

District: Township of Union
County: Union



New Jersey Department of Education
Division of Early Childhood Education



2020-2021 Preschool Expansion Aid (PEA) One-Year Preschool Program Plan

The purpose of the 2020-2021 Preschool Expansion Aid (PEA) One-Year Preschool Program Plan is to provide a comprehensive description of how the school district will implement each required component of a high-quality preschool program for three- and four-year-old children as detailed in *New Jersey Administrative Code (N.J.A.C.) 6A:13A* and in the New Jersey Department of Education (NJDOE), Division of Early Childhood Education (DECE) [Preschool Implementation Guidelines](#).

A school district's plan should be built around the Preschool Program Implementation Guidelines, the Preschool Classroom Teaching Guidelines, preschool program assessments, including the Early Childhood Environmental Rating Scale-Third Edition (ECERS-3), curriculum-specific program assessment tools (where appropriate), the NJDOE Preschool Self-Assessment and Validation System (SAVS), Grow NJ Kids* New Jersey's Quality Rating Improvement System (QRIS), and any other data source specific to the school district's preschool program.

**All districts that receive preschool expansion aid must enroll in and complete the [Grow NJ Kids Self-Assessment](#). To enroll in Grow NJ Kids go to the [Grow NJ Kids enrollment webpage](#).*

NOTE: Utilize the New Jersey Administrative Code 6A:13A, and Preschool Program Implementation Guidelines to complete this document.

NOTE: Direct all questions regarding this document to the New Jersey Department of Education, Division of Early Childhood Education at (609) 376-9077.

Instructions

- Complete the District Information and District Statement of Assurances pages.
- Obtain signatures of the chief school administrator and school business administrator prior to submission to the Department.
- Include a board resolution indicating approval of the plan and submit a signed and dated copy. If a resolution is pending, note the expected date and ensure that a copy is submitted as soon as possible. No approvals will be issued without a signed board resolution.
- On or before November 15, 2019, complete and upload this document and all other requirements as listed below. Ensure that all PDF documents are signed and dated.
- Complete all information requests in each section of the Program Plan Components. Incomplete documents may not be approved.

Submission

Document	File Type	Submission To	Submission Method
Complete 2020-2021 One-Year Preschool Expansion Aid Program Plan	Word	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail
District Signed Board Resolution	PDF	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail
Program Plan Signed Cover Sheet	PDF	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail
District Information Form	Word or PDF	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail
District Statement of Assurances Signed	PDF	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail
Budget Planning Workbook	Excel	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail

Note: All tables except the Submissions table above contain blank cells for entering information.

NOTE: Contact the Division of Early Childhood Education with any questions regarding completion of the One-Year Preschool Expansion Aid Program Plan for 2020-2021 at (609) 376-9077.

Program Plan Components

Please complete all information requested for the following program components:

- District Identification Information
- District Statement of Assurance
- Outreach and Program Delivery
- Chronic Absenteeism
- Administrative Oversight
- Master Teachers/Coaches
- Intervention and Support Services: Inclusion and Special Education
- Intervention and Support Services: Preschool Intervention and Referral Team (PIRT)
- Health and Nutrition
- Family and Community Engagement
- Curriculum and Assessment
- Professional Development
- Support for English Language Learners
- Transition
- Program Evaluation
- Budget Planning Workbook

Approval

- School districts that submit a complete and timely plan will be mailed a department approval or response on or before April 1, 2020.
- Late plan submissions are not guaranteed a review, approval or response on or before

April 1, 2020

- Incomplete plan submissions will be returned to the district for completion and resubmission prior to department review with no guarantee of approval or response on or before April 1, 2020.

- Department approval will not be granted until the district has submitted an executed board resolution approved by the school district board of education.

