingual students are strategically placed in classrooms with teachers that have experience educating multilingual students.

- **Multilanguage Learner (MLL) Support**

- Targeted instruction for students needing to develop English proficiency including designed English Second Language (ESL) can be provided.

- **Communication With Families**

- Mill Pond Preschool is dedicated to ensuring effective communication with parents and guardians in their preferred language, including translated materials and interpreter services when necessary.

Parental Engagement

- **Preschool Orientation**

- Held annually for all preschoolers in September. Parents are asked to attend a session with the Preschool Administration to obtain important information and gather documents that need to be completed for entry into the program. A second exciting event, called Meet Your Teacher, allows students and parents to tour the classroom and meet the teacher together.

- **Back to School Night**

- Held annually for all preschool students in September. Parents are invited to attend time slots with their child's teacher. Teachers and parents may discuss the students adjustment into the new school year, as well as overall classroom procedures, and possibly other relevant information.

- **Parent Conferences:**

- Preschool Teachers will have the opportunity to meet and provide parents information regarding Early Childhood Education assessments and students' progress towards meeting learning goals.

- **End of Study Celebrations:**

- Focuses on what the students have learned throughout the study, paired with the objectives from the curriculum. The classes take pride in showing off their progress and Mill Pond welcomes the involvement.

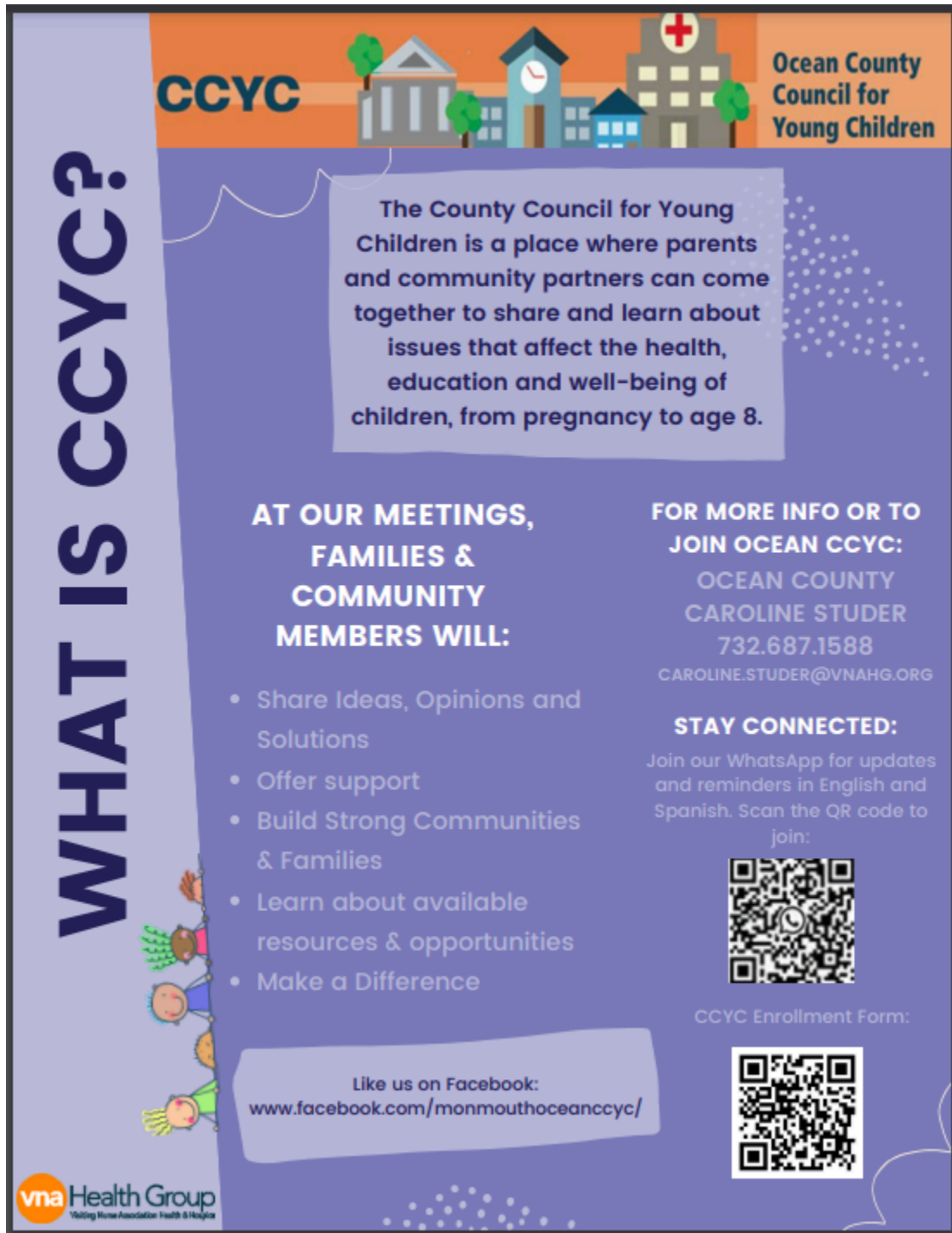
- **Communication:**

- Digital communication is provided by the teachers, Mrs. Donohue and the Lacey Township School District. The information may include but is not limited to; upcoming school events and meetings, district related-information, information regarding the curriculum, upcoming community events for families, home-school connections, diversity/multicultural activities.

