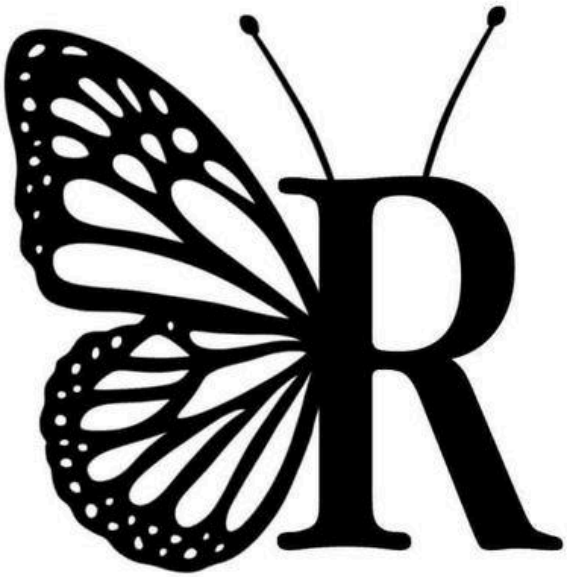
Robbinsville Public School District

Preschool
Family Handbook
Sharon Elementary School
2026-2027



“Ready to Fly”

Updated 09/01/2026

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District Administration

Acting Superintendent of Schools
Kristy DeFazio

Interim School Business Administrator/Board Secretary
Michael Gorski

Assistant Superintendent, Curriculum, Instruction and Assessment
Ms. Kristy DeFazio

Director of Student Services
Ms. Georgine Johnson

Director of Early Childhood Education
Dr. Lori Burns

Director of Technology
Mr. John Legere

Director of Counseling and Wellness
Mrs. Laurie Rotondo

A Message From the Director

Dear Robbinsville Township School District Families,

We are thrilled to announce the advancement of our Universal Preschool Program. This initiative presents an exciting opportunity for our youngest learners and will undoubtedly benefit the entire community.

The preschool program in the Robbinsville Public Schools is dedicated to ensuring effective communication within our school community. We encourage consistent and clear communication between teachers, staff and parents/guardians. Our website is updated regularly with all relevant information and announcements.

Website: Preschool Website

We look forward to seeing our preschool students embark on their educational journey in the Robbinsville Public Schools. Should you have any issues or concerns, please contact the main office of your child's school. If they cannot resolve your concern, you may contact my office at:

Email: burns.lori@robbinsvillek12.gov

Sincerely,

Lori Burns

Lori Burns, Ed.D.
Director of Early Childhood Education

Communication Policy/Protocol

The Robbinsville Public Schools Preschool Program values continual communication among teachers, staff, families, and administration. Teachers will maintain open communication with parents/guardians regarding classroom, program, and district information. Parents/guardians will receive communication from their child's teachers at least three times per week via email, phone call, in-person discussion, or app notification.

Robbinsville Public Schools uses ParentSquare as its primary communication application. We encourage parents/guardians to access their accounts to download the mobile app and update their preferences for when and how they receive notifications.

Examples of ParentSquare abilities:

- Receive messages from the school via email, text, or app notification
- Choose to receive information as it comes or all at once with a daily digest at 6:00pm
- Communicate in your preferred language
- Comment on school postings to engage with your school community
- Direct message teachers, staff, and other parents
- Sign up for parent-teacher conferences
- Send payments, forms & permission slips, and sign up to volunteer

Click here for more ParentSquare information!

Please refer to the communication chain of command:

The Robbinsville Township Public School District is committed to promoting clear communication and effective processes for resolving issues and addressing questions as they arise. The steps outlined below support direct, open, and respectful interactions to ensure that problems and concerns are addressed quickly and efficiently. Any question or concern should begin with the staff member or members identified in Step 1, as they typically have the most relevant information. We recognize that, in some situations, additional personnel may need to be involved to resolve specific concerns.

