

## Preschool Initial Planning Meeting

Student: \_\_\_\_\_ ID: \_\_\_\_\_ Referral Date: \_\_\_\_\_  
 Case Manager: \_\_\_\_\_ Teacher: \_\_\_\_\_

### Who should receive a preschool referral?

	ECDC Team	Private Provider Team	School-Based Team
Student is between the ages of 3-5 and is currently attending ECDC	✓		
Student is between the ages of 3-5 and is currently attending a district private provider (see list)		✓	
Student is between the ages of 3-5 and is currently attending pre-k in a district school			✓
Student is between the ages of 2.5-3 and is being referred by Early Intervention		✓	
Student is between the ages of 3-5, is not enrolled in CCSD, and is not being referred by Early Intervention (ie parent referral)			✓

### Before the meeting:

✓	When:	Task:	Completed:
	Within 1 business day of receiving referral	Enter the student in IEP Direct.*	
	Within 1 business day of receiving referral	Process track Receipt of Referral.*	
	Within 1 business day of receiving referral	Upload all documentation regarding the student to the Document Repository (parent letter, referral packet, etc.)*	
	Within 5 business days of receiving referral	Schedule the meeting. Contact the parent and encourage the parent to register the student before the meeting.	
	Within 5 business days of receiving referral	Create and mail the invitation to the parent. Check the Meeting Participants tool for required participants; send the invitation via email to each of the required participants. <i>If the student is not registered yet, use the <b>Non-Registered Preschool Document Packet</b> to invite the parent to the meeting.</i>	
	Within 5 business days of receiving referral	If the student attends a district preschool, contact the school nurse for a hearing/vision screening – Note this in Contact Log.	
	Within 10 days of receiving referral	If the student attends a district preschool, speak with the student's teacher – note this in Contact Log.	
	Within 15 days of receiving referral	If the student attends a district preschool, observe the student. Complete the observation using the CST google form and upload it to the student's document repository.	
	Within 15 days of receiving referral	Review all information with your team during a Weekly Calibration Meeting.	
	2 days before the mtg	Send an email reminder to the student's teacher.	

***\*If the student is not yet registered, keep track of the date of referral, all documentation, etc, and enter this information in IEP Direct within 1 business day of the student registering.***

### At the meeting you should have:

✓	Item:
	Your charged laptop
	The referral letter or packet
	Notes from your observation of the student, if one was completed
	Hearing/vision screening, if one was completed

### During the meeting:

If the parent does not attend, call the parent. Ask if he/she can participate by phone. Note this in Contact Log.  
 If you cannot reach the parent, hold the meeting.

- Introductions: Allow each person present to introduce him/herself.
- State the purpose of the meeting.
- Start by asking the parent what his/her concerns are. Ask questions about the student's functioning/behavior at home. Use the *Developmental Milestones Checklist* to help guide your questions. Ask the parent what interventions she has used at home to help the student make progress.
- If the student is enrolled in a district school, ask the teacher to speak about the student's functioning at school. Review all prior interventions and their results. If the student is not enrolled, ask the parent about the student's functioning at daycare. Ask the parent what interventions have been used at daycare to help the student make progress.
- All participants should have the opportunity to ask questions and/or give information about the student.
- Take notes on your laptop about the information shared at the meeting.
- The team (CST, teacher, and parent) will come to a consensus about whether to evaluate the student. If the student *has never been enrolled in school or daycare*, enrolling the student so that he has an opportunity to access formal instruction should be considered before evaluating the child. A lack of instruction is not a disability. However, the student's other needs and delays (such as health, cognitive functioning, and/or diagnoses) should also be considered in the decision.

*(When the student is registered) In process tracking:*

- Meeting or Agreement Result: Yes
- New Action: Initial Identification and Evaluation Planning
- Referred for: (Choose one)
- Determination: (Choose one)
- Action Date: Today's Date
- Include Prior Notice: Yes
- Click "ADD."
- In Prior Written Notice, fill in EACH SECTION using the notes you took on your laptop.
- If evaluations are warranted, in the Nature and Scope section at the bottom, click "Add." List each evaluation that will be completed.
- Click Save & Print

- If parent is present, ask parent to give written consent for evaluations to begin.

*(When the student is registered) In process tracking:*

- Meeting or Agreement Result - > No
- Consent for Initial Evaluation Received or Refused
- Date: Today's date
- Click "ADD" then Save.