District Information Form

District: Township of Union

District Code: 5290

County: Union

County Code: 39

District Website: Township of Union Public District- Home

Chief School Administrator Information

Chief School Administrator's Name: Mr. Gregory Tatum

Address: 2369 Morris Avenue Union, NJ 07083

Telephone Number: 908-851-6407

Fax Number: 908-687-7332

E-Mail Address: gtatum@twpuionschools.org

School Business Administrator Information

School Business Administrator's Name: Manny Vieira

Address: 2369 Morris Avenue, Union, NJ 07083

Telephone Number: 908-851-6419

Fax Number: 908-964-1462

E-Mail Address: mvieira@twpunionschools.org

Preschool Program Contact Information

Preschool Program Contact's Name: Annie Moses

Title: Assistant Superintendent

Address: 2369 Morris Avenue, Union, NJ 07083

Telephone Number: 908-851-6422

Fax Number: 908-687-7332

E-Mail Address: amoses@twpunionschools.org

Outreach/Program Delivery

NOTE: Pursuant to N.J.A.C. 6A:13A-2.3(a) school districts offering universal preschool programs must serve at least 90 percent of the universe of eligible preschool children.

1. List strategies that the district will use to recruit the universe of eligible preschool children including those with special needs and hard to reach populations.

The district will recruit through the use of flyers in local businesses, district website, and phone blasts. The district website will include detailed instructions for the registration process including links for Child Find.

2. Include at least one example of the district outreach and recruitment information.

Currently, an example of outreach and recruitment is a flyer that will be posted on the website December 2019 and Preschool Family Handbook that provides families with more vital information about the program.

3. What is the district's plan to move all classrooms to full day? (This does not apply to ECPA/ELLI districts.)

The district plans to change all half -day classes to full days beginning school year 2020-2021.

4. Include at least one example of registration flyers for families that have the Child Find information displayed. (See the examples of appropriate language below.)

An example of the Child Find flyer is displayed on the district website, www.twpunionscshools.org and is attached. Child Find or Project Child Find is located on the district website in four languages, English, Spanish, Portuguese, and Creole.

5. What is the district's plan to collaborate with private providers and Head Start so the universe of children is served without supplanting available slots in the community?

The district will collaborate with private providers to serve students who were unable to be placed within one of the districts preschool classrooms.

English Child Find:

If you are concerned your preschool child is developing or learning differently, you can call your district to request an evaluation for preschool special education and related services. For more information call: (district telephone #). Director of Special Services, Kim Conti, 908-851-4426

Spanish Child Find:

Si le preocupa que su hijo de edad preescolar se esté desarrollando o aprendiendo en forma diferente, puede llamar el distrito escolar para solicitar una evaluación para educación especial preescolar y servicios relacionados. Para obtener más información llame: (district telephone #). Director of Special Services, Kim Conti, 908-851-4426

Chronic Absenteeism

Refer to the guidance regarding Chronic Absenteeism:
(<https://www.state.nj.us/education/students/safety/behavior/attendance/ChronicAbsenteeismGuidance.pdf>)

1. If you had preschool classes last year, what was your preschool absenteeism rate for 2018-2019? 7%

2. List strategies the district will employ to reduce preschool absenteeism.

To reduce preschool absenteeism information will be provided to parents about the importance of attendance in the Preschool Family Handbook, phone blasts to students who miss 3 days of school by team members such as the Social Worker/CPIS, Preschool Supervisor, PIRT Specialist, Master Teachers, and other, home visits by Social Worker/CPIS, and through the use of parent meetings. The CPIS/Social Worker will collect attendance data to identify patterns of students, schools, and subgroups. Through the support of bilingual teachers and staff, in coordination with CPIS will contact parents and guardians who have limited English-speaking ability to address attendance concerns.

3. How will the district measure the efficacy of the strategies used to reduce absenteeism?
 Efficacy will be measured through the analyzation of the data collected from each strategy implemented. Data will be analyzed by the Director, CPIS/Social Worker, Preschool Supervisor, Master Teacher about preschool attendance to identify patterns.

4. How are the efforts in Preschool connected to K-12?
 The efforts in Preschool will connect to K-12 through the use of assessment. Teaching Strategies GOLD which is being implemented in preschool will be implemented into the K-12 setting. The continuity through Teaching Strategies GOLD into first grade will provide teachers with valuable data from preschool as they move through the subsequent grades. The district will support teachers in analyzing the data with their fellow grade level teachers in professional learning communities to further implement developmentally appropriate practices that meet students' individual needs.

Administrative Oversight

Refer to the section on Administrative Oversight in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

NOTE: The appointed supervisor/administrator responsible for the preschool program must hold the appropriate New Jersey Supervisor's Certificate or New Jersey Principal's Certificate and have experience in preschool education. Refer to 6A:13A-4.1(a) for ratio requirements.