- **Parental Involvement:**

- Parents are encouraged to be active members of their child's education experience. There are many activities during the school day and several

evening events to become involved in. The Mill Pond PTA is a primary example of how to become involved with your child's school community. CCYA is another example of how parents can become involved with the early childhood community.

A vertical poster for the Ocean County Council for Young Children (CCYC). The background is purple with white dotted patterns. At the top, there's an orange banner with the CCYC logo and an illustration of a school and a hospital. The main title 'WHAT IS CCYC?' is written vertically on the left. A central text box explains the organization's purpose. Below this, a section titled 'AT OUR MEETINGS, FAMILIES & COMMUNITY MEMBERS WILL:' lists five bullet points. To the right, contact information for Caroline Studer is provided, along with a 'STAY CONNECTED' section that includes a QR code for WhatsApp and another for the enrollment form. The bottom left features the VNA Health Group logo, and the bottom right has a Facebook link and another QR code. A small illustration of children's heads is on the left side.

WHAT IS CCYC?

CCYC **Ocean County Council for Young Children**

The County Council for Young Children is a place where parents and community partners can come together to share and learn about issues that affect the health, education and well-being of children, from pregnancy to age 8.

AT OUR MEETINGS, FAMILIES & COMMUNITY MEMBERS WILL:

- Share Ideas, Opinions and Solutions
- Offer support
- Build Strong Communities & Families
- Learn about available resources & opportunities
- Make a Difference

FOR MORE INFO OR TO JOIN OCEAN CCYC:
OCEAN COUNTY
CAROLINE STUDER
732.687.1588
CAROLINE.STUDER@VNAHG.ORG

STAY CONNECTED:
Join our WhatsApp for updates and reminders in English and Spanish. Scan the QR code to join:

CCYC Enrollment Form:

