

Burlington Township School District Preschool Education Program

B. Bernice Young Elementary School

1203 Neck Rd, Burlington, NJ 08016

Phone: (609) 386-3520

Five Points Annex

1308 Mount Holly Rd, Burlington, NJ 08016

Phone: (609) 387-3955 x 7804

Bustleton Road Annex

1750 Bustleton Rd, Burlington, NJ 08016

Phone: (609) 387-0311



Family Handbook 2025-2026

Mrs. Mary Ann Bell

Superintendent

Christopher R. Giannotti

***Assistant Superintendent for Special Education and
Early Childhood Development***

Ms. Casey Kocsis

Principal

Mr. Jonathan Propert

Vice Principal

Gabrielle Foster

Vice Principal

Table of Contents

Table of Contents	2
Introduction	3
Goals of the Preschool Program	4
Curriculum	6
Assessment	7
State Standards	8
Social and Emotional Learning	10
Preschool at a Glance	11
Daily Routine	12
Preparing for Preschool	13
Attendance	15
Nurse & Medical Information	16
Young School Family Association, Holidays and Special Events	17
Preschool Support Staff	18
Community Resources	21
Request for Social Work Assistance	22
School Calendar	23



Dear Young School Preschool Families:

The Preschool Family Handbook is focused on our Preschool students as they transition into the district and families support them. Please also see the [B. Bernice Young School Handbook](#) for important information that will be useful throughout the school year related to school and district policies, procedures and guidelines. Additional information can be found on our district's webpage, www.burltwpsch.org.

We believe communication between home and school is a vital component for an effective and successful school year. Your involvement is valuable and helps to improve the overall learning experience. We thank you in advance for your partnership, cooperation, and support to help us promote student achievement.

Please continue to read for more information regarding our Preschool Program. Thank you!

GOALS OF THE PRESCHOOL PROGRAM

The preschool program is in partnership with the NJ Department of Education, as part of the preschool expansion funding program. The goal is to partner with the community and provide educational services to young children in collaboration with families to plan for long-term success.

Enrollment for preschool is based on a lottery system. The Burlington Township Board of Education will offer a full day Preschool 3 year old and a full day Preschool 4 year old program for the **2025-2026** school year. The number of available seats will be determined mid-March once budget projections are completed. Available seats will be for students who are Burlington Township residents, and have reached their third birthday on or before **October 1, 2025**. Students offered seats for the Preschool 3 year old and 4 year old programs will be selected by a random lottery held in public if needed. Placement may be made in the program at B. Bernice Young School.

Our preschool program provides a rich learning environment coupled with developmentally appropriate practices as outlined in the Creative Curriculum, Handwriting without Tears program, and Teaching Strategies Gold Assessment. Further, the Department of Education provides State Standards at the preschool level called program Expectations: Standards of Quality, which is the foundation of the learning expectations. The preschool standards, along with optimal teaching practices, are provided for the following content areas: Social/Emotional Development, Visual and Performing Arts, Health, Safety, and Physical Education, English Language Arts, Approaches to Learning, Mathematics, Science, Social Studies, Family, and Life Skills, World Languages, Technology.

Preschool Philosophy

The Burlington Township School District Preschool program provides an educationally based experience for three and four year old children using the state approved, researched-based Creative Curriculum and Handwriting without Tears.

The Preschool program emphasizes the development of the whole child giving children the opportunity to grow and develop socially, emotionally and academically, through the use of creative, age appropriate curriculum that encompasses all aspects of learning including math, science, language, reading readiness and music.

It is the philosophy of the Burlington Township School District's Preschool Programs that children be encouraged to learn and grow by providing a foundation of developmentally appropriate experiences where all children can succeed in a safe and nurturing environment. We believe that each child is a unique individual and that all children can learn. Our preschool programs provide inclusive settings that recognize children's varied abilities, interests, needs, and learning styles. We believe children learn best through meaningful play. Our play-based, child centered program reflects the integration of physical, cognitive, social, emotional, language, self help and aesthetic areas for the total development of the child. Meaningful play encourages curiosity, discovery and problem solving which allows individual growth and development of a positive self-image.

Developmentally Appropriate Practice

Our program follows a philosophy of teaching developed by the National Association for the Education of Young Students called Developmentally-Appropriate Practices (DAP). DAPs are when activities are appropriate to the students' developmental age and individual characteristics (personality, needs, learning style, background, and interests). Whether creating an engaging classroom environment, leading activities, interacting with children, or documenting progress, effective preschool teachers are intentional in their application of developmentally appropriate practice. They thoughtfully plan and implement a program that encourages development and learning for all the children in their group. The goal is for all children to experience success and be motivated to learn. Each developmentally appropriate preschool classroom is as unique as the enrolled children and their families.