1. Fill in the "Administrative Oversight" table below for each administrator, including the appointed supervisor(s) as described above, who will be involved in oversight of the preschool program.

Administrative Oversight

Title	Name	Certification	Number of years of preschool experience	Other district responsibilities unrelated to preschool
Director of Preschool	TBD	Principal	6	Teaching Strategies Implementation for Kindergarten-First Grade
Preschool	TBD	Supervisor	6	Teaching

Supervisor				Strategies Implementation for Kindergarten-First Grade
Principal Battle Hill	Althea Bossard	Supervisor/Principal	7	K-4 Principal
Principal, Connecticut Farms	Michelle Warren	Supervisor/Principal	14	K-4 Principal
Principal Franklin School	Latee McCleod	Supervisor/Principal	5	K-4 Principal
Principal Hannah Caldwell	Kathryn DiGivonni	Supervisor/Principal	13	K-4 Principal
Principal Livingston	Benjamin Kloc	Supervisor/Principal	5	K-4 Principal
Principal Washington School	Thomas Matthews	Supervisor/Principal	5	K-4 Principal

2. Indicate the Business Administrator and/or Fiscal Specialist who will monitor and track preschool provider expenditures, contract compliance, and state fiscal reviews.
3. Provide a list of supports that are offered to private providers and Head Start to ensure contract compliance.

Monitoring and Tracking

Title	Name	Phone	Email
Director of Preschool	TBD		
Preschool Supervisor	TBD		
Business Administrator	Manuel Vieira	908-851-6419	mvieira@twpunionschools.org

Master Teachers/Coaches

Refer to the sections on Master Teachers/Coaches in *New Jersey Administrative Code 6A:13A (c) (d)* and in the *Preschool Program Implementation Guidelines*.

NOTE: Master Teachers should dedicate most of their time to classroom visits coaching and supporting teachers through the reflective cycle and follow-up discussions with teachers regarding children’s learning and instructional practices.

Master Teachers should not have any teacher supervisory or evaluator responsibilities.

The Master Teacher must have the following qualifications and experience:

- A master teacher appointed prior to September 1, 2007 shall, at a minimum, hold a preschool through grade three standard instructional certificate or an N-8 standard instructional certificate.
- A master teacher appointed on or after September 1, 2007 shall, at a minimum, hold a preschool through grade three or equivalent preschool certification, as set forth in N.J.A.C. 6A:9B.
- Three to five years’ experience teaching in preschool programs;
- Experience in implementing developmentally appropriate preschool curricula;
- Experience with a range of appropriate early childhood assessments including performance-based assessment instruments and classroom quality assessment instruments; and
- Experience providing professional development to classroom teachers.

1. Fill in the "District Master Teachers" table below based on the total number of preschool classrooms in your program.

District Master Teachers

Name	Email Address	Number of Assigned Classrooms	Assigned Area of Specialization (Special Ed, ESL, Literacy, Math, Science, etc.)	Indicate Yes or No if “Trained” or “Enrolled” In MT Seminar
Feleica Hrdina-Brown	fhrdina-brown@twpunionschools.org	20	Special Ed, Math, Science, Literacy	Enrolled
Gwendolyn Platt	gplatt@twpunionschools.org	Part-Time	SEL, ESL, Special Ed	Enrolled

2. Will all the district’s master teacher positions be filled for 2020-2021 at the recommended ratio of no more than 20 preschool classrooms for each master teacher detailed in *New Jersey Administrative Code 6A:13A* and in the *Preschool Program Implementation Guidelines*?

Yes, the district's master teachers positions will be filled for 2020-2021.

3. If not, why not?

N/A

4. If the district has coaches K-2, how are they collaborating with preschool Master Teachers for transitions?

The district does not have coaches for K-2.