This page is for *preschool student* needs only. The page can also be found on the preschool website.

Classroom Issues Involving an Individual Child

STEP 1: Classroom Teacher; if not resolved…
STEP 2: Building Principal; if not resolved…
STEP 3: Director of Early Childhood Education; if not resolved…
STEP 4: Superintendent of Schools

Curriculum and Instruction

(Subject matter being taught, teaching strategies, textbooks and materials used, etc.)
STEP 1: Classroom teacher; if not resolved…
STEP 2: Building Principal; if not resolved…
STEP 3: Director of Early Childhood Education; if not resolved…
STEP 4: Director of Curriculum; if not resolved…
STEP 5: Superintendent of Schools

School Personnel

STEP 1: Staff Member; if not resolved…
STEP 2: Building Principal; if not resolved…
STEP 3: Director of Early Childhood Education; if not resolved…
STEP 3: Administrative Assistant to the Superintendent; if not resolved…
STEP 4: Superintendent of Schools

School Counseling and 504 Plans

STEP 1: Preschool Intervention and Referral Specialist; if not resolved…
STEP 2: Building Administration (Principal or Vice-Principal); if not resolved…
STEP 3: Director of Early Childhood Education; if not resolved…
STEP 4: Director of Special Services; if not resolved…
STEP 5: Superintendent of Schools

Transportation (Pickup, route problems, etc.)

STEP 1: Supervisor of Transportation; if not resolved…
STEP 2: Business Administrator, if not resolved…
STEP 3:Superintendent of Schools

Other Transportation Concerns

(Behavior on School buses, etc.)
STEP 1: Building Principal: if not resolved…

STEP 2: Supervisor of Transportation; if not resolved…
STEP 3: Director of Student & Administrative Services; if not resolved…
STEP 4: Superintendent of Schools

Health Concerns (student illness or injury, student absences)

STEP 1: School Nurse: if not resolved…
STEP 2: Building Principal; if not resolved…
STEP 3: Director of Student & Administrative Services; if not resolved…
STEP 4: Superintendent of Schools

Community Resources and Other Needs

(Housing, food assistance, utility assistance, access to medical support, and all other community resources)
STEP 1: Community & Parent Involvement Specialist; if not resolved…
STEP 2: Building Principal; if not resolved…
STEP 3: Director of Early Childhood Education; if not resolved…
STEP 4: Superintendent of Schools

Staff Directory

Up-to-date contact information for all preschool staff members at both sites can be found on the preschool page on the district website.

Preschool Team Members

Preschool	
PEA	Dr. Lori Burns - Director of Early Childhood Education
PEA	Mrs. Margaret Tonry - Administrative Assistant to the Director of ECE
PEA	Ms. Jessica Schulz - Preschool Instructional Coach (PIC)
PEA	Mrs. Kayla Potena - Preschool Intervention & Referral Specialist (PIRS)
PEA	Mrs. Anne (Melissa) Butler - Nurse
PEA	Ms. Courtney Snead - Community & Parent Involvement Specialist (CPIS)
PEA	Ms. Brooke Gorski - Social Worker
CST	Mrs. Deniela LoPresti - Preschool Case Manager

Attendance Policy/Protocol

Student Attendance

The Robbinsville Public Schools recognizes the strong correlation between academic success and student attendance. Research shows that daily school attendance is crucial in helping to ensure that children reach their full potential and become successful lifelong learners. When children are late or absent unnecessarily, they miss important learning activities and experience disruptions to their routines. Developing good attendance habits early sets a positive precedent for future school years.

Daily Preschool Times

- Regular School Day: 9:45 am - 3:45 pm
- Early Dismissal: 9:45 am - 1:45 pm
- Delayed Opening: 11:15 am - 3:45 pm

Tardiness

Students are expected to arrive on time. Students arriving after above stated times are considered tardy. If a student is late to school, a parent/guardian must sign their child in at the main office. Please be reminded that every tardy is a loss of valuable instructional time for your child and every effort must be made to have your child arrive on time. Should a student be tardy or absent for any reason, it is the parent or guardian's responsibility to call the school to report the anticipated late arrival or absence. Every third tardy will turn into an absence.