Like us on Facebook:
www.facebook.com/monmouthoceancyc/

vna Health Group
Voluntary Nurses Association Health & Hospital

Developmental Screening Policy

- **What is ESI-3?** The Early Screening Inventory (ESI-3) is an individually administered screening instrument. The screening is completed by the teacher after the first 45 days of enrollment for general education students ages 3 through 5 years of age during their first year in the program. The screening takes approximately 15-20 minutes to administer. Screening will only take place after parental consent is received.
- **What is the purpose of the ESI-3?** The ESI-3 helps to identify students who may need additional interventions to be successful in the program.
- **What does the ESI-3 measure?** The instrument surveys the student's ability to acquire skills rather than their current skill and performance level.
- **Domains on the ESI-3:** Visual-Motor/Adaptive (block building, drawing and copying forms) Language and Cognition (verbal expression and memory) Gross Motor (jumping, hopping and other physical coordination tasks).
- **How is the ESI-3 scored?** To determine a student's screening level, chronological age is first calculated. Based on these results the appropriate ESI-3 version is administered. The ESI-3 contains 25 items. For each item, a student can receive a score ranging between 0-3 points. Subscales are not scored; only the total score is used when interpreting results. The ESI-3 yields three scores: Refer, Rescreen or OK. These scores are interpreted differently, depending on the age group. The results are shared with parents electronically and hard copy sent home.
 - A score of Ok typically indicates that the student is progressing in an age appropriate manner and no further interventions are required at this time.
 - A score of Rescreen indicates that the student may need additional time, the student will be screened a second time in 6 weeks.
 - Should that student receive a score of Rescreen a second time, the results are interpreted at Refer and is transferred over to the Refer process.
 - A score of Refer indicates that the student is in need of interventions in order to progress at an age appropriate rate, a score of Refer will begin the PIRT process for that student.

Screening & Referral Process

- **Preschool Intervention and Referral Team (PIRT)**: The primary role of the Preschool Intervention and Referral Team (PIRT) is to provide support and suggested interventions to teachers so that all students can succeed within the general education classroom. The Preschool Intervention and Referral Team members have a strong background and knowledge in early childhood education, child development, district curriculum, and Pyramid Model to guide teachers with promoting all areas of development.
- **Pyramid Model**: Tier 1 Universal Designs. All teachers must establish Tier 1 foundational components within the classroom. PIRT coaches will ensure that teachers understand the importance of building responsive and positive relationships with students and their families while setting up high-quality supportive environments for the success of ALL students .
- **Pyramid Model**: Tier 2 Modeling/Coaching. All teachers must establish Tier 2 components, which include: the implementation of preventative strategies through explicit instruction and reinforcement of language, cognitive, physical, and social skills. Based on data and observation, PIRT coaches will collaborate with teachers to determine a specific classroom coaching focus, to benefit ALL students. PIRT coaches will provide professional development and model strategies in the classroom. Through these targeted social emotional supports, students will learn self-regulation skills, to express and understand their own emotions as well as those of others, and will develop social relationships and problem-solving skills.
- **Pyramid Model**: Tier 3 Interventions. This tier consists of practices related to individualized intensive interventions. These interventions are comprehensive, family-centered, assessment based and focus on skill building. They are typically utilized with a small number of students with persistent challenges.
- **Request for Assistance** (RFA), is completed by the teacher when all Tier 1 and Tier 2 components have been implemented and applied consistently for 6 weeks, with appropriate documentation and additional support is needed OR if a student scores a Refer on the ESI-3.
- **PIRT Coaches**: provide support that includes individualized written strategies for students and modeling targeted strategies in the classroom when appropriate. Instructional and

PIRT Coaches may identify at risk students and ask the teacher to submit the above documentation.

- **Child Study Team (CST) Involvement:** All teachers will submit required information prior to PIRT coaches completing a CST referral. PIRT coaches will facilitate the CST process.
- **Who can access PIRT?**
 - A parent may request the building principal to convene a PIRT meeting to address concerns that have been identified.
 - Most requests for PIRT assistance will come from the classroom teacher or an early childhood team member.
 - Students who score Refer on the ESI-3 will be automatically referred to PIRT, please refer to the Developmental Screening Policy section for specific information on ESI-3.
- **Referral Process**
 - Teacher completion of Tier 1 and Tier 2 with supporting documentation.
 - A Request for Assistance form (RFA) which includes documented parent communication, pre-intervention strategies, a student's strengths and areas of concern.
 - PIRT will convene a meeting to identify concerns and develop a Student Action Plan (SAP).
 - Implementing the intervention plan and documenting outcomes.
 - Follow-up meetings to review progress and revise the intervention plan led by a team liaison.