Intervention and Support Services: Inclusion and Special Education

NOTE: To the maximum extent appropriate, preschool children eligible for special education must be enrolled in general education preschool programs with their non-disabled peers in the context of a high-quality preschool curriculum. Refer to the Intervention and Support Services sections of the New Jersey Administrative Code 6A:13A and the Preschool Program Implementation Guidelines for current research and recommended practices for inclusion, intervention, and support. Highlights of code and guidance are provided below:

- *Supports for Individualized Education Plan (IEP) goals are provided within classroom activities and routines;*
- *Special education staff, master teachers, and Preschool Intervention and Referral Team (PIRT) members consult with teachers to address goals;*
- *Push-in and pull-out services are used on a limited basis;*
- *Classroom teachers participate in all meetings throughout the IEP process; and*
- *Collaboration among teachers, special education staff and intervention teams is built into the schedule.*

1. How many general education preschool classrooms in district, Head Start, and provider sites are projected to enroll children with disabilities (IEPs) in the 2020-2021 school year?

Number of general education classrooms with preschool disabled children

Setting	2020-2021
Head Start	N/A
Provider	1
In-district	20

2. How many preschool disabled classrooms (self-contained) in district or provider sites are projected in 2020-2021?

Number of self-contained classrooms with preschool disabled children

Setting	2020-2021
Provider	0
In-district	4

3. Not included in the number above, are there any additional preschool children with disabilities (IEPs) sent to specialized schools out-of-district? 18
4. If so, how many preschool children with disabilities does the district project to send to out-of-district placements in 2020-2021?

The district projects out of district placements for school year 2020-2021 to send 18.

Intervention and Support Services: Preschool Intervention and Referral Team (PIRT)

Refer to *New Jersey Administrative Code 6A:13A* and the *Preschool Program Implementation Guidelines* for information about the PIRT.

NOTE: The PIRT team is in place to support teachers in assisting preschool children and their families succeed in the school setting. The PIRT specialist provides coaching and interventions for children with persistent challenging behaviors or learning difficulties in general education classrooms prior to the need for special education services. PIRT is not to provide direct services to children. One team of four must be provided for every 750 children.

1. Will all the PIRT positions be filled for 2020-2021?

Yes, the positions will be filled for 2020- 2021.

2. If not, why?

N/A

3. List the name and area of specialization for each person assigned to the PIRT (this does not include Child Study Team members).

Names and Areas of Specialization

Name	Title	Email	Other responsibilities
TBD	Social Worker/CPIS		
Siddiquah Haqq	PIRT Specialist	shaqq@twpunionsc hools.org	PBS
Gwendolyn Platt	PIRT Specialist-Part Time	gplatt@twpunionsc hools.org	PBS

4. PIRT supports are to be provided and coordinated via consultation with the classroom teacher as needed. Describe how the district will ensure regular collaboration (e.g. coaching and meetings) with each of the following:
- a. PIRT and classroom teachers;
 - PIRT & classroom teachers will conduct daily visits to classrooms and participate in the reflective cycles.
 - PIRT will provide written strategies for teachers, provide professional development, and consultations to teachers, parents, and administrators.
 - Provide ongoing professional development based upon PBS pyramid for district staff (i.e. administrators, teacher assistants, master teachers, teachers)
 - PIRT will coordinate data for ESI-3 screenings.

 - b. PIRT and Master Teachers;
 - Coaches will participate in collaborative meetings.
 - PIRT and master teachers will participate in ongoing professional development on coaching to ensure evidence-based practices for coaching are used.

 - c. PIRT and families of children with challenging behaviors;
 - PIRT will work with families to accommodate the scheduling needs of parents and families so they are able to meet with the PIRT Team.

- PIRT will work in collaboration with the CPIS/Social Worker to provide parents with workshops that focus on Pyramid Model and Positive Behavior supports.
- The TPOT will be used to measure implementation of the Pyramid Model of practices that support children's social and emotional competence and prevent challenging behaviors.
Conduct family meetings to discuss interventions for students

d. Children moving to Kindergarten.

- Meet with Kindergarten teachers to discuss effective strategies and create plans to be further implemented in Kindergarten.
- Utilize teachers prep-time to collaborate and share teaching strategies and ideas in professional learning communities.

5. What is the ratio of PIRT staff to classrooms?

1:20

NOTE: The Pyramid Model for Promoting Social and Emotional Competence for Infants and Young Children is an evidenced-based model used by the Division of Early Childhood Education to reduce the frequency of challenging behaviors.

