

BOGOTA PRESCHOOL HANDBOOK



Bogota School District

BOGOTA PRESCHOOL

Bogota Preschool is a mixed-delivery early childhood program serving over 160 Preschool children through a partnership between the

Bogota Public School District

and local private childcare providers, including

Bogart Memorial School and **Trinity Lutheran School**.

With guidance and support from the

New Jersey Department of Education,

this program is committed to providing Bogota

families with free, full-day, high-quality

early childhood education

for 3- and 4-year-olds.

Toileting & Diapering

Toileting is Not an Enrollment Requirement

Students are not required to be toilet-trained prior to program enrollment. The only requirements for enrollment are age and residency within the Bogota school district.

Students must be 3 years old by October 1.

Eligible children will not be denied enrollment into the Preschool program, nor will they be removed from the program due to the lack of toileting skills.

The Preschool program includes provisions for developmental, social-emotional, hygiene, and facility needs, as well as support for children learning to use the toilet. Toileting is a crucial aspect of a young child's developing independence. Positive adult-child interactions and convenient toileting arrangements facilitate the development of self-help skills.

Source: NJ DOE

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Vision

The vision of Bogota Preschool is to implement developmentally appropriate practice, built on a strong social emotional foundation with an emphasis on learning through play.

Mission

The Bogota Public School Preschool Program provides a safe, developmentally appropriate, nurturing environment that promotes physical development and health; social and emotional development; communication, language, and literacy; and cognition and knowledge of the world. The school district intends on eventually providing free, high-quality preschool education to all three and four year old students by working with existing high quality local preschool providers.

Philosophy

The Bogota Public School Preschool Program has a comprehensive approach to educating and enriching the whole child. Our program sets high standards for instruction, curriculum, safety, and continuous self-improvement. Our preschool enables children to make meaningful connections and affords ample opportunities for higher order thinking and problem solving. The program is responsive to children's interests, culture, questions, and shared experiences within the natural environment.

Family Engagement / Communication

Please check with your child's teacher to see what they use specifically:

- In-person communication
- Class Dojo
- BIP Track
- Email
- Google Classroom
- Bright Wheel
- Parent-Teacher Conferences
- Report Cards / Progress Reports
- Open House
- Annual Reviews (IEPs)
- Backpack Connection Series

Contact Information

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Bogota Public Schools

201-441-4800

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Contact Information

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BOGOTA S.T.E.P.S OFFICE

320 Palisade Avenue

Bogota, NJ 07603

Our Locations

E. Roy Bixby Elementary School

25 Fischer Ave, Bogota, NJ 07603

Main Office 201-441-4834

Principal: Ms. Priscilla Ortiz

Trinity Lutheran School

167 Palisade Ave, Bogota, NJ 07603

Main Office 201-487-3580

Director: Ms. Lourdes Morejon-Abbate

Bogart Memorial School

263 Larch Ave, Bogota, NJ 07603

Main Office 201-342-2093

Director: Ms. Ann Lepore-Timpone

Student Absence & Tardiness

Preschool hours 8:30-2:30

Prolonged or repeated absences excused or unexcused, from school or class, deprive students of their educational learning.

Students should be on time to school to ensure they receive all essential portions of the instructional day.

In the event your child will be absent, parent/guardian shall provide advance notice to the school prior to the student being absent from school.

Parents/Guardians must bring a doctor's note for a student who misses three or more consecutive days of school.

Ten or more consecutive unexcused absences can result in a loss of placement within the Universal Preschool Program. Families will be referred to the Preschool Referral & Intervention Team, Community Parent Involvement Specialist, and/or Preschool administrative team for mediation.

Preschool Schedule

Regular School Day
Preschool: 8:30AM - 2:30PM

Single Session Day
8:30AM - 12:30PM

Delayed Opening
9:50AM - 2:30PM

BOGOTA PUBLIC SCHOOLS 2025-2026
DISTRICT CALENDAR

Daily Components

Breakfast/Snack

Choice/Center Time

Morning Meeting

Small Group

Gross Motor/Outside Time

Story Time

Related Services*

Lunch

Rest Time

Large Group/Music & Movement

**Schedule may differ to account for
IEP-driven related services.*

A Typical Universal Preschool Day

Arrival/Free Play/Breakfast

Morning Meeting

Choice/Center Time

Small Group Time

Gross Motor/Outdoor Time

Small Group Story Time

Lunch

Nap/Rest

Choice/Center Time

Gross Motor/ Outdoor Play

Large Group/Music & Movement

Dismissal



Teaching Strategies Creative Curriculum

Creative Curriculum is a child-centered, research based curriculum that focuses on the whole child's social emotional, cognitive and physical development. Learning literacy, math, science, social studies, the arts, and technology are embedded in the components of the curriculum throughout the day.