Health & Safety Resources

- **Immunizations:** To prevent some of the most serious infections, the New Jersey school immunization rules, Immunization of Pupils in Schools (N.J.A.C. 8:57-4) require students to receive a series of immunizations prior to attendance at school. In addition, schools are required to enforce requirements, maintain records, and submit annual reports to the state and their respective local health departments.
- **Flu Shot :** After Dec. 30, the parent will be required to provide flu shot records within 15 days. Failure to complete this requirement on time and accurately will place your student on the program's waiting list. If you wish for your student to be exempt, you must submit a letter of exemption due to medical or religious reasons.
- **Hand Washing:** Hands should be washed upon arrival, after outside play, after toileting/diapering, after engaging in messy play activities, after coming into contact with bodily fluids, before meals and sometimes after meals if finger foods were served.
 - These are the steps for proper hand-washing:
 - Moisten hands with warm water and use liquid soap. (No antibacterial soaps).
 - Rub hands together for at least 20 seconds.
 - (Sing the verse of "Row, Row, Row, Your Boat" 2 times).
 - Rinse hands free of soap under running water.
 - Dry hands with a clean, disposable towel or air dry with a blower.
 - Turn off the water faucet with a paper towel and throw away the used paper towel into a hands-free trash container.
- **Screen Time:** Students with too much screen time can hinder their progress with reading, playing, socialization, physical health, and communication skills. Recommendations from the American Academy of pediatrics include;
 - Children under two years of age should have no screen time.
 - Children between the ages of three and five should not exceed two hours daily.
 - Tips for parents; limit the use of screen time within the house, make a schedule, avoid screen time while eating, develop a list of other activities for your child to engage in.

- **Physical Activity:** Students ages three to five years old should be active throughout the day, per CDC guidelines. Students receive sixty minutes of gross motor vigorous activity during the school day.

Health Screenings

- **School Nurse Health Screening:** Nurses who work with preschool students and their families provide the following services;
 - Conduct health screenings (hearing, height, and weight) at the beginning of the school year.
 - Monitor and follow up on individual students' health records.
 - Document and communicate with staff and parents about allergies or other health issues.
 - Assist parents in locating appropriate medical and health resources, as needed.
 - Dental screenings, from TenderSmiles 4 Kids, will be offered once per school year
 - Vision screenings, from The Commission of the Blind, will be offered once per school year.
- Results of screenings will be sent home to the parents and a record maintained in the students folder.
- Parents must provide the school nurse with the child's immunizations records and physical form. *Failure to complete this requirement on time and accurately will place your child on the program's waiting list.*
- **Vision:** Screenings are completed annually by the Commission of the Blind, results are shared with families and a copy maintained in the student's health record.
- **Dental:** Tender Smiles 4Kids is a mobile dentist that provides services to students at the school based on parent consent and eligibility.

Medical Home



YOUR CHILD'S "MEDICAL HOME": WHAT YOU NEED TO KNOW

The American Academy of Pediatrics (AAP) and the National Center for Medical Home Implementation (NCMHI) want children, youth, and families across the country to know **that EVERY child and youth deserves a MEDICAL HOME.**

WHERE IS YOUR CHILD'S MEDICAL HOME?

A **MEDICAL HOME** is the kind of primary health care we all want and deserve. A **MEDICAL HOME** is not a place—it is the way care is provided to your child/youth and your family. At the core of a **MEDICAL HOME** is a knowledgeable, compassionate health care provider and care team chosen by a patient and their family to take care of a child/youth's health needs.

A **MEDICAL HOME** means that –



Your pediatric team...

- Knows the health history of your child/youth;
- Listens to your concerns and needs, as well as those of your child/youth;
- Follows up with any other health care providers your child receives care from, when necessary;
- Works in partnership with you to make sure that the medical and non-medical needs of your child/youth and family are met;
- Creates a trusting, collaborative relationship with you and your child/youth;
- Treats your child/youth with compassion and an understanding of his/her strengths;
- Develops a care plan with you and your child/youth when needed;
- Respects and honors your culture and traditions.



You and your child/youth...