NOTE: The Division of Early Childhood recommends the use of the Teaching Pyramid Observation Tool (TPOT) for preschool classrooms to reinforce high-quality practices that support children's social-emotional development and behavior. TPOT measures how well teachers are implementing the 3-tiers of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children in classrooms serving children 2 to 5 years of age. (<https://challengingbehavior.cbcs.usf.edu/index.html>)

6. How many PIRT members have been trained in:

a. The Pyramid Model? When?

PIRT members are currently being trained for the Pyramid Model via PIRT seminar.

b. TPOT? When?

PIRT members are currently being trained via PIRT seminar.

c. Of those trained in the TPOT, how many are reliable? When?

TBD

7. Is the district using the TPOT in every classroom? Is so, how often?

TPOT will be used three times a year. (October, February, & May)

8. Who is administering the TPOT in those classrooms?

TPOT will be administered by the PIRT Specialists and/or Supervisor

9. What is done with the TPOT data collected?

When the data is collected, it will be used to set goals and create an action plan for the program including implementation and professional development.

NOTE: Developmental Screening Tool - The Division of Early Childhood Education recommends use of the Early Screening Inventory-Revised.

10. What developmental screening tool will be used in the program?

Student will be screened using the Early-Screening Inventory -3.

11. Is this a change from the 2018-2019 school year?

No

12. Who administers the developmental screening tool and when?

Classroom Teachers & PIRT; within the first six weeks of school

Health and Nutrition

Refer to the section on Health and Nutrition in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

NOTE: As per code (N.J.A.C. 6A:13A) the following services should be provided to preschool children and their families:

- *Health screenings (vision, hearing, dental, height and weight screenings)*
- *DECE recommends that screenings occur within the first 30 days of school. Families should be notified of the screenings at the beginning of school.*

1. List the 2020-2021 proposed schedule of health screenings for preschool children.

2020-2021 Proposed Schedule of Health Screenings

Health Screening	Projected completion Date
------------------	---------------------------

Vision	Fall 2020
Hearing	Fall 2020
Dental	Fall 2020
Height/weight	Winter 2020

NOTE: Nurses must be provided at a ratio of 1:300 children for preschool children enrolled in provider, Head Start and district classrooms.

2. Indicate how will the nursing ratio be met. Check all that apply.

Nursing Ratios

How the nursing ratios will be met?	Check all that apply
Nurse(s) employed solely by the district with no other district responsibilities	
Nurse(s) employed solely by the district who also have other district responsibilities.	X
Nurse(s) at Head/Start provider sites.	
Other	

3. What specific services will nurses provide to preschool children in district, provider and Head Start classrooms?

Nurses will provide health screenings to preschool children. They will conduct vision, dental, hearing, height & weight screenings of each child enrolled in preschool. The information will be documented in each individual child's health records, and communicate with staff and parents about health concerns. Nurses will also assist families in identifying appropriate medical and health resources and providers.

4. What health-related family education programs (e.g. nutrition, lead screening, and asthma) will be provided in 2020-2021?

The district will provide health-related family education programs on health, nutrition, and safety. The topics will be developed according to preschool students needs.

5. What professional development do the nurses provide to classroom teachers and children?

Nurses will facilitate proper handwashing, healthy eating, dental hygiene, & epi-pen training.

6. Does your district participate in the National School Breakfast Program and the National School Lunch Program?

No

7. Do all Contracted providers and Head Start programs participate in the Child and Adult Care Food Program (CACFP)?

No.

8. Are all Preschool children served family style meals in their classrooms to optimize independence, language, and social skills?

No, but the district is working towards family style meals in their classrooms.

9. If not, where are they served?

Students are served their lunch in their classrooms.

Family and Community Involvement

Refer to the sections on Family and Community Involvement in *New Jersey Administrative Code 6A:13A*, and Family Services in the *Preschool Program Implementation Guidelines*.

NOTE: Administrative Code requirements are as follows:

- *One family worker for every 45-75 children in Head Start and contracted private provider settings;*
- *One social worker for every 250-300 children in in-district settings; and*
- *One community and parent involvement specialist (CPIS) for each district (see N.J.A.C. 6A:13A-4.6).*

1. List the title, name, contact information, and primary responsibilities for each of the in-district family services professionals working with families (not including PIRT social workers).

In-District Family Services Professionals

Title	Name	Phone	Email	Other Roles/Responsibilities
CPIS/Social Worker	TBD			

- List the activities and supports that will be available for families in the preschool program.

