

Scholars' Academy

268 Capuchin Way
Orange, New Jersey 07050
Phone (973) 677-4000 Ext. 53700
www.orange.k12.nj.us



Student/Parent Preschool Handbook

Mrs. Karen Machuca
Principal
2024-2025



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"GOOD TO GREAT"



Orange Township Public Schools

Gerald Fitzhugh, II, Ed.D.
Office of the Superintendent



2024-2025 District Goals

Goal #1: 21st Century Integration

The Orange Public Schools will continue to invest in its instructional staff. The district values and promotes a culture of excellence in teaching and learning through increased and improved opportunities for quality, sustained professional development that address district needs and individual school needs as outlined by data points. The emphasis has been and will continue to be on best practices in teaching and learning. A continued understanding of providing targeted and intentional delivery of instruction is paramount district-wide while keeping in mind how to integrate technology to strengthen but not decline instructional practices.

1) Increase in the number of job-embedded professional learning opportunities that incorporate the expertise of building principals planning alongside district administration by 70% from SY 23-24

- Administrative Meetings will continue to be instructionally-focused learning sessions for principals and district administrators. Ultimately, all training sessions will be germane to data points resulting from walk-through trend analyses.
- Administrative meetings will continue to have instructionally focused agendas with accompanying sign in sheets. Meetings will take place for horizontal and vertical articulation supports to build content knowledge and pedagogy if applicable and integration of technology to enhance the current curricula

2) By May 2025, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in mathematics.

- The assessments that will be used to measure progress towards the assigned growth targets include the iReady Diagnostic, NWEA MAP, District Benchmark Assessments, and select Performance Tasks in the area of Mathematics.
- The district will continue to report out all data in the area of mathematics in Curriculum Committee as per the assessment calendar as well as the Board of Education Meeting.

3) By May 2025, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in ELA.

- The assessments that will be used to measure progress towards the assigned growth targets include Reading Diagnostics, District Benchmarks, and Performance Tasks in the area of English Language Arts.
- The district will continue to report out all data in the area of English Language Arts in Curriculum Committee as per the assessment calendar as well as the Board of Education Meeting.

- 4) **By May 2025, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in Science.**
 - o The assessments that will be used to measure progress towards the assigned growth targets include benchmark assessments in the area of Science.
 - o The district will continue to report out all data in the area of Science in Curriculum Committee as per the assessment calendar as well as the Board of Education Meeting.
- 5) **By June 2025, 5% increases across all areas on the New Jersey Student Learning Assessment (Mathematics, Science, and English Language Arts)**
 - o The district will provide assessments to prepare students and staff for the high stakes assessment.
 - o Review of data from the assessments in public as well as during several points throughout the year.
- 6) **By June 2025, 100% of students will have access to meaningful experiences of powerful learning opportunities and will demonstrate competencies and skills for the digital age.**
 - o All students will continue to receive dedicated devices (Chromebooks) and accessories for year-round access in and out of school
 - o The district will continue to strengthen its device management plan to address repairs of accidental damage and provide extended warranties
 - o The district will ensure processes and protocols at the school level are followed to replace lost, damaged, or stolen devices. This will include device management and inventory systems.
 - o The district will continue support of full-time, school-based Technology Coordinators and VILS Coaches to help build educator capacity districtwide in the integration of technology across all subjects
 - o Schools will continue to cultivate student tech teams to involve students directly in the planning, execution, and day-to-day management of implementation
 - o The district will continue to incorporate a 3-tiered system of assessing the degree of technology integration across the schools to include Technology Integration Matrix Lesson Observation Tool (TIM-O) walk throughs, Fall/Winter/Spring teacher/student surveys, and Usage Inventories (Time and Data).

Goal #2: Community Engagement

The Orange Public Schools will continue a system of consistent communication system for disseminating and receiving information between school administration, teachers, staff, students, parents, and the community.

- 1) **Increase the timeliness, access, and effectiveness of all communication with all stakeholders via multiple measures by 60% from the previous school year (the previous year was at a 50% increase.**
 - o Social Media Platforms & Website (Instagram, Facebook, and Twitter)-Utilize the platforms for immediate news-worthy information as well as the district website via the latest news and announcements section.
 - o RoboCalls via School Wires at the district and school levels; we are incorporating more text to speech and emails for as well as translated versions of all messages both district and at the school level.
 - o Superintendent’s Report (online access to staff and community stakeholders) the day immediately following the board meeting by noon.

- Routine face-to-face opportunities to engage with community and stakeholders via PTO, Back to School Nights, Report Card Conference Nights, Community Events within Orange Township as well as partnership meetings based on those established and forthcoming within the school district. We will continue the parent and student councils at the Superintendent's Level.
- Provide Bilingual Supports for all families to ensure their engagement within the school district via translations, translator supports, and district as well as social level meetings.

2) Increase the use of emerging and available communications outlets to transmit information by 45% (Last Year the Percentage was at 40%)

- Partner with universities (local and throughout the state) in order to get information to prospective candidates for job fairs and other industry level announcements. We will conduct virtual and in person job fairs as well to widen the search for potential candidates outside of the University realm.
- Continue to utilize the Orange Public School App for more timeless information.
- Continue to utilize the Emergency Pop Up on the website for transmitting important, time sensitive information weekly.
- Provide Translations on all documents that are disseminated from schools and district offices.
- Create an updated website that is easier to navigate with fidelity

3) Continue Parent and Student Councils at the Superintendent's Level

- Have monthly meetings with parents and students about academics as well as self-care supports; student council meetings will take place separately from the parent council.
- Continue the Bilingual Parent Advisory and ensure that the meetings are quarterly.
- Continue the Special Education Advisory Council Meetings and ensure that the meetings take place quarterly.
- Continue the Early Childhood Advisory Council Meetings and ensure that the meetings take place quarterly.
- Continue the Nutrition Advisory Council alongside school level student councils. Ensure that the meetings take place quarterly.

Goal #3: Facilities, Finance, and Staff Support

The Orange Public Schools will continue to redesign the fiscal management, operations, and human resources of the organization to ensure a system of accountability, transparency, and efficiency for the optimal delivery of services for partnerships to flourish and staff to be retained across the district.

1) Create a district budget under constraints that accommodates and supports the needs of central office departments, all schools and students while sustaining systems that have yielded results through a strategic assessment of data

- Analyze and clarify how all budgeted funds are allocated and expended at the department and school levels.
- Examine and evaluate contracted services provided to the district and continuously improve effectiveness.
- Identify and execute capital projects (short term/long term, prioritized, and categorized on the basis of need.)
- Transfers from account lines on the district level will decrease by 25% from the previous school year

2) Implement innovations that empower teaching and learning as well as efficiently allocate funding within their locations

- Continue to monitor the budgeting module My Budget File to ensure adherence to staff and federal mandates.
- Align the long-term and short-term facilities development plan to outfit buildings district wide in the effort of expanding programming throughout the school district. These plans will be presented at the Facilities and Finance Committee Meetings as well as via the Regular Board of Education Meeting as we have several aging buildings in the district.

3) Maximize employee expertise and create a positive and supportive environment

- Continue to have roundtable conversations with staff in order to provide an optimal work environment.
- Continue to offer the Employee Assistance Program to allow for continued support of our staff holistically.
- District level personnel attend meetings at the school level in order to bridge the gap between the schools and district office.

