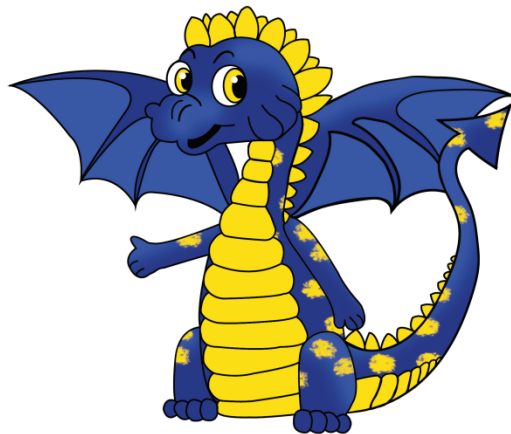


Barnegat Township School District

Lillian M. Dunfee School  
Parent Handbook 2022 - 2023



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## *A Message from the Principal*

Dear Families,

The preschool teachers and staff of the Lillian M. Dunfee School are excited to provide your child with the opportunity to foster creativity and growth in a learning environment which encourages your child's social, emotional, cognitive, and physical development. We are committed to providing a quality program that is safe, educational, child friendly, and fun!

This handbook will provide answers for some frequently asked questions regarding the organization and operation of this school. It is our hope that this handbook will prove to be beneficial to your family. Please be sure to read through this and sign and return the last page electronically.

In addition, please be on the lookout for dates/times of family events and parent workshops regarding preventive health care, mental/behavioral health issues, nutrition that will be hosted at the Lillian M. Dunfee School based on the results of the family survey sent out at the beginning of the school year!

Please feel free to contact me if you have any questions about the policies and procedures that are outlined in this Parent Handbook. They are in place to ensure that the Lillian M. Dunfee School is a safe and enjoyable place for your family. We are very excited for the upcoming school year and look forward to working with your child and family.

Sincerely,

*Mrs. Jennifer Froehlich*

Lillian M. Dunfee School Principal  
[jfroehlich@barnegatschools.com](mailto:jfroehlich@barnegatschools.com)  
609-698-5826

## **LMDS Mission**

The mission of the Lillian M. Dunfee School is to provide students with a high quality preschool program that focuses on play-based learning which is differentiated to meet the individual needs of each student. This will prepare them intellectually, socially, emotionally and personally for kindergarten and beyond.

## **LMDS Vision**

Our vision at the Lillian M. Dunfee School is to be one of the leaders in providing a high quality preschool education. We have an extraordinary educational program, positive community relationships, and exceptional staff members!

Our vision is to meet the needs of the “Whole Child” by focusing on social, cognitive, physical and emotional development. We will do this by providing an array of materials to differentiate and engage students in meaningful and play based activities. We will provide the students with a safe and nurturing learning environment in which everyone is equal and achievements are celebrated.

## **LMDS Core Values**

### **Collaboration**

- Collaboration is fundamental to student success. Collaboration amongst staff members is encouraged through regular PD and PLCs. Communication with families and community members is also valued.

### **Happiness**

- Students learn best when they feel happy and safe! Our staff members are committed to providing the students with engaging and fun learning experiences daily!

### **Individuality**

- We meet the students where they are and plan individualized instruction to target specific goals that focuses on social, cognitive, physical and emotional development.

### **Leadership**

- We are a 4 star rated program through Grow NJ Kids! We are committed to providing a high quality preschool program and have a system in place for ongoing improvement with the guidance of Grow NJ Kids.

### **Development**

- We are committed to the educational development of our students and staff. Continuous learning and improvement are always a priority.

## **Assessment**

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 and constructions, as well as photographs of and anecdotal notes describing their behaviors. (NJ Department of Education Division of Early Childhood Education)

The following tools will be part of our ongoing assessment of our preschool students:

- Benchmark Assessments
- Portfolio Assessments
- Developmental Screenings
- My Teaching Strategies GOLD Online Assessment

## **Home Language**

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 English Language Learners (ELL) 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 English Language Learners 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.