Through implementation of the curriculum, the children are provided opportunities for hands-on exploration and discovery that help build lifelong critical-thinking skills and foster confidence. The classroom environment is divided into interest areas: art, sand and water, library, discovery, toys and games, blocks, technology, and dramatic play. Each center offers many opportunities for exploring, creating, discovering and interacting with others.

Preschoolers develop and are assessed in 38 developmentally appropriate goals and objectives in the following areas: social emotional, physical, language, cognitive, literacy, math, science and technology, social studies, the arts, and English Language Acquisition.



Developmental Screening

The New Jersey Division of Early Childhood Services requires that all entering UPK students be assessed using a developmental screener.

Bogota Preschool staff administer the ESI-3 (Early Screening Inventory-3) for all entering UPK students.

The 15-minute assessment is designed to identify children who might be at risk for a possible learning or developmental delay.

This screening tool is administered after the first six weeks of school.

More information regarding the ESI-3 will be provided during the first weeks of school.



Structured Classroom Observation Instruments

Structured classroom observation instruments provide a lens for the examination of the many components of classroom quality from the nature of teacher-child interactions to the availability of materials and activities that support early learning and development. Using a set of criteria and a rubric for scoring, structured observation instruments allow teachers and administrators to evaluate a range of classroom features. These observations inform individual and program-wide professional development and serve as a means of tracking program quality from year to year.

Source: NJDOE Preschool Program
Implementation Guidelines



Structured Classroom Observation Instruments

ECERS-3

The Early Childhood Environment Rating Scale-Third Edition (ECERS-3) is a nationally recognized measure of preschool classroom quality. This instrument can be used to collect data for classroom or program improvement, as well as to serve as a comparative index across programs and over time.

Source: NJDOE Preschool Program
Implementation Guidelines

ECERS-3 is conducted annually in UPK classrooms.



Structured Classroom Observation Instruments

TPOT

The Teaching Pyramid Observation Tool (TPOT) is an observation instrument that measures the implementation of the Pyramid Model of practices that support children's social and emotional competence and prevent challenging behaviors. This tool is used primarily for coaching classroom staff, as well as aggregating data to determine professional development or program improvement plans.

Source: NJDOE Preschool Program
Implementation Guidelines

TPOT is conducted annually in UPK classrooms.



Performance-Based Assessments

Performance-based assessment data and results of structured classroom observations are used to determine and support a high level of curriculum implementation. UPK staff use assessment data from Teaching Strategies GOLD to inform lesson planning, teaching, and professional development plans, and to inform families.

GOLD is an ongoing, observation-based assessment for preschool students. Teachers observe children in the context of their everyday experiences to determine what they know and can do, as well as their strengths, needs, and interests using 10 Objectives for Development and Learning:

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



UPK families receive a report card based on GOLD, three times during the school year.

A Typical PSD Day

Arrival/Free Play/Tabletops

Morning Meeting

Gross Motor/Outdoor Time

Snack

Direct Instruction

Lunch & Recess

Nap/Rest

Centers/Fine Motor

Story Time

Gross Motor/Outdoor Time

Large Group Wrap -up

Dismissal

*Schedule may differ to account for
IEP-driven related services.*



Instructional Tools - PSD

A diverse range of instructional and curriculum tools are employed to address the varied needs of students. These tools often include individualized education programs (IEPs) that outline specific goals and strategies tailored to each child.

Teachers use...

- Discrete trial training (DTT) for structured skill teaching
- Natural environment teaching (NET) to promote generalization of skills
- Multisensory approaches, integrating visual, auditory, tactile, and kinesthetic activities to support learning.
- Adaptive technologies, such as communication devices and interactive software, help enhance engagement and accessibility.
- Structured teaching methods to provide clear and predictable routines.
- Visual supports, such as picture schedules and social stories, aid in understanding and communication.
- Additionally, hands-on manipulatives and sensory materials are used to develop fine motor skills and sensory processing.
- Data collection and ongoing assessment ensure that instructional strategies are effective and adjusted to meet the evolving needs of each student.



Pyramid Model

In conjunction with the curriculum, the Bogota Preschool Program implements the Pyramid Model, a framework of evidence-based practices for promoting young children's healthy social and emotional development.