- If the student is not yet registered, complete the paperwork in the *Non-Registered Preschool Documentation Packet*.
- Print out all documents and give a copy of the meeting paperwork, including the **PRISE and NJ Code**, to the parent.
- If the student is not yet registered, **walk the parent to the school office to register the child**. The student should be registered as "Extended School." If evaluations are warranted, be sure that the parent is aware that evaluations will not begin until the student is registered.
- If the parent is not present, send a copy of all meeting paperwork, including the **PRISE and NJ Code**, to the parent. Attempt to contact the parent to discuss the meeting. Note this in Contact Log.

If the parent is not present and evaluations are warranted, wait 10 days for a parent response. If the parent does not respond, contact the parent. If the parent still does not respond, send the "Consent Refused" letter and, after 15 days, log "Consent Refused" in process tracking.

Ask all participants to sign the Participation Page. If someone participated by phone, write in "Participated by Phone" next to their name. Do not allow anyone who did not participate to sign this page.

**If the student has previously been process tracked as *Evaluations Not Warranted*, email Kris immediately.**

**After the Meeting:**

✓	When:	Task:	Completed:
	Within 1 business day of the meeting (or registration)	Upload the participation page to the student's document repository.	
	Within 1 business day of the meeting (or registration)	Upload any additional documentation that you received at the meeting.	
	Within 3 business days of the meeting (or registration)	Send all original documents to the file room.	
	Within 3 business days of the meeting	Follow up with the parent if he/she was not present.	
	Ongoing	If evaluations are warranted, discuss the status of the evaluation(s) at each Weekly Calibration Meeting.	

## Camden City Preschool Options

### District Schools with Preschool Programs

Henry L. Bonsall Preschool Annex	1038 Lowell St. Camden, NJ	856 966 2000 Ext. 40401
Octavivus V. Catto	3100 Westfield Ave. Camden, NJ 08105	856 966 4097
Cooper's Poynt	201 State St. Camden, NJ 08102	856 966 5370
Alfred Cramer	2800 Mickle St. Camden, NJ 08105	856 966 8910
Riletta Twyne Cream	1875 Mulford St. Camden, NJ 08104	856 966 4760
Dr. Henry H. Davis	3425 Cramer St. Camden, NJ 08105	856 966 8920
Thomas H. Dudley	2250 Berwick St. Camden, NJ 08105	856 365 0636
Early Childhood Development Center	1602 Pine St. Camden, NJ 08102	856 966 4171
Henry B. Wilson	2250 S. 8th Street Camden, NJ 08104	856 966 3961
Harry C. Sharp	928 North 32nd St. Camden, NJ 08105	856 966 8988
Veteran Memorial Family School	800 North 26th St. Camden, NJ 08105	856 966 5090
Dr. Ulysses S. Wiggins	400 Mt. Vernon St. Camden, NJ 08103	856 966 5120
Yorkship	1251 Collings Ave. Camden, NJ 08104	856 966 5110

### Private Providers

Acelero Learning - 27th St	804-806 N 27th St. Camden, NJ 08105	856 635 9550
Acelero Learning-Grand Ave.	311 Grand Ave. Camden, NJ 08105	856 203 3473
Acelero Learning-Grand Ave.	1865 Harrison Ave, Camden, NJ 08105	856 379 6900
Acelero Learning - Pierce Ave	700 Pierce Ave. Camden, NJ 08105	856 365 1113
Broadway Family Center	250 Line St. Camden, NJ 08103	856 963 5111
Camden Day Nursery	327-331 Stevens St. Camden, NJ 08103	856 365 2200
Center for Family Services- Centerville	1475 So. 8th St. Camden, NJ 08103	856 964 1910
Center for Family Services - KCNA	525 Clinton St. Camden, NJ 08103	856 408 3016
El Centro	438 MLK Blvd. Camden, NJ 0810	856 541 0201
Hispanic Day Care Center	3908 Westfield Ave. Camden, NJ 08105	856 964 3883
Mi Casita Day Care South	551 Spruce St. Camden, NJ 08103	856 541 4772
Mi Casita Day Care Center East	2601 Carman St. Camden, NJ 08105	856 541 3372
Respond - Bank Street	155 Marlton St. Camden, NJ 08105	856 963 9155
Respond - Linden	Street 400 North 9th St. Camden, NJ 08102	856 966 0089
Respond - North Camden	548 State St. Camden, NJ 08102	856 966 9081
Respond - Pyne Poynt	924 N. 8th St. Camden, NJ 08102	856 583 2630
Respond - Fairview Village	3001-3007 Fenwick Rd. Camden, NJ 08104	856 342 7997
Rutgers -ELRA	532 Cooper St. Camden, NJ 08102	856 614 3246
St. Joseph's	17 Church St. Camden, NJ 08102	856 963 9202
Ward Center (LaBar)	1101-05 Broadway Camden, NJ 08103	856 541 4900