## **Behavior Guidance**

It is our belief that the Barnegat Township Preschool Program provides 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

Our preschool program's behavior guidance model is the Preschool Positive Behavior Support Model. Training in the Positive Behavior Support Program is provided to teachers and staff who work in our early childhood programs. Resources can be found on the website:

<http://csefel.vanderbilt.edu/resources/strategies.html> and

[http://www.challengingbehavior.org/do/resources/teaching\\_tools/ttyc\\_toc.htm](http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc_toc.htm)

## **Behavior Assessment**

If a child engages in frequent disruptive or destructive behaviors that are impeding their ability to play with their peers, learn during large or small group times, or are harming

themselves or others then a Functional Behavior Assessment (FBA), with parent/guardian consent, may be warranted. An FBA is a collection of data, either directly or indirectly, which allows the Behavior Specialist to determine the function of the behavior and develop a Behavior Support Plan (BSP) to help the student be more successful in the general education preschool classroom.

The Behavior Specialist also provides observations throughout the school year to address a variety of needs in the classroom such as, but not limited to: social skills; play skills; academic skills; and self-care.

### **Early Screening Inventory-- Revised (ESI-R)**

Preschool program regulations require the administration of a developmentally based early childhood screening assessment, such as the Early Screening Inventory - Revised (ESI-R), to each child upon entry into the preschool program. The ESI-R is designed to be a brief developmental screening tool. It enables teachers to quickly address any possible learning blocks, such as developmental delays, learning problems, or lack of school preparedness. The ESI-R consists of performance-based items that test the child's capabilities in the areas of visual motor/adaptive, language, and cognitive development.

Beginning in October and continuing throughout the school year, classroom teachers will screen all new preschoolers to the program. Parents will be notified before screenings are given; usually within the first few weeks of enrollment into the program.

### **Preschool Intervention and Referral Team (PIRT)**

The Preschool Intervention and Referral Team (PIRT) is a school-based, collaborative problem-solving team to assist 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: Principal; Master Teacher(s); Social Worker(s); Speech Language Pathologists(s); Behavior Specialist(s); Parent(s)/Guardian(s); 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.

### **Master Teachers**

Master teachers plan 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 using the principles of reflective practice to improve instruction.

### **Community and Parent Involvement Specialist (CPIS)/Social Worker**

The Community and 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, organizing family involvement activities, providing guidance and/or assistance to families in need and coordinating work with other school district personnel.

### **Speech-Language Pathologist (General Education)**

The Preschool Speech-Language Pathologist conducts speech and language screenings/evaluations and provides speech and language services to students who demonstrate mild communication delays. The primary role of the Preschool Speech-Language Pathologist is to provide direct, push-in, or consultative therapy services to at-risk preschoolers who may be referred through the Preschool Intervention Referral Team (PIRT).

### **Behavior Specialist**

The Behavior Specialist is available to provide behavioral strategies and techniques to teaching and non-teaching staff members who are working with regular education and special education students in all classroom settings to remediate behavior and social problems and maintain a positive atmosphere in and outside the classroom. The Behavior Specialist is available to assist guardians and parents with any concerns and questions regarding the behavioral development, social development, and/or general developmental milestones of their child.

### **Advertising Materials**

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

### **Attendance Policies and Procedures**

The Lillian M. Dunfee School recognizes the importance of the correlation between academic success and student attendance. Research shows that daily attendance in school is crucial in helping to ensure that our children live up to their full potential and become successful lifelong learners. Children who are late or absent unnecessarily miss out on important activities and have their routines disrupted. Developing good attendance habits now sets a precedent for later school years.

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 prior to 9:00 am. The number to call to report anticipated late arrivals and/or absences is 609-698-5826 (Press Option #2).

### **Tardies:**

The school day begins promptly at 9:30 AM and students are expected to arrive on time. Students arriving after this time are considered tardy. If a student is late to school, he/she must sign in with the main office and obtain a late slip in order to report to class. 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.