Goal #4: Social and Emotional Supports

The Orange Public Schools will continue to ensure that all students will receive social and emotional support to become adaptable, confident citizens who embody self-awareness and strong interpersonal skills, and who are capable of responsible decision-making and managing their emotions and behaviors.

1) Provide research-based curriculum to strengthen students' social/emotional relationships

- Continue to utilize Restorative Practices as a means of providing effective support to students in the effort of problem solving. This includes at both the elementary and secondary levels.
- Continue the monitoring of mental health to provide students with another avenue to combat social-emotional concerns and thus remediate areas of deficiency related to mental health.
- Ensure that staff and students continue to have resources readily available by the district to ensure their social-emotional needs are met with fidelity.
- Ensure that we provide resources through the Superintendent's Trauma informed team in the effort of providing supports for students across the district.

2) Enhance community-based partnerships in order to assist students and families

- Continue to utilize the district's community engagement officer as well as community school liaisons to assist school-based staff with establishing partnerships to support families and students and thus have a vehicle to support families Pre-K through Twelve.
- Provide self-care support for students and families based on surveys (conducted twice per year) as well as discussion with support staff members including the Superintendent's Trauma Informed Team.

Scholars Academy

Vision

The Scholars Academy's vision is to embrace a diverse, inclusive, and respectful school community. By acknowledging our diverse backgrounds, we foster creative students who are self-motivated, curious, leaders, and foster the love of learning.

Our goal is to maximize the development of the whole child using a comprehensive research-based curriculum aligned with the NJ Preschool Teaching and Learning Standards, the National Association for Gifted Children Standards (NAGC), and the NJ Student Learning Standards (NJSLS). We are committed to social justice and developing children's advocacy and activism skills to be leaders of a more just and equitable world by honoring and respecting our diverse backgrounds.

Mission

- The Scholars Academy School Community (staff, students, and families) mission includes the following beliefs:
- We believe that all members of Scholars Academy school community will experience a quality educational environment that fosters an inclusive, diverse safe space that promotes and supports cognitive, and social-emotional growth.
- We believe in a developmental approach to education, supported by a research-based curriculum that is comprehensive and culturally relevant providing students with equitable opportunities to demonstrate self-awareness, empathy towards others, and academic growth.
- We believe in offering resources, information and support to promote awareness of gifted and talented education and preschool education among teachers, administrators, policymakers, and community members.

“Good to Great!”



Dear Students and Parents,

Welcome to the Scholars' Academy family! The Scholars' Academy staff is committed to providing children with a safe and stimulating learning environment that will enable them to excel academically and socially.

This handbook contains basic policies and procedures necessary to maintain a school climate conducive to teaching and learning.

It is the responsibility of all families to read this handbook, follow the guidelines, and keep it available for future reference. Our policies and procedures are designed to ensure that children have a positive educational experience at Scholars' Academy.

You will also see that we use the **lighthouse** as a symbol for Scholars' Academy as we believe that all students shine brightly as we all work together to navigate the seas of education!

Please follow us on Social Media:

Facebook--Orange Public Schools

Twitter--SAcademy268 #GoodtoGreat #GoScholarsNJ

Instagram--Orange Public Schools

Download the Orange Public Schools App as well!

Wanting the Best for Your Child,

Mrs. Machuca

Principal

Table of Contents

Program Design: Preschool pg. 9

- Scholars' Academy "Home Page" Communication
- School and Contact Information
- Calendar
- Marking Periods

General Information pg. 13

- Daily Routines
- Support Staff
- Enrollment Procedures
- Arrival and Departure
- Attendance
- Weather School Closing
- Health and Safety
- The Classroom
- Inclusion

The Curriculum: Preschool pg. 19

- Creative Curriculum
- Social and Emotional Learning
- Positive Behavior System (PBS)
- Assessment

Family Involvement: Preschool pg. 31

PROGRAM DESIGN: PRESCHOOL

PROGRAM DESIGN: The State of New Jersey supports full day/full year education for all three and four year old children in specific school districts. The Orange Township Public Schools offers a FREE six hour educational program in our district's public schools as well as the neighborhood childcare facilities. Before and aftercare services are available as well, however, there are associated costs, please see page 11 (Before & Aftercare) for additional information. This mixed delivery system allows families greater flexibility in choosing the school/center that works best for the family. However, placement at the schools/centers is on a first come first basis. Every effort is made to place your child at your school of choice. If there is no space at the school of your choice at the time of registration, we will work diligently to place your child at a school/center of your second choice. Your child will then be placed on a transfer waiting list for the first choice school and you will be notified as to when space becomes available.

- Transportation – There is no transportation provided; however, preschoolers identified as preschool disabled are eligible for transportation services provided by the district's Department of Special Services.
- Potty Training – Your child does not need to be potty trained to begin school. Teachers will work with families to assist with this process. If your child is not yet potty trained, you must provide at least three clean complete changes of clothing at all times. You must also provide the diapers and wipes needed.
- Uniforms – They are optional in district preschool classrooms. Some of our private providers do require uniforms. If your child attends a site that requires uniforms, you will receive information about what your child should wear to school from the Director. Refer to additional information regarding clothing in this handbook.

SUPPORT STAFF: Besides the instructional staff, the preschool department has support staff to assist with the implementation of the program. The support staff includes:

Fiscal Specialist – is responsible for monitoring each contracting private provider and/or Head Start agency for compliance with the preschool program contract; track and report teacher certification information; 8 monitor expenses and review quarterly expenditure reports and provide financial management assistance to contracting private providers and Head Start in developing and monitoring their annual budgets.

Teacher Coaches – they work directly with the instructional staff and they model, coach, informally observe using structured observation instruments and provide feedback to teachers to assist with the implementation of the comprehensive curriculum and the NJ Preschool Teaching and Learning Standards.

Preschool Intervention and Referral Specialists (PIRS) – they work directly with the instructional staff to deliver preschool age-appropriate services designed to decrease referrals to special education and to maximize general education classroom teachers' ability to support all students. They visit classrooms to observe, model, provide feedback and make 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.

Social Workers and School Counselors– they collaborate with all relevant preschool instructional staff, administrators and support personnel to support the school district family services program. They also coordinate resources for families, review child needs, and provide parent involvement programs to help parents learn how to support their child’s learning.

Community Parent Involvement Specialist (CPIS) – this person is responsible for coordinating the Preschool through Grade 3 Early Childhood Advisory Council which reviews the implementation of the preschool program and supports transition as children move from preschool through grade three.

Nurse – are responsible for the basic health services for all enrolled preschool children. These services include but are not limited to: vision, hearing, dental, height and weight screenings, maintenance of records pertaining to immunizations, physical examinations and other records. They also provide family education and communication that are designed to meet the health and social service needs of the children.

ENROLLMENT PROCEDURES: children must be 3 years old or 4 years old by October 1st of the current school year and all families must reside in the city of Orange. Preschool registration is held throughout the school year. Please call the Orange Early Childhood Center for dates and times: 973-677-4000 ext. 52700. The following is required at the time of registration:

- A current lease, mortgage statement, deed, water bill, tax bill.
- Two additional proof of residency: i.e. utility bill, bank statement, cable bill, current driver’s license, or current car insurance card, or current car registration, current pay stub, medical insurance bill, and state benefit statement or public assistance document.
- Birth certificate (original)
- Child's immunization record

GENERAL INFORMATION

“Home Page” and Updated Contact Communication:

Consistent communication enables all members of the school community to stay updated with the educational journey of students. All staff members have a website for communication and updates about their classroom. Please visit <http://www.orange.k12.nj.us/domain/1625> for the announcements, calendar updates, and a wealth of information to assist with your child(ren)’s education. Please ensure that your email and phone numbers are up-to-date! It is extremely important that phone numbers are updated, and are valid numbers. Phone blasts and emails are used to provide information to parents.