- Are comfortable sharing concerns and questions with your pediatric team and other health care providers;
- Routinely communicate your child/youth's needs and family priorities to your pediatric team;
- Remember to tell your pediatric team about any care received between visits (eg, emergency room visits, urgent care clinics).

YOU CAN MAKE MEDICAL HOME IMPROVEMENTS

You can help your practice make changes so that it is a true **MEDICAL HOME**! The following are a few things to think about and discuss with your child/youth's primary care provider:



How can we, as parents, help you provide an even better **MEDICAL HOME** for all patients and families in the practice?



Does the practice have a 'family advisory council' that informs and advises the practice on how to improve their patients' experience? If not, how can we work together to create one?



How can we work together to develop:

- Easy-to-read, understandable information describing the practice and how patients and families can access appropriate care (eg, patient brochure, Web site)?
- A patient satisfaction survey?
- Improved physical access to the practice?
- An updated list of community resources for patients/families?

Let your doctor know how important these improvements are to you and your child/youth's care.

Learn more about the **MEDICAL HOME** approach to care – what to expect and how to make the most of it – by visiting www.MedicalHomeInfo.org.

The AAP believes that EVERY child and youth deserves a **MEDICAL HOME**



**NATIONAL CENTER FOR
MEDICAL HOME
IMPLEMENTATION**

A cooperative agreement between the Maternal and Child Health Bureau/HRSA and the American Academy of Pediatrics

Toilet Training

Our mission is to help and assist parents and students as they transition into the school community. As we work to ensure that your child has a safe and fun learning experience in Preschool this school year, it is crucial to inform teachers of any changes regarding newly acquired toilet-training progress. Please let this letter serve as a reminder of the following preschool procedures and policies:

- It is the parent's responsibility to make teachers aware of the student's toilet training progress and of the techniques done at home as well as providing teachers with a change of clothes, pull ups/diapers and wipes.
- Everything you send for your child must be labeled with their names in a ziplock bag.
- If you are transitioning your child from wearing pull-ups/diapers to underwear, we encourage you to send in writing what techniques you are trying at home so we can provide the necessary support within the school day.

We are here to support our parents. Any information given to teachers regarding your child must be in writing and dated so we can keep all information in your child's file in order to update progress.

Food Policy & Procedures

- **Healthy Menus/Allergies or Dietary Restrictions:**
 - Preschool menus follow the guidelines of “Best Practices for Healthy Eating by Nemour Health and Prevention Services” Handbook. Families’ dietary restrictions due to religious beliefs, personal beliefs, cultural customs, and health issues are respected.
- **Students will be eating in the classroom and/or outside eating areas:**
 - Teachers will sanitize and disinfect tables before serving food as part of the Personal Care Routines under the ECERs Health Practices.
- **Information regarding food allergies/ dietary restrictions:**
 - Please present in writing to the child’s teacher by the 1st day of school. Staff will make sure to make the appropriate substitutions.
- **USDA Guidelines for Food:**
 - When packing lunch for your children, please take into account the following requirements as per the Department of Education.
- **The following items are not allowed:**
 - As breakfast or lunch replacement: candy, sodas, fast food restaurant meals.



United States Department of Agriculture

Serve Tasty and Healthy Foods in the Child and Adult Care Food Program (CACFP)

Sample Meals for Children Ages 3-5



What is in a Breakfast?

Milk (6 fl. oz. or $\frac{3}{4}$ cup)
Vegetables, Fruits, or Both ($\frac{1}{2}$ cup)
Grains ($\frac{1}{2}$ oz. eq.)

Optional: Meats/meat alternates may be served in place of the entire grains component up to 3 times per week at breakfast.