In developmentally appropriate preschool classrooms, teachers:

- offer a wide range of choices
- provide opportunities to learn in multiple languages
- support varied developmental needs
- encourage special interests
- include cultures and families
- acknowledge children's efforts and accomplishments
- implement an environment and curriculum that allows all children to join in

CURRICULUM

Creative Curriculum

The Burlington Township School District Administration and the Board of Education selected Creative Curriculum as the comprehensive curriculum model for all district preschool classrooms. This research-based model promotes a high-quality preschool educational program and is aligned with the New Jersey Preschool Teaching and Learning Standards. The Creative Curriculum is comprehensive, research-based, and features inquiry, exploration, and discovery as the foundation of all learning. Creative Curriculum teaches children to become creative, confident, and caring critical thinkers and delivers academic rigor alongside social-emotional learning and cognitive development.

The Creative Curriculum gives the teaching team a systematic method for planning, organizing, and carrying out their preschool responsibilities. The planned activities for the children, the organization of the environment, the selection of toys and materials, planning the daily schedule and interacting with the children, are all designed to accomplish the goals and objectives of the curriculum and give your child a successful year in school. For the children, the curriculum provides a consistent and secure daily experience that promises hands-on learning experiences, attention by the teachers to their interests and needs, and a sense of control over themselves and their environment. The experiences that teachers plan foster independent thinking, initiative, and creativity. Young children's cognitive, social, emotional, and physical capacities develop quickly when they use materials and their imagination freely in an environment that promotes investigation, decision-making, cooperation, persistence, and problem solving.

ASSESSMENT

Preschool children are assessed throughout the year on a continuous basis. Students will be assessed using the Teaching Strategies GOLD, a whole-child approach to assessment. With GOLD, assessment is an authentic part of instruction, not a disruption. Teachers capture, organize, and store notes, photos, videos, and digital samples of children's work in the moment to make observations authentic, objective, and easy to remember.

Conferences will occur twice yearly. Report Cards/Progress Reporting occurs three times a year: December, March and June.

September

- Teachers gain knowledge and awareness of student's educational readiness to gauge a starting point
- Assessment of skills

October

- Early Screening Inventory (research-based screening to each child)
- Parent/Teacher conferences and report of progress

December

- Report Cards (4-5 year olds)
- Progress Reporting/IEP Progress Notes (3, 4 & 5 year olds with IEP's)

March

- Report Cards (4-5 year olds)
- Progress Reporting/IEP Progress Notes (3, 4 & 5 year olds with IEP's)
- Parent/Teacher conferences and report of progress
- Annual Reviews for children with IEP's begin

June

- Assessment of skills
- Final Report Cards (4-5 year olds)
- Final Progress Reporting/IEP Progress Notes (3, 4 & 5 year olds with IEP's)

NJ DEPARTMENT OF EDUCATION

DIVISION OF EARLY CHILDHOOD

PRESCHOOL LEARNING STANDARDS

Social and Emotional Development

- Standard 0.1 Children demonstrate self-confidence.
- Standard 0.2 Children demonstrate self-direction.
- Standard 0.3 Children identify and express feelings.
- Standard 0.4 Children exhibit positive interactions with other students and adults.
- Standard 0.5 Children exhibit prosocial behaviors.

Visual and Performing Arts

- Standard 1.1 Children express themselves through and develop an appreciation of creative dance.
- Standard 1.2: Children express themselves through and develop an appreciation of music.
- Standard 1.3 Children express themselves through and develop an appreciation of dramatic play.
- Standard 1.4 Children express themselves through and develop an appreciation of visual arts.

Health, Safety, & Physical Ed

- Standard 2.1 Children develop self-help and personal hygiene skills.
- Standard 2.2 Children begin to develop the knowledge and skills to make nutritious food choices.
- Standard 2.3 Children begin to develop an awareness of potential hazards in their environment.
- Standard 2.4 Children develop competence and confidence in gross- and fine-motor skills.

English Language Arts

- Standard 3.1 Children demonstrate emergent reading skills.
- Standard 3.2 Children demonstrate emergent reading foundations.
- Standard 3.3 Children demonstrate emergent writing skills.
- Standard 3.4 Children demonstrate emergent speaking and listening skills.
- Standard 3.5 Children demonstrate emergent language skills.