- After a student is tardy 10 days, the CPIS/Social Worker will contact the family to determine what assistance is needed in getting their child to school on time each day.

- 3 tardies = 1 absence

### **Absences:**

A student's absence will be acceptable for the following reasons (**documentation must be provided to the school**)

- Illness (with doctor's note)
- Death in the family
- Religious holidays
- Court appearances
- Take Your Child to Work Day

***Family vacations are considered unexcused absences.***

- After 3 consecutive unexcused absences, the nurse will contact the family to find out why the child has been absent. (This will be communicated to the nurse by the attendance secretary) **A note is required for a student to return to school after 3 consecutive unexcused absences.**
- Any child absent from school due to a communicable disease (regardless of the number of days) must present a doctor's note before he/she may return to school.
- All students with communicable or contagious diseases or illnesses shall be excluded from school and may return after examination by or approval of the school nurse or upon receipt of a doctor's note.
- After 3 consecutive unexcused absences and failed attempts by the nurse to the family, the Community Parent Involvement Specialist (CPIS)/Social Worker will try to contact the family as well to find out what assistance is needed in getting the child to school.
- If attempts to reach the family are unsuccessful after 3 days, the CPIS will continue with efforts to contact the family and keep the main office and nurse informed of any updates. If a child's welfare is in question, the Department Children and Families and/or law enforcement will be contacted.
- A student must be in attendance for ***at least 3 ½ hours*** to be considered present for the full day. Under 3 ½ hours will be counted as a ½ day present.

### **Early Pickups:**

Parents picking their child up prior to dismissal, must send a written note to the main office noting the date, time, reason and who will be picking up the student. Under no circumstances will any student be permitted to leave the school unless accompanied by an adult **with proper identification.**

**Daily early pickups, under any circumstances will not be tolerated.**



After 10 early pickups, the CPIS/Social Worker will contact the family to find out what assistance is needed in keeping their child in school until regular dismissal time.

Please note the following:

- After school activities such as gymnastics, soccer, dance, etc. should be scheduled outside of school hours.

### **Attendance Letters:**

The 15th and 30th of each month, the attendance report will be run by the attendance secretary and letters will be sent home to families. If there is a pattern of absences observed, it will be communicated this with the CPIS/Social Worker and Principal.

### **Dropped from the Roster:**

Your child will be dropped from the roster if regular attendance cannot be established or absences, tardies and/or early pickups exceed 18 days. This allows for a child 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.

### **Backpacks**

Please send your child to school with a regular sized backpack each day. Items are sent home daily. Your child will be able to keep their folder in his/her backpack for safe transport to and from school. Please remember to write your child's name inside the backpack. For safety reasons, please do not write your child's name on the outside of the backpack.

### **Birthday Celebrations**

Students will have the opportunity to celebrate their birthdays with their classmates. It would be preferred to have the students bring in a game or craft that the class can complete in replace of an edible treat due to allergies. If a family would like to send in a treat, it must be store bought with ingredients clearly listed on the package.

### **Child Custody Documentation**

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

### **Classroom Celebrations**

Classroom celebrations will be organized by the teacher and the PTA class parent. The PTA class parent and/or teacher will inform families of the details for each celebration as they get closer to each date.

### **Clothing- Extra 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 letter when you will need to replenish the supply.

### **Communication/Newsletters**

We value the importance of continual communication with teachers, staff, and administration. Teachers will send weekly newsletters which contain classroom and program/district information. Please be sure to check your child's newsletter each week. If you have any questions about your child or the program please reach out to your child's teacher or the main office.

### **Daily Preschool Schedule**

Full Day schedule is 9:30AM - 3:30PM

Early Dismissal schedule is 9:30AM - 1:30PM

### **Discipline Policy**

The Lillian M. Dunfee School adheres to developmentally appropriate practice for the social and emotional development of young children. A goal in preschool is to help young children with behavior problems by teaching them to control their own actions and reactions. If a child consistently demonstrates aggressive behavior parents, teachers, and staff will work together to develop a plan that best meets the needs of the individual child.