Should a phone number change, it is the responsibility of the parent/guardian to provide the new numbers to the office and to the Homeroom teacher as well. Emergency phone numbers must be provided for all students. Parents are required to sign up for ClassDojo as well for school communication!

School Information:

Address: 268 Capuchin Way Orange, NJ 07050

Phone number: 973-677-4000 Ext. 53700 Main Office

Fax: 973-678-6956

HOURS OF OPERATION: The preschool program hours are 8:30 a.m. to 3:00 p.m. Monday through Friday. The classroom doors will open at 8:30 a.m. in order for the children to begin breakfast. Early dismissal is promptly at 12:30 p.m. Please note on early dismissal days, no lunch is served; only breakfast. Reminder notices will be sent home in a timely manner, phone blasts, posts on the website and ClassDojo, and posted notices within the building and in the classrooms when there is an early dismissal day.

**Orange Township Public School District
2024-2025
Interim & Marking Period Report Card
Grade Posting Window Schedule
as of July 11, 2024**

Reporting Period	Marking Period Start Date	Marking Period End Date	Posting Window Opened	Posting Window Closed	Distribution
Interim Report Card 1	Friday, 9/6/24	Tuesday, 10/8/24	Tuesday 10/1/24	Friday 10/11/24 4:00pm	Thursday 10/15/24 End of Day
MP1 Report Card	Friday, 9/6/24	Wednesday, 11/13/24	Tuesday 11/5/24	Friday 11/15/24 4:00pm	Conferences (Prek-7) 11/18/24 1:15-4:00 (Prek-7) 11/19/24 5:30-7:30 (8-12) 11/20/24 1:15-4:00 (8-12) 11/21/24 5:30-7:00
Interim Report Card 2	Thursday, 11/14/24	Wednesday 12/18/24	Monday 12/9/24	Thursday 12/19/24 4:00pm	Friday 12/20/24 End of Day
MP2 Report Card	Thursday, 11/14/24	Friday 1/31/25	Friday 1/24/25	Wednesday 2/5/25 4:00pm	Friday 2/7/25 End of Day
Interim Report Card 3	Monday 2/3/25	Monday 3/10/25	Friday 2/28/25	Thursday 3/13/25 4:00pm	Conferences (8-12) 3/24/25 1:15-4:00 (8-12) 3/25/25 5:30-7:30 (Prek-7) 3/26/25 5:30-7:30 (Prek-7) 3/27/25 1:15-4:00
MP3 Report Card	Monday, 2/3/25	Monday, 4/14/25	Monday 4/7/25	Monday 4/28/25 4:00pm	Wednesday, 4/30/25 End of Day
Interim Report Card 4	Tuesday, 4/15/25	Friday, 5/23/25	Thursday 5/15/25	Monday 6/2/25 4:00pm	Wednesday 6/4/25 End of Day
MP4 Report Card	Friday, 4/15/25	Friday, 6/27/25	Friday 6/13/25	Thursday 6/19/25 3:00pm	Friday 6/27/25 12:30 PM

NORMAL DAY		
ELEM	Normal Time	Duration
PERIOD 1A	08:30 - 09:10	40 min
PERIOD 1B	09:10 - 09:50	40 min
PERIOD 2A	09:55 - 10:35	40 min
PERIOD 2B	10:35 - 11:15	40 min
PERIOD 3A	11:20 - 12:00	40 min
PERIOD 3B	12:55 - 01:35	40 min
PERIOD 4A	01:40 - 02:20	40 min
PERIOD 4B	02:20 - 03:00	40 min
LUNCH/RECESS A	11:50 - 12:10	30/20 min
LUNCH/RECESS B	12:00 - 12:50	30/20 min
LUNCH/RECESS C	12:45 - 01:35	30/20 min

HALF DAY		
ELEM	Half Time	Duration
PERIOD 1A	08:30 - 09:00	30 min
PERIOD 1B	09:00 - 09:30	30 min
PERIOD 2A	09:30 - 10:00	30 min
PERIOD 2B	10:00 - 10:30	30 min
PERIOD 3A	10:30 - 11:00	30 min
PERIOD 3B	11:00 - 11:30	30 min
PERIOD 4A	11:30 - 12:00	30 min
PERIOD 4B	12:00 - 12:30	30 min

DELAYED OPENING		
ELEM	Delayed Time	Duration
PERIOD 1A	08:30 - 09:10	40 min
PERIOD 1B	09:10 - 09:50	40 min
PERIOD 2A	10:00 - 10:35	35 min
PERIOD 2B	10:35 - 11:15	40 min
PERIOD 3A	11:20 - 12:00	40 min
PERIOD 3B	12:55 - 01:35	40 min
PERIOD 4A	01:40 - 02:20	40 min
PERIOD 4B	02:20 - 03:00	40 min
LUNCH/RECESS A	11:20 - 12:10	30/20 min
LUNCH/RECESS B	12:00 - 12:50	30/20 min
LUNCH/RECESS C	12:45 - 01:35	30/20 min

District and School Calendars: The district calendar is available on the district website at www.orange.k12.nj.us. Our school calendars will be published monthly and provided to all students as well as available on our school website. It is important that our parents and students keep both posted in a safe area and reference them on a regular basis to ensure you are aware of school events and closings. **Parents are expected to sign up for ClassDojo as this is another daily communication we use to keep parents informed. Specific information about how to join Scholars' Academy will be distributed from the classroom teachers.**

Orange Township Public School District – 2024-2025 Calendar																																																																																														
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2 Labor Day - District Closed 3-5 Professional Dev. For Staff Only 6 First Day of School	Staff 20 September Students 17 <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						Staff 15 February Students 15 <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td></tr> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		17 – 21 District Closed - Winter Break							
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The calendar includes 188 contractual certificated staff days and 183 contractual contact student days. There are 3 snow days or emergency closing days built into this calendar. Should the District use more than 3 emergency closing days the days will be used at the discretion of the Superintendent of Schools.

OEA Day 12:30 Dismiss Students △ Parent Conf. Gr. 8-12 12:30pm Dismissal ◇ Parent Conf Prek-7 12:30pm Dismissal ⏏ Early Dismissal - 12:30 pm ○

District Closed for Staff and Students

Professional Development Staff Only

12:30 Dismissal Students Only

DAILY ROUTINES

ARRIVAL & DEPARTURE: Arrival and departure are busy times during a school day; therefore, parents are asked to walk their children to their classroom and sign them in each day.

Upon arrival it is very important to follow the morning classroom routine every day. This provides your child with a sense of security. The school must be able to contact you at all times. At the time you sign in, please provide a working phone number where you can be reached in case of an emergency. If there are any changes to your address and phone numbers please notify the school social worker or counselor immediately. Also please keep teachers informed about your child's health, mood, eating habits, family situation, or anything you think might affect your child's behavior at school. When it is time for the person dropping the child off to go, tell the child you are leaving, and say, "Good-bye". If your child is having difficulty separating, signal a teacher for assistance. Feel free to call us later if your child is upset when you leave, and we will let you know how he or she is doing.