Approaches to Learning

- Standard 9.1 Children demonstrate initiative, engagement, and persistence.
- Standard 9.2 Children show creativity and imagination.
- Standard 9.3 Children identify and solve problems.
- Standard 9.4 Children apply what they have learned to new situations.

Mathematics

- Standard 4.1 Children demonstrate an understanding of number and numerical operations.
- Standard 4.2 Children develop knowledge of spatial concepts.
- Standard 4.3 Children understand patterns, relationships, and classification.
- Standard 4.4 Children will use math knowledge to represent, communicate and solve problems.

Science

- Standard 5.1 Children develop inquiry skills.
- Standard 5.2 Children observe and investigate matter and energy.
- Standard 5.3: Children observe and investigate living things.
- Standard 5.4: Children observe and investigate the Earth.
- Standard 5.5: Children gain experience in using technology.

Social Studies, Family, Life Skills

- Standard 6.1 Children identify unique characteristics of themselves, their families, and others.
- Standard 6.2 Children become contributing members of the classroom community.
- Standard 6.3 Children demonstrate knowledge of neighborhood and community.
- Standard 6.4 Children demonstrate awareness of the classroom and community cultures.

World Language

- Standard 7.1 Children will express simple greetings, words, and phrases in various languages.

Technology

- Standard 8.1 Navigate simple on screen menus.
- Standard 8.2 Use electronic devices independently.
- Standard 8.3 Begin to use electronic devices to communicate.
- Standard 8.4 Use common technology vocabulary.
- Standard 8.5 Begin to use electronic devices to gain information

SOCIAL AND EMOTIONAL LEARNING

Positive Behavior Supports in Schools

PBSIS, Positive Behavior Supports in Schools, is a set of core prevention practices for all students and staff aimed at minimizing negative conduct issues and maximizing pro-social behaviors.

Our school is committed to creating a positive learning environment where students are academically and socially successful. As part of our strategic plan, we have implemented Positive Behavior Interventions and Supports, a nationally validated framework for creating a positive school climate.

In the classroom, teachers provide children with ***Falcon Feathers*** when caught being respectful, kind and safe. These feathers are sent home while another is placed in a designated area in the classroom, where all the classrooms are working towards a group goal. For example, when children reach their goal, a dance party is planned where the children can get together with each other and dance to age appropriate music.

Pyramid Model

Aside academic content, students are engaged daily on with instruction, strategies, and tools to support their social and emotional development.. The Pyramid Model is a conceptual framework of evidence-based practices for promoting young children's healthy social and emotional development. The Pyramid Model promotes the social, emotional, and behavioral outcomes of young children birth to five, address disparities in discipline practices, promote family engagement, use data for decision-making, and foster inclusion of children with, and at risk for, developmental delays and disabilities. Implementing the Pyramid Model within early intervention and early education programs supports: 1) the reduction in the use of inappropriate discipline practices; 2) family engagement; 3) using data for decision-making; 4) integrating early childhood and infant mental health consultation; and 5) fostering inclusion.

PRESCHOOL AT A GLANCE (YS, Five Points, and Bustleton)

	Regular School Hours	Early Dismissal (4 hour day)	Delayed Opening (2 hour)
Arrival Full Day Students	9:00am	9:00am	11:00am
Dismissal Full Day Students	3:30pm	1:00pm	3:30pm

Dismissal Procedures

All parents/guardians or those named on the emergency card are required per BOE policy to provide picture identification when picking up a child. * **Please refer to the [Young School](#) handbook for more information regarding school wide dismissal based procedures.***

Daily Reminder for Families	School Supplies Needed
● Check folders for schoolwork or memos ● Ask your child about his/her day ● Praise your child for their work ● Check calendars for upcoming events ● Check for changes in classroom studies ● Reinforce studies at home	● Toddler nap mat or bed Sheet for rest time with blanket ● Backpack (with transportation tag attached) ● Change of clothing ● Diapers/wipes(if necessary) ● Lunch box or lunch bag for student lunch and/or snacks)

DAILY ROUTINE

Each classroom has a daily schedule to provide consistency and security for the children. The routine enables young children to anticipate what happens next and gives them a great deal of control over what they do during each part of their day. The American Academy of Pediatrics recommends 10 to 13 hours of sleep for children ages 3-5. All preschool classes nap for one hour. Not all children sleep during this time. Please communicate with your child's teacher about your child's napping habits to help you determine an appropriate bedtime for your child.

