

Pre-K C.U.B.S. Handbook



Arrival and Departure from School

- ★ Canfield Avenue School: 8:15-2:45 - Drop off at 8:15 and Pick up at 2:45
 - Before/aftercare is not provided or offered for Pre-K students.
- ★ ABC Growing Tree: 8:15-2:15 - Drop off at 8:15 and Pick up at 2:15
 - Before/aftercare is a service that is offered if needed. Please contact them directly for more information and pricing.
- ★ Head Start: 8:00-2:00 - Drop off at 8:00 and Pick up at 2:00
 - Aftercare is offered. Please contact them directly for more information.

If someone is not already designated as a parent/guardian when you complete your online enrollment information, we will require a note in advance. You must notify the Main Office if you wish to add someone as a pickup person for your child. Your child will not be released into their care until we have spoken with you.

School Supplies

- ★ Canfield Avenue School: crib sheet, small nap blanket, large bookbag, lunchbox, 1-2 spare outfits to change, toileting supplies if necessary.
- ★ ABC Growing Tree: large bookbag, 1-2 spare outfits to change, toileting supplies if necessary.
- ★ Head Start: 1-2 changes of clothes, small nap blanket, crib sheet. *All meals, pull-ups, and materials are provided by Head Start.

Breakfast/Lunch

- ★ Canfield Avenue School: Parents have the option to send breakfast and lunch to school with their child. Families will also be able to purchase breakfast or lunch from school as well. All families will be asked to fill out a lunch application during the beginning weeks of school.
- ★ ABC Growing Tree: Breakfast and lunch will be provided to your child. If for any reason you would like to send food from home, please speak with the director.

Food Service Information

Maschio's takes good nutrition and good food seriously! Offering fresh fruits, vegetables, and whole grain selections, we serve healthier meals that kids and adults enjoy.

<https://maschiofood.com/nutrition-guidelines/>

Pre-K Health/Screenings

- ★ Universal Child Health Record signed by a physician
- ★ Immunizations: Ensure that children are up-to-date on all required immunizations as per New Jersey's vaccination schedule. (at enrollment)
 - DTaP (Diphtheria, Tetanus, Pertussis): 4 doses
 - IPV (Polio): 3 doses
 - MMR (Measles, Mumps, Rubella): 1 dose on or after the first birthday
 - HIB (Haemophilus influenza B): 1 dose on or after the first birthday
 - Varicella (Chicken Pox): 1 dose on or after the first birthday
 - PCV (Pneumococcal): 1 dose on or after the first birthday
 - **Influenza: 1 dose required ANNUALLY between August 1 and December 31.**
- ★ Oral health care: Encourage regular dental check-ups and establish good oral hygiene practices, such as brushing twice daily. All children should get a dental exam twice a year. A dental screening will be conducted, if needed.
- ★ Health Screenings are conducted by the school and include height, weight, vision, hearing, and dental. Results of screenings will be provided to parents/guardians. It is the parent's responsibility to follow-up on any referrals from those screenings.

- ★ Any and all diagnosed medical conditions should be communicated to the school nurse.
- ★ Ensure children get adequate sleep (10-12 hours per night) to support their growth and development.

Pre-K Screenings/Assessments

Preschool program regulations require administering a developmentally-based early childhood screening assessment, such as the Early Screening Inventory-Revised (Meisels et al., 1997), to each child upon entry into the preschool program. Information from the screening instrument should never be used to determine or deny placement. Instead, it should be used to determine if a child is within one of the three screening categories: 'refer,' 're-screen,' or 'ok'. Parents must be notified before and after all screenings have taken place.

ESI-3 is a developmental screening tool. It is a brief assessment procedure designed to identify children who might be at risk for a possible learning problem or delay. This will take place during the first 6-8 weeks of school. It measures three main areas:

- ★ Visual-Motor/Adaptive (block building, drawing, copying forms)
- ★ Language and Cognition (verbal expression and memory)
- ★ Gross Motor (jumping, hopping, and other physical coordination tasks)

There are 25 items in total, with the possibility of scoring 0-3 points per item. When interpreting the results, there are three screening categories:

- ★ Refer - children may be at risk for delay/disability -- refer for an in-depth, complete assessment
- ★ Rescreen - use the screening again in 8 to 10 weeks to determine if the screening was accurate (also gather info from teachers and parents to help determine next steps)
- ★ OK - child appears to be developing normally

GOLD Assessment - Teaching Strategies GOLD® is an authentic observation-based assessment system for children from birth through kindergarten. The system may be implemented with any developmentally appropriate curriculum. It blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. Teaching

Strategies GOLD® can be used to assess all children, including English-language learners, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations.