Departing from school is very important. Children will only be released to parents and authorized individuals whom the parents have included on their emergency pick up cards. Parents are encouraged to include on their emergency cards the full names of all individuals that will be allowed to pick up their child. No phone calls will be accepted from parents informing us that someone that is not on the emergency card will be picking up the child. All individuals picking up children must have a picture ID available to show the teacher if it's their first time picking up the child (the name on the emergency card must match the name of the ID). Please note that we are not allowed to release the children to anyone who is not on the authorized pick up list or anyone under 12 years of age.

REMEMBER!

Drop-Off and Pick Up Procedures

- All children must be accompanied by an adult to their classroom.
- The adult will sign the child into the classroom.
- For pick up, the adult **MUST** be an approved pick up person on the Authorized form by the parent.
- All adults need to have a valid photo ID for pick up and the name must match the name on file given by the parent.
- If all elements are not verified, the child will **NOT** be allowed to leave until the parent or guardian picks up the child.

ATTENDANCE & TARDINESS: In order for children to obtain the full benefits of the program and reach their greatest potential, it is important for them to engage in the learning process whether virtual

or face to face. If our child is absent, please call the school. If your child is absent more than three consecutive days due to illness, you must provide the school with a note from the doctor. Attendance is equally important during virtual learning. Please be sure that you and your child engage in all activities during the virtual learning schedule. If your child cannot participate on a given day, please inform your child's teacher right away. If we do not hear from you or if you do not engage in the learning process during virtual learning for three consecutive days, our social workers will reach out to you to ensure the health and safety of your family. We will work with you to help you find resources needed for better engagement with virtual learning.

Please ensure that your child arrives at school on time each day and that they are picked up on time each day. Your child is late 15 minutes after the start of the school day. If your child is excessively absent or late, a meeting will be required with the school social worker and principal.

The following link will provide information about which holidays are exempt from school. [List of Religious Holidays Permitting Student Absences from School in NJ](#)

WEATHER SCHOOL CLOSINGS: Announcements of school closings or delayed openings will be broadcast through the district's automated phone system, as well as your local TV stations and on the district's website: www.orange.k12.nj.us. It is important that your phone number remains current and that you answer the call whenever it is made. **Again, updated contact phone numbers are essential.** A message will be posted via ClassDojo and other social media outlets such as Facebook or Twitter.

CONFIDENTIALITY: All information gathered about a child is kept confidential. Records are kept in a secure area with limited access except by authorized personnel.

- Information obtained and collected by the program will be shared with other staff only on a "need to know" basis.
- Practicum students are not included in discussions of children and assessment/screening results unless the information is relevant to the practicum experience.
- Parents and guardians may ask to view screening and assessment results through asking the classroom teacher.
- All information compiled during screenings and assessments will be used to promote the healthy developmental growth of the child.
- No information shall be shared with an outside agency without the written consent from the parent or legal guardian.

BEFORE AND AFTERCARE: Norjenes Day Care Center offers before and aftercare services for in district preschoolers only. Childcare vouchers are accepted. Please contact the Executive Director for more details regarding hours and availability.

Contact Information:

Norma Adams, Executive Director
95 South Essex Avenue
Orange, NJ 07050
973-677-4299

HEALTH AND SAFETY NURSES: The Orange Board of Education employs a full time nurse to care for the needs of the students' immediate health concerns. The school nurse is responsible for maintaining accurate and up-to-date health records including immunizations, physicals and emergency information on every student. In addition, the nurse is responsible for taking the height and weight of the students as well as the following screenings: hearing, vision, blood pressure and dental. The nurse is also responsible for demonstrating proper hand-washing and tooth brushing techniques as well. The nurse information:

Linda Vicci, RN, BSN
973-677-4000 Ext. 53713

IMMUNIZATIONS & ANNUAL PHYSICALS: It is mandated by the State of New Jersey that the school have complete immunizations on record for every student in preschool. The nurse will do an immunization review upon registration and early in the school year to ensure our records are up-to-date. If your child requires further immunizations, the nurse will send a letter home with the specific vaccines needed. If your child is not current with his/her immunizations, the school may be forced to exclude your child from school until he/she is current. Students must also have a Universal Child Health Record filled out by a pediatrician which is based on their annual physical examination.

As of September 2008 the NJ Department of Health and Senior Services has mandated additional vaccines for children in preschool:

- Influenza Vaccine: This is for children 6-59 months attending any child-care center or preschool facility on or after September 1, 2008. They must receive at least one dose of influenza vaccine between September 1 and December 31 of each year.
- Pneumococcal Conjugate Vaccine (PCV): Every child 12-59 months of age attending a child care center on or after September 1, 2008 must receive at least one dose of PCV on or after their first birthday.

MEDICATION ADMINISTRATION: if your child is sick and needs to take medications, we hope that the medications can be given at home, either before or after school. However, in the event that your child needs medication during the school day, our policy is that you must have your doctor fill out a "Permission to Give Medication in Childcare" form before our nurses can administer the medication. We ask that you give at least one dose to your child at home to ensure that there are no allergic reactions or side effects. Please note that even if the medication is over the counter medication, we will need a form filled out by the doctor. These forms are located in your child's school/center. In order for medication to be administered in school, it must be in the original prescription bottle and clearly labeled with the following: child's name, name of medication, dosage, the date it was prescribed, times to be given, the child's name and doctor's name. We can only give medication to the specific child the prescription was intended for. If your child has asthma, they may be in school as long as we have the proper Asthma Action Plan filled out by the doctor and have the proper medication to administer if needed. Every school/center has a nebulizer if needed. You would need to provide a mask, tubing and medication in a clearly labeled prescription box.

INCIDENTS & ACCIDENTS: If the child is injured during the day, the preschool nurse will be called to examine the child. The nurse will care for the child and contact the parent as needed. If we cannot contact a parent, we will call the emergency contact. The emergency contact must be someone

who will be available in case of mild illness, to provide temporary care for a sick child, and has transportation to the school. A report will be completed and given to the parent or person picking up the child. In case of a medical emergency beyond that of the preschool nurse, 9-1-1 will be called immediately and an ambulance will take your child to the nearest hospital if necessary. The school will need a signed permission form for staff to act in your absence in case of an emergency. You will be contacted immediately and will meet your child at the school or the hospital. A preschool nurse or staff member will accompany your child to hospital. A report will be completed and given to the parent in this case as well.

ILLNESS & EXCLUSION: Should your child become ill, please take precautions to ensure that we do not spread the illness to others in the school/center. Once your child is symptom-free, or has a doctor's note stating the diagnosis, length of recovery time and the date, the child may return to school. Children who have been diagnosed with the following or have related symptoms prior to a diagnosis may not come to school:

- A runny nose with a discharge that is green, the child should be taken to the doctor to rule out infection
- Ringworm which is a fungus causing a small, round, itchy, red, flaky patch that is highly contagious. If the doctor diagnoses your child with ringworm, he/she may return to school with the appropriate doctor's note 24 hours after treatment has begun.
- Lice which are also very contagious, they are small insects that attach eggs called nits to the hair shaft. Students will be excluded until they have treatment, examined before returning to class and parents should bring in the empty box of medicated shampoo used for lice treatment to show school nurse/teacher.
- Conjunctivitis (Pink Eye): If a child is diagnosed by the doctor with pink eye, they must remain home for 24 hrs after the first treatment of antibiotic eye drops so they are no longer contagious.
- Bed Bugs: If your child has many bedbug bites on their arms and legs, the school nurse will call to see if there is a known problem at home and will help by calling our district exterminator to test the classroom as well as the home. The exterminator along with the Department of Health can then help notify the landlord of necessary treatments.
- Chicken Pox
- Whooping Cough
- Measles
- Scabies
- Mumps
- Rubella
- Scarlet Fever
- Diarrhea: more than 2 loose stools, child will be sent home and cannot return for 24 hrs.
- Vomiting: Child will be sent home and must remain home for 24 hours after vomiting stops.
- Fever over 100 degrees: child will be sent home and must remain home until they are fever free without medication for 24 hours.