Absences

Family vacations are considered unexcused absences.

- After 3 consecutive unexcused absences, the nurse will contact the family to find out why the student has not been in school. The student's illness should be supported by a letter by the parent(s)/guardian(s) or a doctor's note. The written documentation must be submitted via Genesis.

- After 5 consecutive unexcused absences, the Community & Parent Involvement Specialist (CPIS) will be in communication with the parent(s)/guardian(s). If attempts to reach the family are unsuccessful, the CPIS will continue with efforts to contact the family and keep the main office and nurse informed of any updates. If a student's welfare is in question, the NJ Division of Child Protection & Permanency (DCP&P) and/or law enforcement will be contacted.

- Any student who has been absent by reason of having or being suspected of having a communicable disease may be required to present written evidence of being free of a communicable disease. Please contact the school nurse to discuss your child's

symptoms.

- All students with communicable or contagious diseases or illnesses shall be excluded from school and may return in accordance with district policy and regulation. Students with fevers can return when they are fever free for at least 24 hrs without fever-reducing medications; students that are vomiting can return when they have stopped vomiting for 24 hours and can tolerate solid foods
- 10 consecutive unexcused absences will result in the student being removed from the preschool program. Parents/guardians will have to register their child again in order to return to the program. If there is a waitlist, the child will be put on the bottom of the waitlist.
- A student must be in attendance for ***at least 4 hours*** to be considered present for the full day.

Early Pickups

If you must pick your child up from school early, you must do so by **3:00 pm**. Parents/ Guardians must submit a note to the main office or go on to Genesis to submit the note by **10:00 am**. Under no circumstances will any student be permitted to leave the school unless accompanied by an adult **with proper identification**.

Dismissal-Picking Up Your Child

Parents/guardians who are picking up their children early are to produce identification and sign them out according to building policy. Your child will be escorted to the main office and released to an **adult only**.

Any person picking up a student will be asked for identification. If someone other than the primary parent or legal guardian of a student comes to pick up and the main office has not been notified, you will be called to confirm before the student is released. Please make every effort to notify the main office of who is coming to pick up your child. Emergency contacts will only be used in an emergency. Please do not assume that because a person has been listed as an emergency contact they can pick up your child without notifying the main office.

If you are picking up your child at the end of the day instead of him/her taking the bus, please send in a note to your child's classroom teacher. Because of the age of our students we are asking that you notify the main office by 1:30 pm with any changes to dismissal for your child.

Dropped From the Roster

Your child will be dropped from the roster if regular attendance can not be established or absence exceeds 10 consecutive days. This allows for a student on the waiting list to be given the opportunity to enroll in the program. Families will be given every opportunity to establish regular attendance and will be dropped from the roster only when they are unwilling or unable to do so. Students ages 5 and under with truant matters cannot be taken to court; however,

students ages 5 and under with truant matters can be dropped from the roster. Dropping a student is not expulsion or punitive.

Residency

Students and their caregivers must reside within Robbinsville Township. If a student is found to not be a resident of Robbinsville Township, the child will be dropped from the school roster immediately. *If you move within Robbinsville Township, please supply the office with the required information and a new proof of residency*.

Celebrations

Classroom Celebrations

Classroom celebrations will be organized by the teacher and will inform families of the details for each celebration as they get closer to each date.

The Robbinsville Preschool Program is a **peanut and tree nut-free environment**. Due to the severe nature of food allergies, even minimal exposure to these allergens, whether through ingestion or skin contact, can result in anaphylaxis—a potentially life-threatening condition that requires immediate medical attention.