$\frac{1}{2}$ oz. eq.
Whole Grain-Rich
Mini Pancakes



Sample Breakfast

$\frac{1}{2}$ cup
Sliced
Strawberries

$\frac{3}{4}$ cup
Unflavored
Low-Fat (1%)
or Fat-Free
(Skim) Milk

$\frac{3}{4}$ cup
Unflavored Low-Fat (1%)
or Fat-Free (Skim) milk



1 Taco
Made with
 $1\frac{1}{2}$ oz.
Lean Ground Beef,
 $\frac{1}{4}$ cup
Lettuce*, and
 $\frac{1}{2}$ cup
Chopped Tomatoes

$\frac{1}{2}$ oz. eq.
Enriched Flour Tortilla



Sample Lunch/Supper

A second, different vegetable may be served in place of fruit at lunch and supper. In this meal, the $\frac{1}{4}$ cup of lettuce and $\frac{1}{4}$ cup of tomatoes in the taco meets the vegetables component, and the $\frac{1}{4}$ cup of sweet potatoes is used to meet the fruits component.

*Raw leafy greens, such as lettuce, credit for half the amount served. The $\frac{1}{4}$ cup of lettuce in the taco counts as $\frac{1}{2}$ cup of vegetables in this meal.

$\frac{1}{4}$ cup
Roasted Sweet
Potatoes

What is in a Lunch or Supper?

Milk (6 fl. oz. or $\frac{3}{4}$ cup)
Meats/Meat Alternates ($1\frac{1}{2}$ oz. eq.)
Vegetables ($\frac{1}{4}$ cup)
Fruits ($\frac{1}{4}$ cup)
Grains ($\frac{1}{2}$ oz. eq.)



All grains served must be whole grain-rich or enriched.
Breakfast cereals may also be fortified.
At least one grain served each day must be whole grain-rich.



Offer and make water available all day.

What is in a Snack?

Pick 2:
Milk (4 fl. oz. or $\frac{1}{2}$ cup)
Meats/Meat Alternates ($\frac{1}{2}$ oz. eq.)
Vegetables ($\frac{1}{2}$ cup)
Fruits ($\frac{1}{2}$ cup)
Grains ($\frac{1}{2}$ oz. eq.)



$\frac{1}{2}$ cup
Apple Slices

$\frac{1}{2}$ oz.
Cheddar Cheese

Sample Snack

Note: Serving sizes are minimums.

Learn more about the CACFP meal patterns at <https://teamnutrition.usda.gov>.



Food and Nutrition Service
FNS-668
Slightly Revised October 2019
USDA is an equal opportunity
provider, employer, and lender.

Absenteeism Policy

Lacey Township School District is committed to continuously improving student achievement and encourages all students to attend school on a regular basis. The process of education requires instruction that is based on skill building, class participation, learning experiences, and study. Attendance is an essential component of a student's academic success and chronic absences can have a negative impact on a student's achievement. The State of NJ defines a chronically absent student as one who is not present for ten percent (10%) of the school year for any reason, including absences due to medical circumstances.

Attendance Protocol

Consecutive Absenteeism:

- The teacher will make a phone call and document contact for a student who is absent 2 consecutive days with no contact.
- The teacher will contact the CPIS (Community Parent Involvement Specialist) for a student who is absent 3 consecutive days with no contact, our CPIS will then reach out to the parent and document contact.
- Our CPIS will contact the Preschool Administrator if no contact is met and a home visit may be conducted within the 5th consecutive day of unverified absence.

Chronic Absenteeism:

- Parents/guardians will receive a letter and contact from the Lacey Township School District.
- If attendance does not improve, parents/guardians will be scheduled for a formal meeting with the Preschool Team.

Behavior Policy

“Be Safe, Be Kind, Take Care Of Our Things”

The Preschool Program follows the District School Policy and Procedures Protocol as follows:

- **Informational Daily Contact and Documentation:**

- For less serious classroom behavior issues (disrespect for others, interfering with the learning of others, being unsafe) the classroom teacher would apply normal classroom management strategies. Parents may receive a written notification penned within the communication log or TSG (Teaching Strategies GOLD), receive a phone call or be asked to come in for a conference (no later than 24 hours).