HYGIENE MEASURES AND PROCEDURES

Scholars Academy staff will routinely clean and disinfect commonly used surfaces (e.g., keyboards, tables, etc.) before/after use (in the classrooms and offices). Cleaning procedures include two stages:

cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning.

Scholars Academy staff will ensure safe and correct use and storage of cleaning and disinfection supplies, including storing products securely away from children, and ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.

Potty Training: A school district with a state funded preschool program cannot mandate that preschool students be potty trained prior to program enrollment (this includes preschool contracted providers and Head Start). The only requirements for enrollment in a state funded preschool program are age and residency within the school district. Eligible children cannot be denied enrollment into the preschool program, nor can they be removed from the program due to the lack of potty-training skills. Teachers and support staff will utilize all safety precautions when changing children.

ALLERGY PROCEDURES: When children are diagnosed with an allergy or there is a known allergy at the time of enrollment the parent must notify the school with a written doctor's statement. This would include food or other allergies (such as bee stings). If there is a doctor's plan for the care of the child due to the allergy, this must be given to the school and must have the doctor's signature. A Food Allergy Action Plan should be completed by the doctor. If, for any reason, your child cannot eat a certain food, please provide a written notice from your physician and discuss this issue with your child's teacher and school nurse. If your child is prescribed an Epi-Pen for the specific allergy, you must provide the school nurse with one to keep in the classroom with the proper prescription label and proper documentation filled out.

NUTRITION & WELLNESS: The preschool centers/schools provide breakfast, lunch and a snack each day. The State of New Jersey requires each family to complete the lunch form which will be given out the first day of school. Please make sure that you inform the teacher and nurse of any allergies specific to food. In keeping with the Orange Board of Education District Wellness Policy, we encourage healthy foods and we want the children to make healthy food choices. Therefore, please do not send your child to school with candy, soda, sugar drinks, gum, etc. Instead opt for fresh fruit or vegetables, 100% fruit juice, water, low fat 13 cheese, rice cakes, yogurt, etc. **Due to many children with food allergies, especially peanuts, we ask that you also avoid sending in anything with nuts.**

PERSONAL BELONGINGS: Bedding will be sent home on the last day of each week, and it is **mandatory** that bedding be laundered before returning the next week. Bedding will be stored in large plastic bags for health and safety reasons. All items must be labeled with your child's name on it.

SAFETY PRECAUTIONS:

- Emergency phone numbers are clearly posted by all phones.
- The parent/guardian provides, in writing, the names and phone numbers of persons to contact if the parent/guardian cannot be reached.
- In case of an emergency, a faculty/staff member may go with the child to the emergency room and remain until a parent/guardian arrives.

- Nurse/Staff will report in writing any injuries that may occur while the child is in school.
- Nurse/Staff will notify the parent/guardian of any injury requiring first aid treatment.
- Fire drills and safety drills are practiced once each month. Please note that no students are permitted to be picked up during a safety drill. Once all safety drill procedures have been completed, then the dismissal process can begin. No one will be able to enter the building during lock down drills.
- Emergency evacuation plans are posted in each room.
- The school nurse is CPR and First Aid trained. Each year, training in CPR and first aid are made available to staff at no cost to the individual. Classroom teachers and paraprofessionals are encouraged to have the training.
- Each classroom will have a first aid kit and a fanny pack (portable first aid kit). The fanny pack is to be taken with the class whenever leaving the room for outdoor play or taking a “field trip”. It will contain the following items: CPR Mask, gloves, antiseptic wipes, and alcohol wipes, antibiotic ointment, band aids, gauze pads, Kleenex, paper towels, germ-x, a class roster with emergency information as well as any specific medications the student may require (i.e. asthma inhalers, epipens, etc.).
- Children are supervised at all times and appropriate child: staff ratios are maintained.
- Teachers move throughout the play yard to ensure adequate and appropriate supervision.
- The playground is monitored closely for safety and improvements.
- Medicines are stored out of children’s reach and administered only with written permission of parent/guardian.
- Individuals who serve food wear gloves when handling ready-to-eat foods.
- Cleaning supplies are stored out of children’s reach.
- Teachers/Nurses complete documentation for accidents, incidents, and health-related situations. Parents receive copies of accident/incident forms.
- Universal precautions for blood-related accidents and incidents are followed.
- Latex “free” gloves are available in each room for emergencies.
- Toys are checked frequently and broken toys are discarded.
- Teacher-child ratio is adjusted for field trips to ensure that there is a higher ratio of adults to children. • On field trips children must stay where teachers can see them at all times and vice versa.
- Health and safety information is incorporated into the curriculum and taught to the children on a regular basis.
- Anti-bullying and character education are built into the preschool curriculum.

CHILD ABUSE: Mandated Reporting – As professionals in contact with young children and their families, we are required by law to report children who may be abused or neglected. According to the law, public or private school teachers, educational administrators, guidance or family counselors; as well as day care/child 14 care workers, are mandated reporters. Thus, it is our policy to report any and all suspected cases of child abuse and/or neglect immediately by telephone and to follow up in writing within 24 hours the same information as reported by telephone.

GUIDANCE AND DISCIPLINE: One of our goals is to help children develop a positive self-image. We hope to encourage children to be self-directed, exhibit self-control, and become problem-solvers. A philosophy based on providing a positive, supportive environment that focuses on prevention and the

teaching of appropriate behavior guides the staff in their interactions with children. The use of corporal punishment is forbidden in our schools/centers.

SMOKING & CELL PHONES: Smoking is not permitted on or near school grounds and cell phones should be used only as needed due to supervision of children.

INSTRUCTIONAL STAFF:

- ★ All preschool teachers are NJ Licensed Teachers holding a bachelor's degree and a NJ Preschool Grade 3 Teacher's Certificate. Prep Co-Teachers hold the same credentials as the teachers. They travel from classroom to classroom throughout the school day and cover the classrooms when the teachers are on their planning time which occurs each day for 45 minutes. Prep Co-teachers assume all responsibilities as a teacher when she/he is in the classroom.
- ★ All preschool paraprofessionals must have at least 48 college credits or have passed the NJ Paraprofessional Exam: Para Pro.

THE CLASSROOM: Class size is limited to 15 children with a certified classroom teacher and paraprofessional. The district uses a mixed age delivery and inclusive approach. Preschoolers have a 6 ½ hour day from 8:30 am - 3:00 pm, breakfast, lunch, snack and a rest period of an hour included.

INCLUSION: Inclusive education teaches all children teamwork and how to relate and function together with others with different abilities. Students learn to value diversity, see the ability of others to contribute, and inclusion also gives children a sense of unity. Preschool Inclusion teachers work in the classroom to provide special education services to children with disabilities. They collaborate with and provide strategies to the regular education teachers to ensure the children's individual goals are being met. They provide extra support and change the curriculum in order for children with disabilities to function in a general education setting. The Inclusive Teaching Model is where the Early Childhood teacher implements classroom activities and lesson plans from the district curriculum and plans with the inclusion teacher for adaptations and modifications for children with special needs. All related services such as Occupational Therapy, Speech/Language Therapy or Physical Therapy are strongly encouraged to occur in the child's classroom when appropriate.