<i>Daily Schedule</i>	
Time	Activity
8:50 - 9:20	Arrival, Breakfast, Limited Choice
9:20 - 9:25	Clean up and Transition to MM
9:25 - 9:45	Morning Meeting / Shared Writing
9:45 - 10:00	Small Groups
10:00 - 10:05	Class Review (Planning Time)
10:05 - 11:05	Interest Areas
11:05 - 11:15	Clean up/Transition (Jackets)
11:15 - 11:45	Gross Motor
11:45 - 11:55	Hand Washing/Transition
11:55 - 12:25	Lunch/Bathroom
12:25 - 1:25	Rest Time
1:25 - 1:35	Bathroom/Transition
1:35 - 1:50	Story
1:50 - 1:55	Transition
1:55 - 2:25	Gross Motor
2:25 - 2:35	Hand Washing/Transition
2:35 - 2:55	Snack
2:55 - 3:15	Group Meeting/SEL
3:15 - 3:30	Dismissal Procedures

PREPARING FOR PRESCHOOL

Labeling

Please make sure your child's personal items are marked clearly with their names. This includes coats, sweaters, lunch boxes, book bags etc.

Backpack

Please provide your child with a regular size backpack. It should be large enough to hold a two pocket folder. Backpacks with zippers are best for this age group, rather than drawstrings or buckles. Your child will feel more confident if they can use their backpack independently.

Spare Clothing

Please remember to send a change of clothes to school in a bag marked with your child's name. We keep them here in their cubbies in case of an accident. If it is necessary to use the clothes, please remember to send more in to replace the ones used. Please dress your child for an active day that includes painting, outside activities, climbing, running, etc. This includes shoes.

Bedding

Please provide your child with a toddler nap mat or crib sheet and blanket all appropriately labeled. Bedding will be sent home on Fridays to be cleaned.

Teacher Wish List

- Unscented hand sanitizer
- Unscented hand soap
- 4 pack Play dough
- Gallon/Sandwich size Ziploc Bags
- Lysol Wipes
- Box of Tissues
- Paper Towels
- Baby wipes

Transportation

Please see the district transportation website for more information.

<https://sites.google.com/burltwpsch.org/burlington-twp-transportation/home>

Kidz Space (Formerly Wee Kids) (Before & After School Program)

Kidz Space Enrichment Programs (formerly Wee Kids) is excited to be partnered with the Burlington Township School District to offer before/after school care onsite at the B. Bernice Young School.

Kidz Space Enrichment Programs, strive to create a positive atmosphere for educational and social development. This starts with staff who work to establish strong connections with the children which, in turn, enables them to provide an environment of fun and learning for all of the students. In addition, Kidz Space works to exceed your expectations by offering you the convenience, organization and quality care you deserve at Kidz Space! [Click here to enroll](#)

Bustleton Road Annex (Goddard Before & After School Program)

The Goddard School located on Bustleton Avenue also offers before and aftercare for preschool students who attend the program at the Bustleton Road Annex. If you are interested in this program you can reach out to the Goddard school at (609)387-0311 or email at DburlingtonNJ@goddardschools.com

ATTENDANCE



Although Preschool is not mandatory in the state of NJ, Preschool is the ideal time to introduce children and families to the importance of consistent on-time attendance and to encourage strong attendance habits. Early education is vital to a child's success. A high-quality preschool program can build early literacy and math skills, as well as develop the social and emotional foundation children need to persist in school. But preschoolers only receive the full effect of these benefits if they show up for class regularly. What happens in preschool and early education can lay the foundation for good attendance habits in kindergarten and elementary school.

Promoting attendance is in keeping with the goal of partnering with families to prepare children for success in kindergarten and beyond. Consider the following:

- Regular attendance ensures children benefit from participating in quality early education: Research shows that students who miss too many days of preschool have weaker literacy and numeracy skills entering kindergarten.
- A habit of attendance is a school readiness skill: An important role of early education programs is helping children to develop important

social-emotional skills, including forming a habit of attendance. Children who are chronically absent in preschool are far more likely to be chronically absent in later grades.