### **Barnegat Township School District HIB SOP**

1. Acts of HIB must be verbally reported to the Principal the same day that they are made known.
2. The Principal will inform the parent/guardians of alleged targets/accused students involved.
3. A Written Report will be completed by reporter of the incident within 2 days of HIB report.
4. If the report meets criteria to launch an investigation, the investigation is initiated by the Principal within 1 day of the incident report.
5. Investigation is completed by the School Anti-Bullying Specialist within 10 school days of the Written Report.
6. Results of the investigation are given to the Superintendent within 2 school days of completion of investigation.

7. Results of the investigation are given to BOE at the next regularly scheduled meeting following the completion of investigation.
8. Results of the investigation are given to the parent/guardian within 5 school days after the results are reported to BOE of students involved.
9. Parent/guardian may request a hearing before the BOE via communicating to the Board Secretary within 60 calendar days of their written notification following the regularly-scheduled BOE meeting. If requested, such meeting will be held within 10 business days of the request in Executive Session, which is a confidential meeting.
10. At the next regularly-scheduled BOE meeting following receipt of the report, BOE issues a decision to affirm, modify, or support Superintendent's decision; this can be appealed to the Commissioner of Education no later than 90 days after BOE decision.
11. Parent/guardian may file a complaint with the Division of Civil Rights within 180 days of any incident

### **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 child will be asked for identification. If someone other than the primary parent or legal guardian of a child comes to pick up and the main office has not been notified, you will be called to confirm before the child 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 2:00 PM with any changes to dismissal for your child.*

### **Donations to the Classroom**

If you are donating items to your child's classroom please drop them off at the main office marked with your child's name and teacher. We will make sure it gets to the classroom.

### **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. Children may not wear backless shoes. 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.

## **End of Year Celebrations**

A Moving Up celebration will take place at the end of the school year for the students who will be promoted to kindergarten. Information will be given to parents close to the date.

## **Family Events**

Every school year, we offer a variety of family fun events as well as parent/family workshops addressing numerous topics. Events/workshops offered include but are not limited to the following issues and are subject to change based on family interests:

- Meet & Greet the Dunfee PIRT Team
- Gathering of Dragons: Schoolwide Playdate (*networking event*)
- Multicultural Event
- Community Resource Fair
- Potty Training
- Picky Eating, Nutrition, and Obesity for Preschoolers
- WIC Services
- Positive Behavior Support
- Nurtured Heart
- Oral Health Practices
- Read Across America; *promoting early literacy at home*
- Kindergarten Readiness
- Learning Through Play to encourage positive parent interactions
- Communicable Disease Prevention
- Math and Science Carnival
- Art Show

## **Folders**

There will be a folder sent home with your child at the end of each day. This folder is used to transport any information from your child's teacher to you, as well as for the teacher to request items from you. Your child's teacher will check the folder every day. Please be sure to have your child return it to school daily.

## **Health Office**

The school nurse is available to assist you with any questions concerning medication procedures for your child and can also provide guidance pertaining to when it is advisable to keep a sick child home from school. The school nurse will 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 31, 2021 must receive a flu vaccination** as per the State of New Jersey Administrative Code) 8:57-4.2.

**\* Please Note: Children cannot transport medication to and from school.**

## **Inclement Weather**

In the event of severe weather, the Superintendent will make the decision whether or not to have a delayed opening or to close school. Once the decision has been reached, every effort will be made to share the information with you as quickly as possible.