To ensure the safety and well-being of all students, we ask for your cooperation in adhering to our peanut and tree nut-free policy. Please be mindful when selecting snacks for your child, and avoid any items that may contain these allergens. This precaution is critical in minimizing the risk of accidental exposure.

We recognize that many families enjoy celebrating special occasions such as birthdays with their child's classmates. However, **food and snacks will not be permitted for classroom celebrations** in order to maintain a safe environment for all students. We encourage you to consider non-food items, such as stickers, pencils, themed erasers, or other small tokens, as alternative ways to celebrate these events.

Additionally, we ask that you remind your child not to share their food with others, as this could inadvertently put a classmate at risk.

We sincerely appreciate your understanding and support in helping us maintain a safe and inclusive environment for every student. By working together, we can ensure a healthy, happy, and successful school year for all.

End-of-Year Celebrations

Age appropriate celebrations will be developed and facilitated by the classroom teacher. End of the year celebrations must follow the NJDOE guidance on age appropriate practices.

> *End of year celebrations for preschool students should be planned based on developmentally appropriate practice that is designed around children's interests, active engagement and takes place for a length of time that is appropriate for the children.*
>
> *Often, traditional preschool graduation ceremonies require a time period of practice that is too long for children, interferes with the implementation of the daily curricula and focuses heavily on adult-planned activities. Sometimes children are required to wait for long periods of time and memorize speaking parts and new*

songs. The practice sessions may create a high level of stress for both children and teachers. Also, some children are uncomfortable and distracted when required to wear different clothing such as a cap and gown.

An appropriate end of the year celebration should be participatory and meaningful for all the children. Familiar music and movement activities, reciting poems and fingerplays, or acting out a familiar story, are all appropriate choices to incorporate into the designated day. These activities are designed to help children learn and have fun, not for the enjoyment of the adults. The celebration will be most comfortable for the children if it takes place in a familiar location such as the classroom or familiar outside area. Of course, parents and family members should join in the day as participants or observers. (Early Childhood Education, New Jersey Department of Education Click Here for the Link).

Holiday Activities and Celebrations

It is important to consider the many different perspectives on holidays and what they mean to the communities, families, and children that we serve in our schools. These special occasions can have religious, cultural, and historical significance, as well as personal meaning. It's also important to consider the perspective that some families in our communities may not celebrate any holidays during the year (New Jersey Department of Education).

During the Preschool Day

Daily Routine

A consistent framework for the day provides a balanced variety of experiences and learning opportunities. Children engage in both individual and social play, participate in small and large group activities, assist with cleanup, socialize during meals, develop self-care skills, and exercise their small and large muscles. The most important segment of the daily routine is the plan-do-review sequence, in which children make decisions about what they will do, carry out their ideas, and reflect upon their activities with adults and other children. These higher-level thinking skills are linked to the development of executive functions, which are needed to be successful in school and life.

Rest Time

In a full-day program, 3 and 4-year-olds, by law, must have rest time built into their daily schedule. Children are not required to sleep, but are asked to have quiet time. Children who do not sleep are offered an alternative, quiet activity. Your child will have a personal, labeled cot. Cots are vinyl, so for optimum comfort, please provide a crib sheet to cover it, and a small blanket (e.g., receiving blanket). These items must be in a *sealed* plastic bag. At the end of each week, your child's rest items will be sent home in order to be washed before they are returned for the following week.

Labeling Personal Belongings

Please label all of your child's personal belongings. This includes snack bags, backpacks, hats, etc. Many children have similar or identical items and we want to be sure that everything goes home with the rightful owner.

Snacks and Lunches

Students may bring lunch to school or utilize our school meal programs for in-district classes. In the morning, every preschool class has a snack time during which they can either eat a healthy snack from home or order a school breakfast. School lunches are also available for purchase. Menus and online ordering for breakfast and lunch are available through the Nutrition and Food Service page on the district website. In addition to meals, we encourage students to have a reusable water bottle for staying hydrated throughout the day. Please, **do not send in canned or bottled drinks,** such as bottled iced teas and canned sodas.