- **Formal Behavior Contact and Documentation:**

- When a classroom teacher has concerns regarding issues or ongoing/serious classroom behavior issues relating to a student (physical contact, eloping, or defiance); the classroom teacher will share problems with their Preschool Administrator and Preschool Support Team, contact the parents and have a formal meeting to determine Social Emotional Positive Behavior Supports to prevent challenging behaviors. Teachers will continue to inform parents of a student's progress using a communication log (TSG).

- **PIRT Process:**

- For ongoing classroom behavior concerns or serious classroom behavior issues (physical contact with staff and other classmates), the classroom teacher will discuss the problems with their Preschool Administrator and PIRT (Preschool Intervention Referral Team). A meeting will be scheduled with the Preschool Administrator and PIRT to provide support for both families and teachers in creating the students SAP (Student Action Plan). Parents will be provided written notification informing them of meeting time and date.

It is important that each student and staff member have a safe environment where they are free to learn. In order to sustain that environment, it is imperative to have well-established criteria for student behavior. Students need to know that they are held accountable for their actions. We strive to keep students and their families informed about the policies and procedures that promote a positive educational experience.

Our objectives are fair and without delay, consistently enforce our rules. The following information may be helpful to you:

- Students must show respect for other students and staff.
- Students must respect school and classroom property.
- Students must resolve conflicts in a positive, non-aggressive (physical or verbal) manner.

Transition Policy

- Teachers will complete the Creative Curriculum kindergarten study at the end of the academic year with students moving onto kindergarten.
- Preschool students moving on to kindergarten will have the opportunity to visit the cafeteria, learn about the behavior expectation in the cafeteria, walk through the food line and perform a mock check-out.
- Teachers will complete a transition card with pertinent information that will be given to the main office at the end of the school year. The intention of this card is to provide insight on the students strengths and skill set to more appropriately place them in kindergarten.
- All parents are encouraged to attend the kindergarten orientation with the student to assist in the transition.
- Back to school night is another part of the transition as this is an opportune time for the parents to visit the classroom and gain insight as well as important information.

Preschool Family Guide Receipt

The Preschool Family Guide was established to increase the sharing of responsibilities between home and school and to ensure that every preschool student receives a high quality education. This Preschool Family Guide is a component of the school-level parental involvement policy and was developed jointly with the Mill Pond Elementary Preschool Team.

The Preschool Family Guide outlines the policies and procedures of the Mill Pond Elementary School Preschool Program. An understanding of and adherence to the policies and procedures will ensure positive parent-school relations and that the student's needs are being adequately met.

Therefore, the Preschool Program requires that all parents and/or guardians of children enrolled, read, sign, and return the statement that follows.

1. I have read the Preschool Family Guide.
2. I give consent for all the health screenings.
3. I will adhere to the policies and procedures explained in this handbook.

I understand that the policies and procedures in this guide have been communicated to me are subject to interpretation, review and change by the Mill Pond Elementary Preschool Team.

Parent/ Guardian (Print)

Parent/ Guardian (Signature)

Student Name

Date

ESI-3 Consent Form

Dear Parents,

Our program conducts a screening on all newly enrolled general education preschool students for possible developmental and instructional concerns. This developmental screening is designed to identify students who might be in need of additional support. The ESI-3 looks at students by quickly sampling their skills across areas of language, reasoning, gross motor, fine motor and social development.

Please return signed consent to your child's teacher:

Check yes or no

☐ Yes, I have received the ESI-3 Screening Policy and consent to the ESI-3 screening.

OR

☐ No, I do not give consent for my child to be screened using the ESI-3.

Parent/Legal Guardian Name (Print)

Parent/Guardian Signature

Student Name

Date

Teacher's Name

Home language my child speaks & understands: _____

Home Language Survey

Parent Name: _____

Student's Name: _____

Teacher's Name: _____

Please complete the following survey:

What language(s) does your child speak fluently at home?
What language(s) does your child understand?
What is the dominant language spoken at home by adults?
What cultural holidays does your family celebrate? (example: American, Mexican, Chinese, European)
What is the country of origin for the family?

Parent Signature

Date