The Pyramid Model provides guidance for:

- early childhood special education personnel
- early intervention personnel
- early educators
- families

Research on implementation of the Pyramid Model shows:

- **Children have better social skills and less problem behavior in Pyramid Model classrooms.**
- **Teachers are able to implement Pyramid Model practices better if they receive training and practice-based coaching.**

Pyramid Model Tiers



Foundation:

The model is supported at the foundation by an effective workforce. The foundation for all of the practices in the Pyramid Model are the systems and policies necessary to ensure a workforce able to adopt and sustain these evidence-based practices.

Pyramid Model Tiers



Tier 1 (Universal Promotion): Universal supports for all children through nurturing and responsive relationships and high quality environments. At the universal level we include the practices needed to ensure the promotion of the social development of all children.

High Quality Environments

- Inclusive early care and education environments
- Supportive home environments

Nurturing and Responsive Relationships

- Essential to healthy social development
- Includes relationships with children, families and team members

Pyramid Model Tiers



Tier 2 (Secondary Prevention):

Prevention which represents practices that are targeted social emotional strategies to prevent problems. The prevention level includes the provision of targeted supports to children at risk of challenging behavior.

Targeted Social Emotional Supports

- Explicit instruction and support
- Self-regulation, expressing and understanding emotions, developing social relationships and problem-solving

Pyramid Model Tiers



Tier 3 (Tertiary Intervention):

Intervention which is comprised of practices related to individualized intensive interventions. The tertiary level of the Pyramid Model describes the need to provide individualized and intensive interventions to the very small number of children with persistent challenges.

Individualized Intensive Interventions

- Family-centered, comprehensive interventions
- Assessment-based
- Skill-building

Program-Wide Expectations

We are safe.
Estamos seguros.



We are kind.
Somos amables.



We are learners.
Somos aprendices.



District Discipline Policy

5600 - STUDENT DISCIPLINE/CODE OF CONDUCT (M)

[Excerpts]

The Student Discipline/Code of Conduct is established for the purposes outlined in N.J.A.C. 6A:16-7.1(b).

The Board of Education approves the use of comprehensive behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These behavioral supports include, but are not limited to, positive reinforcement for good conduct and academic success including the programs that honor and reward student conduct and academic achievement; supportive intervention and referral services including those services outlined in Policy 2417; remediation of problem behaviors that take into account the behavior's nature, the students' developmental ages and the students' histories of problem behaviors and performance; and for students with disabilities, the behavior interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

Disciplinary Approach

Bogota Preschool's disciplinary approach prioritizes positive and developmentally appropriate techniques in alignment with Pyramid Model Practices. We employ a range of positive guidance techniques, emphasizing problem-solving, cooperation, and the importance of making choices.

Our aim is to help children cultivate independence, self-regulation skills, and cooperative behavior as they navigate their educational journey.

Key aspects of our approach include:

Empathetic Communication: Our employees engage with children at their eye level, actively listening to both verbal and non-verbal cues. By modeling appropriate behavior and providing a supportive environment, we encourage children to express themselves and develop essential social and emotional skills.

Conflict Resolution: Under the guidance of our staff, children learn and practice the skills for peaceful conflict resolution. We prioritize age-appropriate, definable, and consistent rules and behavioral expectations.

Disciplinary Approach continued

Collaboration with Families: We recognize the importance of collaboration with families in supporting positive behavior. We maintain open communication channels with parents and caregivers, involving them in the development and implementation of behavior support plans when necessary.

Individualized Support Plans: For students with persistent or more complex behavioral challenges, we develop individualized behavior support plans. In collaboration with relevant stakeholders, including teachers, parents, administrators, and support personnel we outline specific strategies and interventions tailored to the unique needs of the student.

By upholding these principles, we create a nurturing learning environment where every child is valued, respected, and supported in their growth and development.

Transition

When UPK students transition to a new classroom, grade, or school, transition folders will be delivered to the new teacher, and a copy of the transition folder contents will be given to the family. Contents include, but are not limited to, the following documents:

- Sending and receiving teacher/class/school contact information
- Student's identifying information, including family contacts
- Most recent GOLD report
- Developmental screening results
- Health screening results
- Behavior charts or plans
- Family conference forms
- Teacher anecdotal notes
- Minimum of two work samples



Medical Reminders & Immunizations

[District Policy - Excerpts]

5330 - ADMINISTRATION OF MEDICATION (M)

Parents are encouraged to administer medications to children at home whenever possible, as medication should be administered in school only when necessary for the health and safety of students.

5320 - IMMUNIZATION

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the Board of Education requires the immunization of students against certain diseases in accordance with State statute and rules of the New Jersey State Department of Health and Senior Services.