CREATIVE CURRICULUM: PRESCHOOL

Creative Curriculum Overview Creative Curriculum is a research-based, age-appropriate approach to learning that is challenging, engaging, fun, culturally and linguistically responsive for all children.

The Creative Curriculum empowers teachers to understand not only the what and how to teach, but why particular practices are effective. Knowing the theory behind child development helps teachers adapt to each child's learning strengths.

One of the major influences guiding early childhood education with regards to The Creative Curriculum is the theory of developmentally appropriate practice. Developmentally appropriate

practice means teaching in ways that match how children learn and develop best. It aims to promote optimal development and allows early childhood professionals to make sound decisions for children based on information about:

- Child development and how children learn
- The individual strengths, needs, interests, and social-emotional competencies of each child
- The culture of each child's family and community

The Creative Curriculum for Preschool builds upon the understanding that early education lays the foundation for lifelong learning. High quality care during the early years of life promotes profound and lasting development. Every interaction, every experience, and every activity has the potential to affect children's brain development. The trusting relationships that teachers build with each child are key to healthy development and learning in the classroom.

The Creative Curriculum has five fundamental principles that guide our preschool program.

1. Positive interactions and relationships with adults provide a critical foundation for successful learning.
2. Social-emotional competence is a significant factor in school success.
3. Constructive, purposeful play supports essential learning.
4. The physical environment affects the type and quality of learning interactions.
5. Teacher/family partnerships promote development and learning.

The results from these fundamental principles provide us with a comprehensive curriculum that has a clear organizational structure and a particular focus on routines and learning experiences. Developmentally appropriate experiences foster joyful and purposeful learning while also addressing specific needs.

How Children Develop and Learn The Creative Curriculum for Preschool is based on the latest theory and research about how children develop and learn. When you know what to expect from children at each stage of development, you can create a responsive learning environment and plan developmentally appropriate experiences that recognize children as individual learners. Being responsive to children's strengths and needs and meeting them where they are is the best way to support their development and learning.

In addition to how children typically develop and learn, it is important to recognize that children develop at their own pace and in their own ways. Knowledge of typical child development is the starting point for offering a responsive and caring learning environment. Knowing the typical

knowledge, skills, and abilities of preschool children enables teachers to respond in meaningful and appropriate ways.

The play and inquiry-based approach embraced by The Creative Curriculum for Preschool supports the development of the whole child by moving beyond traditional math and literacy foci to address all areas of development and learning. It is a powerful hands-on and minds-on approach to learning in which children actively construct meaning and develop understandings by engaging in a variety of dynamic learning experiences, both teacher-led and child-directed. The whole child approach is essential for teachers who want to recognize children as individual learners and encourage them to build on what they know, what they can do, how they learn best, and their individual interests and curiosities. The whole child approach lays the foundation for developing positive approaches to learning that will help children become lifelong learners and caring adults who are creative, resilient, curious, and empathetic.

The Daily Schedule The daily schedule is an established sequence of routines and experiences. When the daily schedule suits the children’s individual and group needs, the classroom life proceeds smoothly, is enjoyable for everyone, and children thrive. A good schedule for preschool children is balanced and it offers choices and a range of activities that are initiated by children and planned by teachers. A daily schedule establishes the consistency that helps young children predict the sequence of events and thus feel more secure and in control of events.

Sample Daily Schedule

Part of Day	What We Do
Arrival / Breakfast	Greet children, conduct meaningful conversations, encourage them to eat, discuss what they are eating, and allow children to talk to each other safely. Allow children to discuss how they are feeling and why and things that are important to them.
Morning Meeting	10-20m Welcome songs, sharing news, discussing the question of the day, shared writing, songs or fingerplays, discussions about the study and plans for the day.
Choice Time	60m Play-based center time for children to experience the centers in the classroom and extend their learning. Teachers encourage and scaffold learning during this time.
Small Group	20m Teachers introduce new concepts and reinforce skills with

	small groups of children. The activities are objective driven using the principles of active learning.
Outdoor Choice	45-60m Children develop their large-muscle by jumping, running, playing ball games, etc. Children will also explore nature while outside.
Read Aloud	15m Teachers will read stories that are related to the current unit of study.
Lunch	
Rest & Quiet Activities	60m Down time for children to rest. Some students will sleep while others will engage in quiet activities.
Read Aloud	15m Teachers and children will read, retell, and act out familiar stories.
Large Group and Closing	20m Music and movement activities, nursery rhymes, fingerplays, musical instruments, and a review of the day.
Limited Choice / Snack	30m Children engage in quieter interest areas. Teachers work with individual students as needed.
Dismissal	

Areas of Development In The Creative Curriculum for Preschool, child development is considered within the context of four areas.

1. Social-emotional development where children are involved in socialization and learning how to interact with adults and children in ways that support all other areas of learning.
2. Physical development where children work on developing their large and small muscles. Large muscles enable children to sit, walk, run, jump, and throw & catch a ball. The small muscles enable children to hold, pinch, flex, point fingers, draw, write, and cut with scissors.
3. Language development where children practice their ability to listen, understand, and express their thoughts, needs, and ideas. Language learning involves structure and sequence of speech sounds, vocabulary, grammar, and the rules for engaging in appropriate and effective conversation.

4. Cognitive development involves the way children think, how they approach learning, their understanding about the world, and how they use what they learn to solve problems. A child's background knowledge, what she/he already knows, also affects the child's ability to make sense of new information and experiences.

Process Skills Important to growth and development are process skills, which are skills that are the intrinsic aspect of all content learning. Process skills such as making predictions, asking questions, and testing hypotheses help children “learn to learn.” They extend across all areas of development and learning and support children as they continually develop and expand their knowledge and understanding. Process skills enable children to find out what they already know and, using this knowledge, decide what they want to learn more about, furthering their understanding. Process skills include:

- Observing and exploring
- Connecting
- Problem-solving
- Organizing information
- Communicating and representing

Note: In The Creative Curriculum for Preschool, the four areas of child development (social-emotional, physical, language, and cognitive) are not the same as content learning (literacy, mathematics, social studies, and the arts) but both can be found in the 38 Objectives for Development and Learning. Additionally, process skills are needed for content learning.

Objectives Statement There are 38 objectives that represent the goals for children and are used everyday to assist the teacher in making decisions in the classroom to best support child development. The objectives for development and learning cover all of the following areas:

- Social-Emotional
- Physical
- Language
- Cognitive
- Literacy
- Mathematics
- Science and Technology
- Social Studies
- The Arts
- English Language Acquisition

The complete picture of the early childhood years that is outlined by these objectives for development and learning supports teachers to better understand what children know and can do. Teachers meet children where they are individually and assist with moving them along the developmental continuum while supporting their development and learning.

[Creative Curriculum Objectives and Dimensions](#)

Studies and Investigations The units of study build children’s confidence, creativity, and critical thinking skills through hands-on, project-based investigations. They promote discovery and inquiry with opportunities for children to think critically and develop process skills with rich, hands-on investigations of relevant and interesting topics in the classroom.