To support healthy growth in our young learners, our program is aligned with the U.S. Department of Agriculture's (USDA) meal requirements. Whether children bring meals from home or receive them from school, they should always follow the preschool meal pattern that is set for children 3 through 5 years old. Young children need balanced meals to stay healthy.

During classroom meal times, we encourage children to eat healthy foods at the table. *Since research shows that sugary foods can affect your child's mood, energy level, and behavior, which in turn affect his/her learning, we encourage families to limit sugary foods in order to support a good example in the classroom.*

To help young children eat the types and amounts of foods that support their growth and development, it is important that at **snack time they have at least two of the following food groups and lunches consist of all five.** Pending allergies and dietary restrictions, classroom staff will be verbally offering supplemental items when a nutritious component is missing. Please view the chart below for more information regarding balanced meals.

Meal Patterns

Morning Snack: must include at least 2 of the following
Lunch: must include all 5 of the following

Food Group	Quantity Minimum
 Milk or Soy/Dairy Free Milk	¾ cup (6 fl oz)
 Fruits	¼ cup
 Vegetables	¼ cup Optional: A second, different vegetable may be served in place of fruit at lunch.
 Grains	½ oz equivalent
 Meat/Meat Alternatives	1½ oz equivalent

The Robbinsville Preschool Program is a **peanut and tree nut-free environment**. Due to the severe nature of food allergies, even minimal exposure to these allergens, whether through ingestion or skin contact, can result in anaphylaxis - a potentially life-threatening condition that requires immediate medical attention.

To ensure the safety and well-being of all students, we ask for your cooperation in adhering to our peanut and tree nut-free policy. Please be mindful when selecting snacks for your child, and avoid any items that may contain these allergens. This precaution is critical in minimizing the risk of accidental exposure.

Additionally, we ask that you remind your child not to share their food with others, as this could inadvertently put a classmate at risk.

We sincerely appreciate your understanding and support in helping us maintain a safe and inclusive environment for every student. By working together, we can ensure a healthy, happy, and successful school year for all.

Extra Clothing and Pull-ups or Diapers

At the beginning of the school year, please send in a complete set of clothes in a zip-loc bag with your child's name on each article of clothing. The bag will be kept in the classroom in case your child needs to have a change of clothing. The clothes will be sent home at the end of the year. If you send in "summer" clothes at the beginning of the year, please remember to send in a new set of warmer clothes during the winter months. Reminders will be sent by the classroom teacher.

If your child is **not toilet trained**, a supply of pull-ups and wipes *must* be sent with your child and should be labeled with your child's name. The teacher will send home a reminder when you will need to replenish the supply.

Dress Code

We ask that you dress your child in comfortable and modest clothing. When planning your child's outfit, please be aware that painting, play dough, and/or water play are part of your child's daily activities. We do play outside on the playground. Students may **not** wear backless shoes, such as Crocs, slides, and flip-flops. It is recommended that your child wears **sneakers**. As the weather changes, please remember to send your child to school in appropriate outerwear so that he/she will be comfortable when playing outside.

Curriculum, Assessments & Development

Creative Curriculum

Our curriculum, combined with the online assessments, helps to foster an active learning environment to meet the needs of each individual child. Creative Curriculum is play-based, child-centered, and grounded in research that features active learning. The students are guided to explore, interact, and exercise their creative imagination through purposeful play. Well-prepared teachers support and extend each child's learning based on their developmental levels, so children enter school ready and eager to learn.

Learning Environment

To create a predictable and active learning environment, teachers arrange and equip the classroom with diverse, open-ended materials that reflect children's home, culture, and language. The room is organized and labeled to promote independence and encourage children to carry out their intentions.