Blackboard is our web-based call system. This system will notify parents by phone of important announcements and changes in the school day schedule. The following radio and television stations will also be used to alert you to changes in the school day schedule: WOBN 92.7, Magic 98.3, News 12 NJ TV, News & WABC, FOX 5 New York, CBS Philly/Newsradio 1060, CBS2, Atlantic City Press, FiOS1

## **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.

## **Lunch**

Students may bring lunch to school or utilize our school meal programs. Breakfast and Lunch are available for purchase this school year. Menus and online ordering for breakfast and lunch is available at <https://barnegatschools.nutrislice.com/menu/>. Click on your child's school and you will be able to view the menus that are available to order from. Payments are made through [www.mypaymentsplus.com](http://www.mypaymentsplus.com). Please contact The Director of Dining, Matthew Morris at 609-756-7761 with specific questions.

### **Meal Prices**

Breakfast: \$1.45

Lunch: \$2.75

Families are asked to apply for **Free and Reduced Price Meals if they are eligible**. The Free and Reduced Price Meals application can be found on the Barnegat Township website under the Students & Families tab.

### **\*IMPORTANT NOTE REGARDING FOOD\***

*Please be selective when sending in foods for meals and snacks. Young children need fruits, vegetables, grains, dairy products and meat to grow and to stay healthy.*

*We encourage the children to eat healthy foods by eating healthy foods at the table with them. 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.*

*On occasion, some children may have extraordinary food allergies that potentially can interfere with their health. In the event that allergies are an issue in your child's classroom, you will be notified. Thank you for your cooperation.*

## **Residency**

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

## **Rest Time**

In a full day program, 3 and 4 year-olds, by law, must have rest time in the daily schedule. Children are not required to sleep but are asked to have some quiet time. Children who do not sleep are offered an alternative, quiet activity. Your child will have a personal cot with his/her name marked on it. Cots are vinyl, so for optimum comfort, please provide a crib or cot sheet to cover it, a small blanket (e.g., receiving blanket) and a small pillow (travel size). Nap mats are another good option for students. Remember these items must fit into a small cubby, so please, no bulky comforters or pillows. At the end of each week, your child's rest items will be sent home to be washed and brought back into school the following week.

## **Snack**

Children should bring a healthy snack (including a drink) to school every day. We have found that too many snacks make it difficult for the child to choose which one to eat. Therefore please limit the snack to one item. Please do not send in canned or bottled drinks. Snacks should be labeled with an "S" for snack.

## **Visitors**

All visitors to the building or grounds are to report to the school's main office to sign in, receive permission to be in the building, and obtain a visitor's pass. There are NO exceptions to this rule. We need to know who is in the building at all times to ensure the safety of our students and staff. Please adhere to the speed limit in our parking lots and be aware of children and parents crossing the street/sidewalks. All visitors must be prepared to present a photo ID.

## **The Creative Curriculum**

We believe that active learning is an essential component to the full development of the "whole child." *The Creative Curriculum* is our chosen curriculum model combined with the online assessment *My Teaching Strategies* which supports children's learning experiences through:

1. Engagement in problem-solving and decision-making
2. Participation in early literacy and pre-math activities
3. Development of positive self-esteem
4. Cooperative learning experiences and differentiated instruction in small and large group instruction
5. Participation in gross motor activities
6. Positive adult / child interactions
7. Child friendly (developmentally appropriate) learning environment
8. Consistent daily routine
9. Team-based daily child assessments

*The Creative Curriculum for Preschool* is a comprehensive, scientifically-based, research-tested curriculum, linked to an assessment system (My Teaching Strategies) that addresses what teachers need to teach and how children learn best. It is a New Jersey Department of Education approved curriculum. Its distinguishing features are a framework for decision-making and a focus on interest areas. *The Creative Curriculum* balances both teacher-directed and child-initiated learning with an emphasis on responding to children's learning styles and building on their strengths and interests. It specifies that literacy, math, science, social studies, and art content to be taught, based on published standards. It relates directly to the subject area curricula used in elementary schools, so children's learning in preschool forms the basis of all of the learning that will follow. It provides clear guidance on the teacher's role in addressing content in literacy, math, science, social studies, and art, yet never loses sight of the primary importance of social/emotional development in children's learning. *The Creative Curriculum for Preschool* is inclusive of all children - those typically developing, children with disabilities, and English Language Learners (Teaching Strategies, 2005).