***ALL Preschool students MUST provide the school with documentation of FLU vaccine on an annual basis before November 30th.**

Medical Reminders & Immunizations

When Should Children Stay Home From School?

When the Child:

- Seems ill
- Is not able to comfortably participate in school activities
- Is sweaty (when the weather is not hot)
- Has a fever
- Coughs or sneezes more than usual
- Has pain in ears, throat, head or chest
- Has vomited in the past 24 hours
- Has had diarrhea two or more times in the past 24 hours

Please note: If a student is sent home with a fever, vomiting, or diarrhea, they can return when they are free of these symptoms for 24 hours without medication.

Check with your child's school for their stay-home policy.

For more information visit: www.nj.gov/flu

Source: www.nj.gov/health/cd/documents/flu/sendkidschool.pdf

Health Screening

The New Jersey Department of Education requires the district to conduct basic health screenings of all Preschool students enrolled in the program. The screening takes less than 10 minutes and is a basic health check. It does not replace an annual physical examination, vision check, hearing test, or dental check-up. The purpose of this screening is to ensure the health and wellness of our student population.

Health Screenings include:

- Medical Records review
- Height
- Weight
- Hearing
- Vision
- Dental

Parents reserve the right to opt out of any or all parts of the health screening.

Sources: N.J.A.C. 6A:13A-4.5b & District Policy 5305



Attendance Procedures

Bogota Preschool aims to foster a supportive learning environment where every child can thrive. Regular attendance plays a vital role in ensuring consistent learning experiences and social interactions for all students. To maintain a high standard of engagement and involvement, we have implemented the following attendance policy in accordance with New Jersey state law.

Attendance Requirement

Each enrolled child is expected to attend preschool regularly and on-time. Attendance will be recorded daily.

Definition of Chronic Absenteeism

A child will be considered chronically absent if they are absent for 10% (18 days of school) or more of the school year without a valid reason or parental notification.

Procedures for Addressing Chronic Absenteeism in UPK

Initial Outreach:

Upon reaching 5 absences, the Preschool Family Worker or Social Worker will contact the child's parents or guardians to discuss the reasons for the absences and offer support if needed. At 7 absences a letter will be sent home.

Follow-Up Meeting:

If the child reaches a total of 18 absences, a meeting will be scheduled with the parents or guardians to further understand the reasons for the extended absence and explore potential solutions.

Disenrollment Consideration:

Any student absent for more than 10 consecutive days, for any reason other than the child's illness, and without contact from the family, will be removed from the program. All absences will be unexcused unless medical documentation is provided. Please notify the school if your child will be absent.

Attendance Procedures

Travel

Bogota School District Calendar:

Parents or guardians are encouraged to follow the Bogota School District calendar when planning travel during the school year. Please consult the district calendar for holidays, breaks, and other important dates to minimize disruptions to your child's education and maintain consistency in attendance.

Notification:

Parents or guardians **MUST** notify the school administration in advance of any planned absences due to travel. This notification should be provided at least two weeks before the intended travel dates, whenever possible.

Extended Travel:

For extended travel exceeding five consecutive school days, parents or guardians are required to submit a written request for approval to the school administration. This request should include the following details:

Name of student

School location

Dates of travel

Reason for travel

Student Dress Code

E. Roy Bixby School students wear school uniforms. Please check with your child's teacher for more information.

- PRESCHOOL ACTIVITIES CAN BE MESSY! When dressing your child for school, please consider the variety of activities in which they will participate (art, water play, outside time, meals).
- Please dress your child in comfortable clothes your child can easily manipulate in the restroom.
- Clothing should be washable; we use smocks for painting, but clothes may still come home with hard-to-remove spots or stains.
- We play outside each day, weather permitting. Please dress your child appropriately for the weather.
- Sneakers are recommended: no open-toed shoes, sandals, crocs, or flip-flops, please.
- We are not responsible for lost or broken jewelry.
- All clothing should be labeled with your child's first and last name.

Photos & Social Media

Many times during the year, teachers take photos of the students for memory's sake or celebrations of learning. Sometimes, we would like to let the general public know about the exciting things we do in Bogota. Pictures may be posted on the school district's social media, on our website, or in a local newsletter. Please see your child's teacher for a photo release form.

Great things are happening in Preschool!

Follow us on Twitter/X:

@BogotaPublic

@BogotaPreschool

@ERoyBixbySchool

@BogotaSpecial

Follow us on Facebook:

Bogota Preschool

E. Roy Bixby Elementary School

Bogota Public Schools Special Services

Bogart Memorial School

Trinity Lutheran School Bogota