- Good attendance is a measure of parent engagement: Attendance improves when families understand what their children are learning while they are in a program as well as feel welcome and supported. Early childhood educators can use attendance to assess how well they are doing with engaging and supporting families and their children. ([Attendance Works, 2018](#))

NURSE AND MEDICAL INFORMATION

Please use the following email address to contact the school nurses:

ysnurses@burltwpsch.org

Illness-report absences

It is in the best interest of your child and others at school to keep your child home when they are ill. Your child needs to be healthy to actively participate at school. Your child may be disappointed or ask to come to school, but please keep him or home for the following: contagious illness, vomiting, diarrhea and a **temperature of over 100.1**. Your child must be free of these illnesses for 24 hours before returning to school. Please call (609)386-3520 press #2 to report your child absent.

Ecollect/Emergency Contact & Medical Information

Please fill out the online Ecollect form. It is important that we have current information for each child. Only persons on the Ecollect form will be able to pick up your child. Please notify the school of any changes that may arise throughout the year.

Immunizations

All students need to have up to date immunizations. New students are also required to have a physical exam. All Pre-K and Kindergarten students are required to have a yearly flu vaccine. Please provide a copy of your child's most recent immunization record and physical to the school nurse as soon as possible. If your student has a doctor's appointment scheduled after the first day of school, a note

from the doctor with the appointment date is required. Please contact the School Nurse with any questions.

[Click here](#) for Young School Nurse Website and more information

Jessica Moore RN, CSN
609-386-6003 (Direct Line)
609-386-3520 Press # 3
jmoore@burltwpsch.org

Lauren Flaherty BSN, RN
609-386-6003 (Direct Line)
609-386-3520 Press # 3
ncochran@burltwpsch.org

YOUNG SCHOOL FAMILY ASSOCIATION (YSFA)

B. Bernice Young School appreciates the dedication of the Young School Family Association (YSFA) executive team members and all parents. Our home-school partnership enhances our commitment to support student learning. All parents and guardians are warmly encouraged to join the YSFA and share in the wonderful contributions provided to our learning community. The YSFA organization has a mailbox in the main office for correspondence. Also please visit our website for additional information and events: www.burltwpsch.org

Holidays and Special Events

When holidays and special events occur, the YSFA or B. Bernice Young School will send home notices with information you may need, and possible requests for volunteers to participate or supply special items.

Birthdays

We celebrate each child's birthday at snack time. Following board policy "special" snacks are not permitted in school due to food allergies.

Please do not send in birthday cupcakes or cookies.

PRESCHOOL SUPPORT STAFF

Preschool Intervention & Referral Team (PIRT)

The PIRT is comprised of individuals who offer support to classroom teachers by planning strategies, adapting teaching practices and making

modifications that assist with students of all developmental stages. The teacher discusses concerns with parents prior to requesting PIRT support and this contact is ongoing throughout the school year.

Listed below are everyday positive behavior supports that each classroom implements to help support and guide students in this process:

- Problem-solving and conflict-resolution methods are infused in daily activities.
- Expectations are communicated with students.
- Behavior triggers are anticipated and avoided.
- Hurtful behaviors are stopped.
- Positive limits for the students are set.
- Self-regulation experiences are provided.
- Consistent routines are maintained and students are prepared in advance of any changes. Even with these preventive measures in place, situations may arise that require additional attention:
 - Parents are contacted.
 - Administration is included and involved on an individual basis.
 - A meeting is held with the parents and team members to discuss concerns.
 - An action plan is created.
 - If little to no improvement is made, alternative options are discussed. Revisions to this process are made as needed.

Angela Esaw
Preschool Intervention Referral Specialist (PIRS)
(609) 386-3520 Ext. 5036
angelaesaw@burltwpsch.org

Child Study Team

Who are the members of the Child Study Team?

The members of the Child Study Team as determined by the New Jersey Department of Education are School Psychologists, a Learning Disabilities Teacher Consultant and a School Social Worker.

What are the responsibilities of the School Psychologist?

The School Psychologist has expertise in determining a child's level of cognitive and conceptual development. In addition the psychologist is concerned with the emotional status of the student, and how both internal and external factors may affect behavior and performance in school. The school psychologist works with both general education and special education teachers to maximize a student's potential.

What are the responsibilities of the Learning Disabilities Teacher Consultant?

The Learning Disabilities Teacher Consultant (LDT-C) is trained to determine the learning styles of students, to determine specific achievement levels in a variety of content areas, and to recommend specific teaching methods and strategies that may benefit a student. This professional is generally called upon to model specific strategies and methods that may benefit students.

What are the responsibilities of the School Social Worker?

The expertise of the School Social Worker lies in assessing the student relative to the family, the school, and the community. This professional generally gathers information concerning the student's health, family, and school history as it pertains to the student's current school functioning and is also the professional responsible for coordinating community resources on behalf of students and their families. (See request for Social Worker Assistance on page 20).