The district will support families of the preschool program with the following: Preschool Orientation- August 2020, Monthly Newsletters from Preschool Teachers, Back to School Night- September 2020, Parent Conferences for families, Parent Workshops, and a Family Fun Day 2021.

- Submit the proposed parent education schedule.

Parent Education Workshops will be held in October, December, February, and April.

- How are the needs of enrolled families assessed?

Needs of families are assessed through surveys and needs assessments. The ECAC will include a Needs Assessment committee to collect data of families served. The committee will create a needs assessment to identify the needs of families and students. This data will be used to determine the needs of families and to create goals for the program.

- What are the projected primary responsibilities of the Early Childhood Advisory Council (ECAC) including how the ECAC is collaborating with County Councils for Young Children and other community efforts? The responsibilities of the ECAC would be to collaborate with other stakeholders in the community, review the needs assessment, and work on a vision/mission statement of the preschool program. The ECAC will be comprised of three committees- Needs Assessment, Transition, and the Community Engagement Committee. The committees will monitor the effectiveness and implementation of the preschool program. The data collected from families of preschool children will be analyzed and used to make decisions that will ensure the program is meeting the needs of children and families served.

- List the ECAC membership roster.

TBD

7. How often does the ECAC meet (i.e. monthly, bi-annually, quarterly, etc.)?

Quarterly

8. What method will be used for the ECAC to assess and evaluate their role and work?

Data analyzation of the goals accomplished to improve program implementation.

Curriculum and Assessment

Refer to the section on Curriculum and Assessment in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

1. Which of the following preschool curricula will the school district adopt or is it currently using?

(District-developed curricula will not be approved.)

Preschool Curricula

Curricula	Check all that apply	How Long	What edition	Most Recent PD from Curriculum Developer(S)
Creative Curriculum	X	9	6th Edition	February/March 2019
Curiosity Corner				
High Scope				
Tools of the Mind				

2. Which of the following instruments will the school district use to measure the quality of curriculum implementation in classrooms and determine areas for professional development

Curriculum Specific Instruments

Instrument	Check which Applies
Fidelity Tool (Creative Curriculum)	X
Implementation Self-Assessment Guide (Curiosity Corner)	
Preschool Quality Assessment (High/Scope)	
Fidelity Checklist (Tools of the Mind)	
Other (please describe)	

3. What performance-based assessment will the school district use to inform instruction in preschool classrooms?

Performance Based Assessments

	Assessment	Check
Teaching	Strategies GOLD (Creative Curriculum)	XXXXXX
Child	Assessment Tool (Curiosity Corner)	
Child	Observation Record (High/Scope)	
Work	Sampling System (Tools of the Mind)	

4. How does the district ensure the performance-based assessment is used to fidelity?

All new teachers and paraprofessionals will participate in curriculum training offered by Grow NJ Kids and Teaching Strategies.

5. How does the district plan to use performance-based assessment?

- a. Student level- The learning of students will be examined in order to determine the supports for teachers for professional development. Preschool administration and staff will analyze the data generated from the assessment tool. Professional development will be data driven to support teaching practices. Small group sessions will be utilized for the educational staff who have similar areas of needs amongst their students to collect and analyze data.
- b. Classroom level- Performance-based assessment will be used in the classroom to determine professional development focus areas. The curriculum implementation reports will be used to plan for professional development. Goals will be established for preschool staff as a collective and individually.
- c. School or program level- Training will be provided to address the various years of experience and needs of the preschool teachers. Curriculum training will include updated research and be provided by curriculum developers.
- d. District-wide level- The professional development will be delivered through method that will reach multiple learning styles for adult learning. Techniques will include coaching, peer coaching, self-assessment, professional learning communities, observation and feedback, modeling, and webinars.

NOTE: When a district is choosing a curricular enhancement, they should ensure that the materials are:

- *Based on scientific research and include standardized training procedures to support implementation;*
- *Aligned with the New Jersey Preschool Teaching and Learning Standards;*
- *Content-rich;*
- *Part of a structure that promotes measurable progress toward learning and development; and,*
- *Organized within a scope and sequence of developmental progression that ensures appropriate learning experiences based on how young children learn.*
- *For additional information please refer to the DECE's Curriculum Enhancement Guidance. (<https://www.state.nj.us/education/ece/psguide/CurricularEnhancementGuidance.htm>)*

6. Is the district using curriculum supplements? If so, what are they? If the district is using an approved curriculum supplement, has a check been done with the developer to ensure that it is not interfering with implementation of the curriculum?