### **Preschool Learning Goals**

*The New Jersey Preschool Teaching and Learning Standards* set the standard for what your child will be learning this year in the Barnegat Township Preschool Program. The Preschool Standards are aligned with the NJ Student Learning Standards that define the goals and objectives of what our students learn.

The *Preschool Teaching and Learning Standards* support and enhance the development of the learning outcomes for students. They present standards for working with the home, school, and community; for creating and sustaining the learning environment; and for identifying and using appropriate assessment tools and practices. The following areas are addressed in the *Preschool Teaching and Learning Standards*:

### **Social/Emotional Development**

- Children demonstrate self-confidence
- Children demonstrate self-direction
- Children identify and express feelings
- Children exhibit positive interactions with other children and adults
- Children exhibit prosocial behaviors

### **Visual and Performing Arts**

- Children express themselves and develop an appreciation of creative movement and dance
- Children express themselves through and develop an appreciation of music
- Children express themselves and develop an appreciation for dramatic play and storytelling
- Children express themselves and develop an awareness of and appreciation for visual arts (e.g., painting, sculpting, drawing and building)

## **Health, Safety, and Gross Motor**

- Children develop self-help and personal hygiene skills
- Children begin to develop the knowledge and skills necessary to make nutritious food choices
- Children begin to develop an awareness of potential hazards in their environment
- Children develop competence and confidence in activities that require gross motor skills

## **Preschool English Language Arts**

### Reading: Literature and Informational Text

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Ranges and Level of Complexity

### Reading: Foundational Skills

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

### Writing

- Text Type and Purpose
- Production and Distribution of Writing
- Range of Writing

### Speaking and Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

### Language

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

## **Approaches to Learning**

- Children demonstrate initiative, engagement, and persistence
- Children show creativity and imagination
- Children identify and solve problems
- Children apply what they have learned to new situations

## **Mathematics**

- Children begin to demonstrate an understanding of numbers and counting
- Children demonstrate an initial understanding of numerical operations
- Children begin to conceptualize measurable attributes of objects and how to measure them
- Children develop spatial and geometric sense

## **Science**



- Children develop inquiry skills
- Children observe and investigate matter and energy
- Children observe and investigate living things
- Children observe and investigate the Earth
- Children gain experience in using technology

### **Social Studies, Family, and Life Skills**

- Children identify unique characteristics of themselves, their families and others
- Children become contributing members of the classroom community
- Children demonstrate knowledge of neighborhood and community
- Children demonstrate awareness of the cultures within their classroom and community

### **World Languages**

- Children know that others may use different languages (including sign) to communicate and will express simple greetings, words, and phrases in a language other than their own.

### **Technology**

There are five preschool standards for technology:

- Navigate simple on screen menus
- Use electronic devices independently
- Begin to use electronic devices to communicate
- Use common technology vocabulary
- Begin to use electronic devices to gain information

*\* Refer to the article, “Uncharted Territory: 10 Technology Tips for Preschool Parents,” to help you make decisions regarding appropriate technology use at home.*

BARNEGAT TOWNSHIP PRESCHOOL PROGRAM  
**September 2022**

By signing below, I am acknowledging the following:

- I have read the entire **2022-2023** Preschool Parent Handbook and I am aware of its contents and understand the directives therein.
- My child's daily attendance in the preschool program is necessary for him/her to gain the full benefit of a high quality preschool education. Consistent attendance in the early grades, beginning in preschool, is shown to increase scores in reading and math. It also helps children to develop strong social-emotional skills needed to become successful learners.
- The Lillian M. Dunfee Preschool Program is an educational program and requires my commitment to bring my child to school every day.

\_\_\_\_\_  
Parent Name (print)

\_\_\_\_\_  
Parent Name (signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Child's Name

\_\_\_\_\_  
Teacher

\*\* Please return this form to your child's teacher.\*\*

Thank you!