Josephine Ojo, Social Worker/CPIS Preschool District Social Worker (609) 386-3520, ext. 5119 jojo@burltwpsch.org	Laura Janousek Learning Disabilities Teacher Consultant (609) 386-3520, ext. 5619 janousek@burltwpsch.org
Kelly Veneziano School Psychologist (609) 386-3520, ext 5028 kveneziano@burltwpsch.org	Stephanie Csakan School Psychologist scsakan@burltwpsch.org

Preschool Instructional Coach

What Does a Preschool Instructional Coach Do?

- Visit classrooms on a regular basis to coach and provide feedback to teachers to improve teaching practices through the reflective cycle
- Support a high level of curriculum implementation
- Confer with early childhood supervisors to coordinate, articulate, and provide professional development for all early childhood staff
- Provide individualized follow-up to support teachers
- Confer regularly with the Preschool Intervention and Referral Team to discuss how to support teachers and parents with children who need interventions

- Confer regularly with the community parent involvement specialist to plan for smooth transitions for children entering preschool or going to kindergarten as well as coordinate and provide parent training

Nicole Velzy
Preschool Instructional Coach
(609) 386-3520 Ext. 5034
nvelzy@burltwpsch.org

Community Parent Involvement Specialist

The Community Parent Involvement Specialist (CPIS) enhances and supports family involvement in the preschool program. Through workshops, support groups and family activities, the CPIS strives to make each family's preschool experience a positive and rewarding one. There is a need to convey to the community the importance of high quality preschool as the foundation of lifelong learning. Recruiting volunteers helps bring community members into our school and opens awareness about our high quality program. Volunteers provide positive role models for our students. These volunteers are from various organizations within our community. The CPIS addresses parental concerns by collaborating with staff, finding out facts, leading informative meetings and implementing workshops. Founded by the CPIS, the Caregiver Conversations Support Group meets monthly to discuss topics of concern and receive support for Pre-K families. Guest appearances are made to offer varying perspectives and support to the group. The CPIS chairs the Early Childhood Advisory Council, where both the school community and local community are involved in addressing the needs of the students and the program. The CPIS also chairs the Parent Involvement Committee. Parent/family activities are planned and implemented to enhance the school – home relationship. The CPIS facilitates the early enrollment of new registrants and assists in the preschool orientation workshops to help families and children get acquainted with their new school environment.

Josephine Ojo, LSW MBA
Community Parent Involvement Specialist
(609) 386-3520, Ext. 5119
jojo@burltwpsch.org

COMMUNITY RESOURCES

Food Assistance

Burlington County Health Dept..... 609-267-4304
Christian Caring Center..... 609-893-0700
Fountain of Life Center..... 609-499-2131
St. Vincent dePaul..... 609-953-0021

Housing/Utility Assistance

Burlington County Board of Social Services..... 609-518-4871
Burlington County Community Action Plan..... 609-239-4015
Christian Caring Center..... 609-893-0700
NJ Board of Public Utilities..... 800-624-0241
PSEG Energy Assistance..... 800-510-3102
St. Vincent de Paul..... 609-953-0021

Mental Health/Counseling Assistance

Connect Family Center..... 609-871-4442
Legacy Treatment Services..... 800-433-7365
Oaks Integrated Care..... 609-518-5470
PerformCare..... 877-652-7624

Other Important Phone Numbers:

Domestic Violence..... 800-799-7233
Child Protection..... 877-652-2873
Servicios Latinos de Burlington County..... 609-518-7171

For further information and assistance with community resources, please contact:

Burlington Township Schools Preschool Education Request for Social Worker Assistance

Date of Request: _____

Parent/Caregiver's Name: _____

Child's Name: _____

Teacher's Name: _____

Language spoken at home: _____

1. What is the area of need or concern?

☐ Health Services

☐ Heat/Energy Assistance

☐ Clothing

☐ Food

☐ Housing

☐ Other: _____

2. Please describe your concerns:

Contact phone number: () _____ - _____

Parent/Caregiver's Signature _____

Date _____

Please return this form to:

Josephine Ojo, Social Worker/CPIS
Preschool District Social Worker
(609) 386-3520, ext. 5119
jojo@burltwpsch.org

Burlington Township Schools 2025-2026 Calendar

Please check the district [calendar](#) regularly, as changes may be made. The calendar can also be accessed through our district website.