The first six weeks of school, children will focus on transitioning from home to preschool using the The First Six Weeks: Building Your Classroom Community study. After the initial six weeks, children will focus on a different unit of study every four weeks. Study examples include: Wheels, Water, Balls, Buildings, Trees, Clothes, Exercise , and Reduce, Reuse, Recycle). Engaging in the studies provide:

- Comprehensive, daily guidance and support for a full day of instruction and learning
- Exploration of relevant, interesting, and familiar topics
- Opportunities to promote children’s interest and build on their natural curiosity
- Encouragement for children to investigate and use critical thinking skills, and
- Hands-on learning through exploration and discovery

During a study, children spend four weeks asking questions and finding out answers to those questions through engaging, hands-on investigations and explorations. The [Web of Investigations](#) provides an overview of the investigation questions and opportunities to plan and personalize the study for our community and the children in our classrooms.

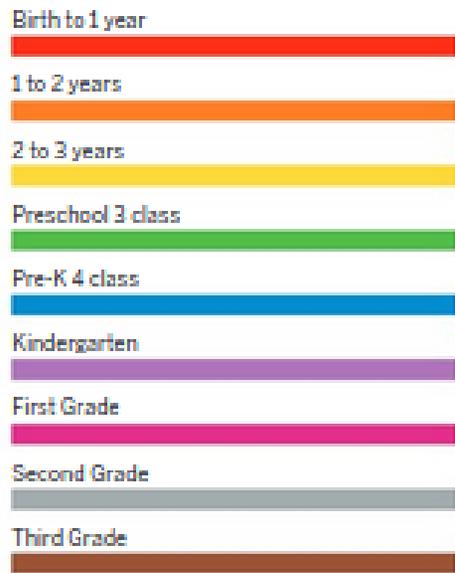
Studies last 4 weeks and are organized into three parts:

- Exploring the Topic: The start of the study provides an opportunity for teachers to activate children’s background knowledge; build excitement, and uncover what children want to investigate and learn.
- Investigating the Topic: The majority of the study is spent investigating the questions that children ask related to the topic.
- Celebrating Learning: At the end of each study, children spend time celebrating and sharing their hard work and reflecting on their learning.

Studies follow a scope and sequence of intentional teaching experiences tied to specific learning objectives. These objectives cover specific skills in a spiraling manner, which means children build up on each skill as the unit progresses. Our goal is to create meaningful learning experiences for all students by being Focused, Intentional, and Targeted in all we do.

Gold Assessment Children will be assessed using Teaching Strategies GOLD® which is an observational system used to determine where children are along a continuum of learning from birth to third grade. When observing children along a continuum, we see children developing at different levels and at different times for each objective. The Teaching Strategies Gold® uses color bands to indicate age or grade:

- Red, orange, and yellow represents 0-3 years
- Green, blue and purple represents Preschool - Kindergarten
- Pink, silver and brown represents First - Third Grade



Objective 1 Regulates own emotions and behaviors

a. Manages feelings

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		<p>Uses adult support to calm self</p> <ul style="list-style-type: none"> Calms self when touched gently, patted, massaged, rocked, or hears a soothing voice Turns away from source of overstimulation and cries but is soothed by being picked up 	<p>Comforts self by seeking out special object or person</p> <ul style="list-style-type: none"> Gets teddy bear from cubby when upset Sits next to favorite adult when sad 	<p>Is able to look at a situation differently or delay gratification</p> <ul style="list-style-type: none"> When the Block area is full, looks to see what other areas are available Scowls and says, "I didn't get to paint this morning." Pauses and adds, "I have an idea. I can paint after snack." 	<p>Controls strong emotions in an appropriate manner most of the time</p> <ul style="list-style-type: none"> Asserts, "I'm mad. You're not sharing the blocks!" Says, "I'm so excited! We're going to the zoo today!" while jumping up and down 	<p>Manages strong emotions using known strategies</p> <ul style="list-style-type: none"> When feeling overwhelmed, talks with teacher about a plan for completing an assignment Finds a quiet place in the classroom to read after a disagreement with a friend Talks to a friend about being reprimanded by the teacher 	<p>Demonstrates patience with personal limitations; controls feelings based on how they will affect others</p> <ul style="list-style-type: none"> When practicing cursive writing, says, "I need to go slowly when I write the letter Q so I won't get frustrated." Smiles and says, "thank you" for a gift, and then later tells an adult, "I already read that book, and I didn't like it." 						

Objectives for Development & Learning

Birth *Through* Third Grade

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



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



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

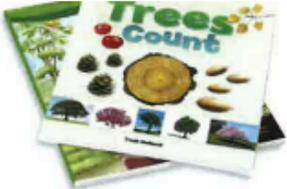


Cognitive

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 concepts 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 ideas and information
 - c. Writes using conventions

Mathematics

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
 - d. Understand 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 times 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

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Family Engagement Family Engagement is a key component of student success. The Creative Curriculum for Preschool embeds family engagement via the Family App. In this app, families may connect with their child(ren)'s teachers, receive monthly newsletters, home-learning experiences, and individualized support in English and Spanish. Teachers will share home activities that tie directly to the current study, that cover specific objectives, and that can be easily done with items found at home. Likewise, families may share their ideas, resources, and knowledge to enhance classroom learning.

Additionally, families will have access to a digital library of books to read at home with their child(ren). The books are in English and Spanish. It is important for all families to connect to their classroom via the Family App and check it daily (keeping the notifications on would help you stay informed).

[Family App Flyer English](#)

[Family App Flyer Spanish](#)

[Video: Forming Relationships Between Teachers and Families: An Introduction to Teaching Strategies Family](#)

[Configurando Su Cuenta Para Teaching Strategies Family](#)

[Using the Teaching Strategies Family App](#)

[Uso de la Teaching Strategies Family App](#)

Focused, Intentional, and Targeted in providing meaningful learning experiences for all children.

SOCIAL AND EMOTIONAL LEARNING: Social-emotional skills help children to persist on challenging tasks, to effectively seek help when they need it and to be thoughtful in their actions. Additionally, a developmentally appropriate preschool with a focus on social and emotional learning will assist children with developing a positive attitude toward school, positive social behavior, higher academic performance, decrease in emotional issues, and challenging behaviors. Children need to be taught social and emotional skills and to have opportunities to practice these skills in much the same way that they learn how to read and solve math problems. These efforts come with a big payoff, as strong social emotional skills can help children in a wide variety of social and academic settings for years to come.

There are five core skills that are widely recognized as critical social-emotional skills:

- Self-awareness – the ability to recognize your emotions and understand the links between emotions, thoughts and behaviors.
- Self-management – the ability to regulate emotions, thoughts and behaviors.
- Social awareness – the ability to take other’s perspectives and demonstrate empathy.
- Relationship – the ability to build and maintain healthy relationships.
- Responsible decision making – the ability to make good choices about your behavior and interactions with others.

POSITIVE BEHAVIOR SUPPORT (PBS): PBS provides a process to understand and resolve the problem behavior of individuals or children that is based on values and empirical research. It offers an approach to develop an understanding of why the child engages in problem behavior and strategies to prevent the occurrence of problem behavior while teaching the child new skills. Positive behavior support offers a holistic approach that considers all factors that have an impact on a child and the

child's behavior. It can be used to address problem behaviors that range from aggression, tantrums, and property destruction to social withdrawal.

The Pyramid Model - The Pyramid Model builds upon a tiered public health approach to providing universal supports to all children to promote wellness, targeted services to those who need more support, and intensive services to those who need them.