ECERS-3 - The Early Childhood Environmental Rating System is an observation tool that assesses the quality of the overall learning environment. ECERS-3 includes 6 subscales: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, and Program Structure. Within each subscale are rubrics that look at specific aspects of the learning environment.

The results from this screening will help inform your child's teacher of the skills he/she has acquired. The initial screening will be administered in October. Should a child's results reflect "Re-screen," the screening will be administered again in approximately four to six weeks. Children who score "Refer" on the ESI-3 assessment will be referred to the Preschool Intervention and Referral Specialist for further observation. You will be informed of your child's screening result as it is available.

TPOT - The Teaching Pyramid Observation Tool (TPOT) is an instrument designed to measure preschool intervention specialists' implementation of teaching and behavior support practices associated with the Pyramid Model for promoting social-emotional competence in young children. Implementation of the preschool Pyramid Model and the TPOT observation tool will improve teacher classroom practice in teaching developmentally appropriate social and emotional skills and reduce persistent challenging behaviors in preschool children.

[Preschool Teaching Standards and Practices](#)

[Preschool Classroom Teaching Guidelines](#)

[Preschool Teaching and Learning Standards](#)

Food and Nutrition Policy

Healthy eating practices for young children support brain and body development and create a strong foundation for school success. We include important nutrition messages and activities to help young children build a lifetime of healthy nutrition practices.

We encourage that healthy snacks and lunches are included in your child's lunchbox. Healthy Snack ideas:

- ★ Fresh or frozen fruit.
- ★ Small amounts of dried fruits such as raisins, apple rings, or apricots
- ★ Fresh vegetables such as baby carrots, cucumber, squash, zucchini, or tomatoes
- ★ Reduced fat cheese or a small amount of peanut butter/sunflower butters on whole-wheat crackers
- ★ Low-fat yogurt with fruit
- ★ Graham crackers, animal crackers, baked pretzels, or low-fat vanilla wafers
- ★ Water or Milk should be the *first option* for all our students.

Please note: You may need to serve a new food – like peas or broccoli – many, many times before your child will eat it. It can take as many as 20 exposures for a child to get fully comfortable with a new food.

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<https://maschiofood.com/nutrition-guidelines/>

Home Visits

In an effort to increase our partnership with families, to ensure positive outcomes for our students, CAS Pre-K C.U.B.S. is offering home visits. Research has shown that a key to a successful school experience is a successful home-school partnership. Home visits offer invaluable insights about students and their families. For more information, feel free to contact Mrs. Ruane at 973-366-0590 ext. 122.

Home Language Survey

The home language survey will be included at the time of registration for all families to determine if another language is spoken in the home. Any child who speaks a language other than English at home is considered an English language learner (ELL), in need of language support in the home language(s), even if he or she understands and speaks some English. The home language survey will need to be completed by the primary caregiver (with translators available, if and when needed). It is designed to help school administrators and teachers know how to best support the child and families. Upon registration, families are asked to complete

Communication Policy

Family involvement in learning is key to your child's success. We want to help you stay connected and support learning at home. The free Teaching Strategies Family app will help you support your child's learning. This tool offers two-way communication between school and home; rich, interactive playlists filled with family-friendly activities you can do with your child; and a digital children's library with over 200 titles.

Toileting Procedures

Our preschool program follows guidelines to ensure a supportive and developmentally appropriate classroom environment for all children. As part of these guidelines, we maintain clear policies regarding toileting support.

- **For potty-trained children:** We encourage independence and support children in wiping themselves, helping foster their self-care skills.
- **For children who require diapering:** If a child's developmental stage or physical needs require diapering, changes will be carried out by either a teacher or paraprofessional in a respectful and hygienic manner. Please click [here](#) to review the guidelines.

While we encourage children to practice self-care, there may be occasions when their efforts do not meet personal hygiene standards. For this reason, we ask that you send in additional changes of clothing and underwear.

We also kindly ask for your support at home by continuing to encourage your child to practice self-care after toileting. Providing follow-up as needed will help reinforce their growing independence and self-hygiene skills, allowing them to feel confident and successful in this area.

Our goal is to provide a safe and nurturing environment where children can grow and develop their skills while ensuring all needs are met with care. Should you have any questions or concerns regarding toileting support, please feel free to reach out to us.

[Family App](#)

[Frequently Asked Questions](#)