## Developmental Milestone Checklist

Date	Student	ID#	Teacher/Room				
Grade	Parent  <div style="text-align: right;">PDNA <input type="checkbox"/></div>	DOB	School	Initial	Re-Eval	Other	Test? Y/N

### By age 3, most children are able to:

Physical	Cognitive	Language	Social/Emotional
<input type="checkbox"/> Walk without assistance	<input type="checkbox"/> Pretend play, such as pretending a block is a phone	<input type="checkbox"/> Understand the words for familiar people, everyday objects, and body parts	<input type="checkbox"/> Mimic what other kids and adults say as well as how they say it
<input type="checkbox"/> Jump with both feet	<input type="checkbox"/> Remember and talk about things that happened in the past	<input type="checkbox"/> Speak in short sentences	<input type="checkbox"/> Play near, if not with, other children
<input type="checkbox"/> Climb on furniture or playground equipment	<input type="checkbox"/> Complete a 3 or 4 piece puzzle	<input type="checkbox"/> Repeat words he hears	<input type="checkbox"/> Disobey more often, just to see what will happen
<input type="checkbox"/> Walk up stairs, holding the railing	<input type="checkbox"/> Group toys by size, shape, or color (such as, "Pick up all the red blocks.")	<input type="checkbox"/> Ask "what's that?" and "Why?"	<input type="checkbox"/> Have tantrums when frustrated
<input type="checkbox"/> Pull pants up and down	<input type="checkbox"/> Remember and sing songs or nursery rhymes	<input type="checkbox"/> Point to objects or picture when they are named	<input type="checkbox"/> Start to attempt to do things without your help
<input type="checkbox"/> Wash his own hands	<input type="checkbox"/> Name simple items in a picture book, such as cat, dog, ball		
<input type="checkbox"/> Build a block tower with 4 blocks			
<input type="checkbox"/> Scribble spontaneously			
<input type="checkbox"/> Turn over a container to pour out the contents			

### By age 4, most children are able to:

Physical	Cognitive	Language	Social/Emotional
<input type="checkbox"/> Jump, hop, and stand on one foot	<input type="checkbox"/> Follow 2 step directions such as take off your coat and hang it up.	<input type="checkbox"/> Speak well enough that most strangers can understand what he's saying	<input type="checkbox"/> Start to play cooperatively with children instead of playing side by side
<input type="checkbox"/> Walk backwards	<input type="checkbox"/> Name 8 colors	<input type="checkbox"/> Use 5-6 words in a sentence	<input type="checkbox"/> Take turns playing (even if he doesn't like to)
<input type="checkbox"/> Alternate feet on stairs	<input type="checkbox"/> Recite numbers 1-10	<input type="checkbox"/> Tell you his own name and the name of at least one friend	<input type="checkbox"/> Play "real life" with things like play kitchens
<input type="checkbox"/> Kick and throw a ball	<input type="checkbox"/> Remember and retell favorite stories (including books, TV shows, or movies)	<input type="checkbox"/> Understand words like "in," "on," and "next to"	<input type="checkbox"/> Find simple ways to solve arguments and disagreements
<input type="checkbox"/> Draw a circle	<input type="checkbox"/> Understand that things are "the same" or "different."	<input type="checkbox"/> Ask "wh" questions, such as "Where are we going?"	<input type="checkbox"/> Show concern for a crying friend
<input type="checkbox"/> Turn the pages of a book one at a time	<input type="checkbox"/> Follow simple three step directions, "Brush your teeth, put your PJs on, and get a book."	<input type="checkbox"/> Tell his own age and sex	<input type="checkbox"/> Show a wide range of emotions
<input type="checkbox"/> Build a block tower with 6 blocks	<input type="checkbox"/> Find an object even if it is hidden under several layers	<input type="checkbox"/> Use some plurals, such as dogs and cats. Some may still be incorrect, such as mouses.	<input type="checkbox"/> Separate easily from mom and dad
<input type="checkbox"/> Dress and undress (with simple clothing)			
<input type="checkbox"/> Turn a door handle			
<input type="checkbox"/> Pedal a tricycle			

*(Continued on Page 2)*