Tiers of the Pyramid Model

Tier 1: Universal Promotion – strategies are used for all children

Tier 2: Secondary Prevention practices that are targeted social and emotional strategy to prevent problems

Tier 3: Tertiary intervention comprised of practices related to individualized intensive interventions

SEL will be integrated into our delivery of instruction daily and throughout the school year. To help children problem solve, teachers will use solution cards, social stories, books, conflict resolution steps, and Tucker Turtle.

FIELD TRIPS: Preschool programs can be enriched through the inclusion of carefully planned field trips. Field trips provide children with a level of understanding that adds to the realism of their play and enriches their overall learning. Field Trips are:

- Educational
- Appropriate for all ages
- Supports the goals of the NJ Preschool Teaching and Learning Standards and the Creative Curriculum
- Teachers plan pre and post activities to support children's learning

CLOTHING: Active indoor and outdoor play is a regular part of our school day. Please dress your child in clothing that is suitable for running, climbing, and other vigorous activity, and that is appropriate for the weather. Because the children work with paint, clay and other fun materials, they should wear clothes that can be laundered easily.

- For the safety of all of our students, we ask that children wear sneakers or other rubber soled shoes. Flip-flops, sandals and dress shoes are dangerous for running, jumping and climbing.
- A complete change of clothes is essential. Please label all clothing with your child's name. The extra set of clothing will be stored at school. We ask that each student have a small container (i.e. shoe box) filled with a complete change of clothing (shirt, pants/skirt, T-shirt, underwear, socks). It is not unusual for preschoolers to occasionally soil their clothing due to illness or accident. Please check your child's extra clothing box periodically to be sure that the content still fits and is season appropriate. All clothing must be labeled. If your child is not yet toilet trained, you must provide at least three clean complete changes of clothing at all times. You must also provide the diapers and wipes needed.

- One of the most important skills Preschoolers learn is to manage their own clothing. Please try to dress your child in clothing he can manage on his own. Please label your child's jackets and coats with his or her first and last name. Sometimes items look very similar and it is difficult for a child to distinguish his or her coat from that of a classmate.

TOYS FROM HOME: We ask that our Preschoolers please not bring toys from home into the classroom. While we understand that young children often are excited to bring in special toys from home, we do not want their precious treasures to be misplaced or accidentally broken. Each classroom is full of toys and materials for our children to use on a daily basis. If, by chance, a child does bring a home toy to school, she/he will be asked to keep it safely in their cubby until the end of the day. In the event that your child borrows a toy from school, please have them return it the next day.

CELEBRATIONS: The celebration of birthdays and other special events will be celebrated in developmentally appropriate ways for preschoolers. It is important to take into account the many different perspectives on holidays and what they mean to the communities, families and children that we serve in our schools. Guided by the NJ Preschool Teaching and Learning Standards, celebrations are educational as well as fun. We honor children and we acknowledge them on their special day. How can we honor each child?

- Have them walk around a premade sun based on their age
- Give the child a special job, let him/her select the story for the day
- Let the child have show and tell where he/she shares a favorite toy/object
- Make the announcement on the PA system
- Make a healthy approved snack together
- **We do not bring in outside food for parties, cakes, ice cream, candy, goodie bags (whether food or not)**
- **End Of Year** - Our end of the year celebrations are meaningful times for our children and families. It is important to celebrate children's accomplishments. This time also brings closure to our children's time together as many move to kindergarten.
- Please check with your child's teachers for other types of celebrations that may occur in your child's classroom throughout the school year.

HOLIDAYS: Education vs. Celebration

Our mission and vision is one of diversity, equity, and inclusion.

Every teacher must have a form or survey to get to know their children and families.

We do not celebrate holidays but we educate our children about various holidays - even when everyone in the classroom celebrates the same holidays.

Help staff and families understand the difference between celebration and education.

We educate by reading stories, discussing symbols, clothing, food, music, dance, and traditions. We may ask families to come in and share what they do during the holiday season. We concentrate on comparisons and celebrating differences and similarities.

We want families to work with the teachers to discuss family traditions and culture through songs, storytelling, finger plays, dance, clothing, or food (always check with the nurse for food allergies) all year long - this is what culturally relevant teaching looks like in preschool.

FAMILY INVOLVEMENT

FAMILY INVOLVEMENT: Statistics show that the earlier family members get involved in a young child's educational experience, the greater the educational success of the child. Families and culture are celebrated in our school. Family involvement and connectedness is an integral piece of what makes our program strong. All parent meetings will be held in a hybrid setting: in person and/or virtually.

FAMILY/TEACHER CONFERENCES: The district holds at least two family/teacher conferences per year. The purposes of such conferences are to involve the family in the progress of their child as well as discuss any concerns the family or teacher may have. The conferences are scheduled during convenient times for families to attend. If you have difficulty scheduling a time for conferences, please speak with your child's teacher and make alternative plans to meet. Do not pass up the opportunity to meet with your child's teacher. **Family/Parent teacher conferences will be available in a hybrid setting of either in person or virtually to accommodate families.**

FAMILY EVENTS: Family events are scheduled throughout the year to give families an opportunity to come together to learn and share information with one another. These events are usually related to the curriculum, financial information, health, community resources, etc. and will be held within a hybrid setting: virtual and/or in person. School events will be posted via ClassDojo and social media.

FAMILY VOLUNTEERS: Volunteering is a great way to model positive social interactions and to demonstrate a genuine interest in your child's education. Possible volunteering opportunities include but are not limited to:

- Classroom parents--parents who will keep the other families informed with events and ask for their assistance with upcoming school programs and events. There will be virtual meetings for classroom parents throughout the year to keep them up to date with information and to get their feedback about school needs and successes.
- assisting with activities/lessons at home
- reading stories virtually to class
- sharing your favorite family snacks virtually
- collecting materials and supplies for your child to use at home such as, acorns, tops, leaves, dress-up clothes, dramatic play props, carpentry materials, etc.
- Attending or planning parent workshops
- Participating in various school committees

Please check with your child's teacher and sign up to become a volunteer.

COMPLETING AND RETURNING FORMS: Throughout the school year there will be forms sent home for you to complete and return to the school. It is important for you to complete the forms and send them back. Some of the forms that you will complete are as follows: Family update (this is sent home in December/January), Community Needs Assessment, Mid Year and End of the Year Parent Surveys, Kindergarten Transition Survey, health screening follow up forms, etc. Completing and returning forms is a form of volunteering; however, the information on the forms allows us to assess the delivery of services that we provide as well as maintaining a quality preschool program.

EARLY CHILDHOOD ADVISORY COUNCIL: The Early Childhood Advisory Council (ECAC) was established to give all those who are interested in the educational success of the children in the Orange Township Public Schools an avenue to learn and share information and experiences that are beneficial to the children. The council is composed of school personnel, families, and community stakeholders. The council meets to discuss the needs of the program, challenges and successes of our preschool children. We encourage our families who want to have their voices heard to inform your child's teacher or social worker that you are interested in participating in the council.

PREK-3 TRANSITION COMMITTEE: The formation of the preschool-kindergarten transition committee came as a result of the Early Childhood Program and the district's elementary schools recognizing the importance of providing our preschoolers entering kindergarten with a seamless transition. This committee is composed of representatives of all the elementary schools, staff from the Early Childhood department, community stakeholders and parents. The events that will be planned will enhance the communication among all grade levels. The goal will be to strengthen the connection between home, school, and the community. If you are interested in participating in this committee, please speak with your child's teacher or the school's counselor.