No

Professional Development

NOTE: Professional development for preschool programs should be planned and implemented as a comprehensive, multi year strategy for improvement. The creation of the plan must be a collaborative endeavor. Through a formal needs assessment and through open dialogue with educational staff, targeted professional development can be determined. Also consider professional development activities needed to address the district's ongoing needs (i.e., English language learners, special education/inclusion, challenging behaviors, diversity).

To optimize its effectiveness, professional development must also have the following qualities:

- *Aligned to standards and focus on the implementation of the comprehensive preschool curriculum;*
- *Reflect current research and understanding of best practices for preschool learners and include a long-term vision for preschool through third grade education; and*
- *Include systematic ongoing professional development that is based on child development and adult learning styles.*

1. How do the preschool program administrators identify the needs of professional development for all the preschool staff? (MTs, PIRT, teachers, and teacher assistants, principals, nurses, supervisors, CPIS/family service staff, fiscal specialists, etc.)

The preschool program administrators will identify the needs of professional development through the use of surveys, analyzation of patterns from evaluation tools, ECERS-3, and TPOT.

2. When was the last time the teachers had direct training from the developer?

Implementing GOLD- February/March 2019

2020-2021 Professional Development Plan

Topic	Participants	Dates	Trainer(s)	Cost
Creative Curriculum, Teaching Strategies GOLD	New Preschool Teachers, Paraprofessionals	September-October	Grow NJ Kids	\$600
Pyramid Model	Preschool Teachers, Preschool Master Teachers, CPIS/Social Worker	September-October	PIRTr (Trained on the Model)	\$900
Teaching Strategies- Using GOLD- Data to Plan Instruction & Communicate Children's Progress	Preschool Teachers, Preschool Master Teachers, CPIS/Social Worker	2020-2021 School Year	Supervisor/ Master Teacher	\$1500
Creative Curriculum- Intentional Teaching	Preschool Teachers, Preschool Master Teachers, CPIS/Social Worker	2020-2021 School Year	Creative Curriculum Training	\$1500

Supporting English Language Learners

Refer to the section on Supporting English Language Learners in the *Preschool Program Implementation Guidelines*.

NOTE: The optimal classroom model for enhancing the learning and development of English Language Learners is through the support of both the child's home language and English.

1. Are all preschool families given the Home Language Survey at registration? Yes, the home language survey are given to families at registration.

<https://www.nj.gov/education/ece/psguide/HomeLanguageSurvey.htm> (The purpose of the Home Language Survey is to identify needed supports. Language proficiency screening tools are not appropriate for making *placement* decisions about 3- and 4-year-olds.)

2. What percentage of the district's preschool population is counted as English Language Learners (ELLs)?

For 2018-2019 school year, 7.6% of the preschool population was counted as English Language Learners.

3. How many bilingual preschool teachers will be employed in 2020-2021? 2

4. How many bilingual preschool teacher assistants will be employed in 2020-2021? 2

5. List the primary strategies the district will use to ensure that English Language Learners receive needed supports in preschool classrooms.

The districts primary strategies for English Language Learners will be collaboration with the World Language Department and the preschool staff. The districts ESL teachers will collaborate with teachers to discuss strategies to support students. All preschool staff will participate in professional development for supporting English Language Learners. Bilingual paraprofessionals will provide in class support. Classrooms will include multicultural books and labeling in native language.

6. How are families of English Language Learner (ELL) preschool children supported?

Families of English Language Learner preschool children will be supported through communications being sent home in both English and Spanish. District preschool newsletters can be translated from the district website to multiple languages. Creative Curriculum based home communication is offered in Spanish. Translator is available at parent events such as conferences.

Transition

Refer to the section on Transition in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

NOTE: All school districts should have a transition team.

1. Who will make up the district team and what are their positions/roles?

The district team will be comprised of Director of Preschool, Preschool Supervisor, Master Teacher, PIRT Specialists, CPIS/Social Worker, Kindergarten Supervisors, Elementary Principals, and ECAC.