Assessment

The assessment of young children is an ongoing process, which includes identifying, collecting, describing, interpreting, and applying classroom-based evidence of early learning in order to make informed instructional decisions. This evidence may include records of children's conversations, their drawings, constructions, photographs, and anecdotal notes describing their behaviors (NJ Department of Education Division of Early Childhood Education).

Behavior Guidance

The Robbinsville Township Preschool Program aims to provide a learning environment for children that is safe, secure, accessible, organized, comfortable, predictable, and consistent. Our preschool program is committed to:

- Assisting children in developing social competence and confidence
- Listening carefully and adapting responses to children's individual social and emotional needs
- Supporting developing self-concept and self-esteem by describing with the children their actions and accomplishments
- Coaching and guiding children as they interact with each other and test their social skills and problem-solving abilities
- Building positive relationships with families with the goal of working in a collaborative manner to develop and implement behavioral support

Our preschool program's guidance is aligned with New Jersey's state guidelines using the Positive Behavioral Support Pyramid Model. Training in this program is provided to teachers and staff who work in our early childhood programs. Resources can be found on the website: www.challengingbehavior.org

Behavior Assessment

If a child engages in frequent disruptive or destructive behaviors that are impeding their ability to interact with their peers, learn during large or small group times, or are harming themselves or others then a "Request for Assistance" would be initiated and submitted to the Preschool Intervention Referral Specialist (PIRS). Parents/guardians will be contacted by the teacher and PIRS. Data and student information will be collected to assist the team in identifying functions of the behavior and develop an action plan. The plan will assist the student to be more successful in the general education preschool classroom.

Preschool Intervention & Referral Specialist (PIRS)

The Preschool Intervention & Referral Specialist collaborates with preschool staff to utilize best teaching practices and strategies with the Pyramid Model in order to meet the requirements for a high-quality preschool program. PIRS provides coaching to staff to meet individual teachers' and students' needs based on data and teacher feedback, relating to social-emotional learning.

The Preschool Intervention Referral Specialist conducts student observations throughout the school year to address a variety of needs in the classroom. This includes, but not limited to: social skills, play skills, academic skills, and self-care.

Preschool Instructional Coach (PIC)

The Preschool Instructional Coach plays an essential role in implementing and maintaining high levels of program quality by supporting preschool classroom teachers. Their primary role is to assist in curriculum implementation by conducting classroom observations and coaching teachers by using the principles of a reflective practice to improve instruction.

Community & Parent Involvement Specialist (CPIS)

The Community & Parent Involvement Specialist (CPIS) is a district position that oversees the district's family services. The CPIS is responsible for facilitating the Community Needs Assessment, staffing the Early Childhood Education Advisory Council (ECAC), organizing family involvement activities, providing guidance and/or assistance to families in need, and coordinating work with other school district personnel.

Community Resource Guide

Preschool Intervention and Referral Team (PIRT)

The Preschool Intervention and Referral Team (PIRT) is a school-based, collaborative problem-solving team that assists teachers in generating intervention strategies to meet the needs of pupils in the general education classroom who display learning, behavioral or health

difficulties. The members of PIRT include: the principal, PIC, PIRS, social worker, speech language pathologist, parent/guardian, and anyone else who is relevant to the child's education or life. Most requests for PIRT assistance will come from the classroom teacher or an early childhood team member.

Grow NJ Kids

PEA funded preschool programs must participate in the Grow NJ Kids initiative and assessment. Grow NJ Kids is a state-sponsored initiative to raise the quality of child care and early learning throughout New Jersey. Grow NJ Kids gives child care and early learning programs resources to assess and improve their programs, while providing parents with information that allows them to evaluate the quality of programs and make the best choices for their child. The goal is to create a system that encourages ongoing improvement.

As per Grow NJ Kids, the following policies/procedures may be in place:

- **Transition Policy/Protocol -** As per Administrative Code 6A:13A-6.1 the Robbinsville Public Schools preschool program plans for transition activities with all preschool-related administrators for preschool through third grade teachers. Each elementary school has a Transition Team which plans and facilitates developmentally appropriate preschool to kindergarten transitions during the last month of school and within the first six to eight weeks of school.

- **Developmental Screening Policy/Protocol** - Preschool program regulations require the administration of a developmentally based early childhood screening. The Robbinsville Public Schools Preschool Program uses the Early Screening Inventory (ESI-R), to each child upon entry into the preschool program. The ESI-R is designed to be individually administered to children from 3 to 6 years of age. It samples performance in several areas of development, such as speech, language, cognition, perception, and fine and gross motor coordination. This screening is intended to survey a student's ability to acquire skills, rather than a child's current level of skill achievement and performance. This is vital information that will inform our staff as to which children may benefit from specialized or individualized classroom instruction.

- **National Health and Safety Policy/Protocol** - The school nurse is available to assist you with any questions or concerns, and school medication procedures. The nurse can also provide guidance pertaining to when it is advisable to keep a sick child home from school. **Please Note: Students can *not* transport medication to and from school.** The nurse will also conduct or facilitate the following screenings of children in the program: vision, hearing, dental, height, and weight.

  Please be advised that all preschool children who are **under the age of 5 as of December 31st must receive a flu vaccination** as per the State of New Jersey Administrative Code. Please be advised that all Preschool students must be in compliance with board policies regarding student vaccinations. Students who are not in

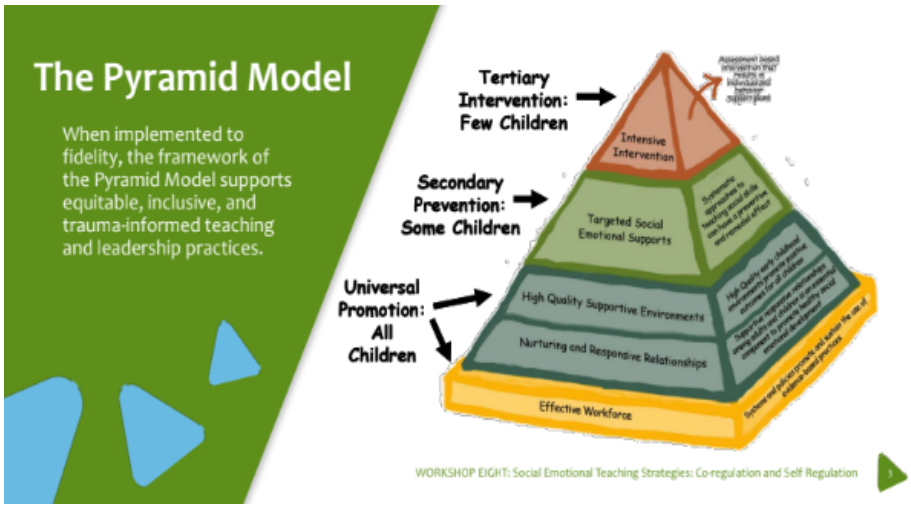
compliance with board policies can be removed from the roster.

- **Structured Observation Policy/Protocol** - Structured observation instruments that focus on curricular areas and the inclusion of all children in the early learning classroom can offer additional insight into how to enhance teacher-child interactions; plan for learning and development in particular academic domains; and maintain a more responsive environment as part of a continuous quality improvement plan.

  The Robbinsville Public Schools Preschool Program uses the Early Childhood Environment Rating Scale (ECERS), and the Teaching Pyramid Observation Tool (TPOT). Preschool Classrooms are evaluated using ECERS and TPOT by the PIC and PIRS once per school year. The aggregate data is then shared with the preschool staff member and used to support their practice.

Pyramid Model

Goals of the National Center for Pyramid Model Innovations (NCPMI) include assisting states and programs in the implementation of sustainable systems that support social and emotional competence in infants and young children. *The Pyramid Model* that is utilized within early intervention and early education programs focuses on: promoting the social, emotional, and behavioral outcomes of young children birth to five; reducing the use of inappropriate discipline practices; promoting family engagement; using data for decision-making; integrating early childhood and infant mental health consultation; and fostering inclusion. The Pyramid Model is an adult-directed framework and involves intentional and purposeful planning on the part of the teacher.



Inclusion & Belonging

Our preschool is committed to creating a welcoming, inclusive, and supportive learning environment where every child and family feels valued, respected, and a sense of belonging. We believe that each child brings unique strengths, experiences, cultures, abilities, interests, and perspectives to our school community.

We strive to ensure that all children have meaningful opportunities to participate, learn, play, and build relationships with others. Our teachers provide developmentally appropriate experiences and make thoughtful adjustments to the learning environment, materials, routines, and teaching strategies to support the individual needs of every child.

We value the diversity of our families and recognize that strong partnerships between families and educators are essential to children's success. Families are encouraged to share their child's interests, strengths, culture, traditions, language, and individual needs with our staff so that we can create experiences that reflect and honor each child and family.

As a Grow NJ Kids participating program, we are committed to continuous quality improvement and to practices that promote equitable access, positive relationships, family engagement, and high-quality learning experiences for all children. We regularly reflect on our practices and seek opportunities to strengthen our ability to support the diverse needs of our children and families.

Our preschool is committed to preventing and eliminating suspension and expulsion as responses to challenging behaviors. We believe that challenging behaviors are opportunities for teaching, learning, and providing additional support rather than reasons to exclude a child from the learning environment. Teachers use developmentally appropriate positive guidance and discipline strategies that promote positive relationships, teach social-emotional skills, encourage positive behaviors, and seek to understand and address the underlying causes of challenging behaviors. When additional support is needed, we work collaboratively with families, teachers, administrators, and appropriate school and community professionals to develop individualized strategies that support the child's success. Staff receive ongoing professional development focused on inclusion, positive guidance, social-emotional development, behavioral supports, and prevention practices. We regularly monitor our practices and relevant data to identify areas for improvement and ensure that all children have equitable access to safe, supportive, and high-quality early learning experiences.

Our goal is for every child to know:

"You belong here. You are valued. You are respected. You are an important part of our school community."

Additional Information

Home Language Policy/Protocol

Families are asked to complete the Home Language Survey as part of the registration process. Children entering preschool who come from homes in which English is not their first language

are referred to as Multilingual Learners (ML) and will be acquiring English as a second language. Classroom support for children's language will occur in the context of natural interactions and environments. Preschool ML students will be provided with daily activities and experiences that promote oral language development and phonemic awareness in both their home language (to the extent possible) and English.

Child Custody Documentation

A parent or guardian must present Official Court Orders to the main office.

Advertising Materials

No advertising matter, such as circulars, blotters, calendars, etc. shall be distributed unless permission is secured through, or approved by, the Superintendent of Schools.

Closing Comments

The preschool program of Robbinsville Public Schools is thrilled to be collaborating with stakeholders of our community in order to best support our high quality preschool program.

"Play is the highest form of research." - Albert Einstein

Preschool Family Handbook Acknowledgment & Sign-Off

Child's Name: _____

Teacher/Classroom: _____

We acknowledge that we have received and reviewed the **Preschool Family Handbook**. We understand that the handbook contains important information about our preschool program, including school policies, procedures, expectations, family communication, health and safety practices, inclusion, and other information that supports a successful school experience.

We understand that it is our responsibility to read the handbook and ask school staff any questions we may have regarding the information provided.

By signing below, we acknowledge that:

- We have received access to the Preschool Family Handbook.
- We have reviewed the handbook and understand the information provided.
- We understand the expectations and policies outlined in the handbook.
- We understand that policies and procedures may be updated as needed and that families will be notified of significant changes.
- We know who to contact if we have questions, concerns, or need additional information.
- We understand that our partnership with the preschool is an important part of supporting our child's learning, development, health, safety, and well-being.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____