2. How will the district ensure collaboration among preschool administrators and other areas (i.e. special education, bilingual, K-third grade teachers, nurses, family workers, social workers)? The district will facilitate meetings with the child's current teacher, future teacher, child study team members, parents, and administrators. The district will coordinate school visits for parents prior to the scheduled transition.

3. What methods will be used to communicate with receiving teachers about children with disabilities transitioning into the district from early intervention programs? The district will organize vertical meetings for Preschool and Kindergarten teachers to discuss student's learning. The district will utilize a rubric to ensure proper placement for students. Collaboration with the teacher, case manager, future teacher, and CPIS will be arranged.

4. What methods will be used to communicate with receiving teachers about children who attended nursery school/day care prior to enrolling in your preschool program? Receiving teachers of children who attended nursery school will be given students information to establish communication with families prior to first day of school and access to Genesis. Parent meetings setup with CPIS/Social Worker if needed.

5. What methods will be used to communicate with receiving teachers about children who did not attend nursery school/day care prior to enrolling in your preschool program? Receiving teachers of

children who did not attend nursery school will be given students information to establish communication with families prior to first day of school and access to Genesis. Parent meetings setup with CPIS/Social Worker if needed.

6. What methods will be used to facilitate transitions between preschool and kindergarten?

The district will facilitate the transition between preschool and kindergarten using the ECAC and district staff listed. Families will be invited to visit children’s future kindergarten classrooms, home-learning activities such as summer literacy activities, and information will be provided to parents via district website to keep families connected to their child’s learning.

7. What strategies will be in place for preschool and kindergarten alignment of curriculum, standards, assessment, and professional development? Preschool and kindergarten alignment of curriculum, standards, assessment, and professional development will be implemented from Teaching Strategies GOLD. During the school 2019-2020, all Kindergarten teachers were trained by Grow NJ Kids on the GOLD. This assessment tool will provide the continuity from preschool to kindergarten. Kindergarten teachers will have access to students individualized preschool data and throughout school year 2020-2021, will continue taking observable daily data on students using the tool.

8. List projected transition activities for teaching staff, children and families for each of the categories below.

Projected Transition Activities

Category	Teaching Staff	Children	Families
From early intervention to preschool	<ul style="list-style-type: none"> • Preschool teachers will meet, consult, and plan with the child's teacher's case manager. • Observe students in their current setting. 	<ul style="list-style-type: none"> • The child will visit future classroom for intervals. 	<ul style="list-style-type: none"> • Parents will meet with preschool teacher, PIRT, and case manager. • CPIS/Social Worker will arrange school visitation.
From self-contained to preschool inclusion	<ul style="list-style-type: none"> • Preschool teachers will 	<ul style="list-style-type: none"> • The child will visit 	<ul style="list-style-type: none"> • Parents will meet with preschool

class	<p>meet, consult, child's teacher's case manager.</p> <ul style="list-style-type: none"> ● Observe students in their current setting. 	<p>future classroom for intervals.</p>	<p>teacher and case manager.</p> <ul style="list-style-type: none"> ● CPIS/Social Worker will arrange school visitation.
From home to preschool	<ul style="list-style-type: none"> ● Teacher's will utilize district website to inform parents. ● Establish communication with families prior to first day of school. 	<ul style="list-style-type: none"> ● Children will attend orientation at the school. 	<ul style="list-style-type: none"> ● Families will be invited to attend preschool orientation. ● Invited to Preschool Information session
From a nursery school/day-care program to your program	<ul style="list-style-type: none"> ● Teacher's will utilize district website to inform parents. ● Establish communication with families prior to first day of school. 	<ul style="list-style-type: none"> ● Children will attend orientation at the school. 	<ul style="list-style-type: none"> ● Families will be invited to attend preschool orientation. ● Invited Preschool Information Session
From preschool to kindergarten	<ul style="list-style-type: none"> ● Distribute home-learning activities (summer book lists & other literacy activities) ● Establish communication with families prior to first of school. 	<ul style="list-style-type: none"> ● Arrange for students to visit kindergarten classrooms and teachers. 	<ul style="list-style-type: none"> ● Invite families to anticipated kindergarten school for orientation.

Program Evaluation

Refer to the sections on Program Evaluation in *New Jersey Administrative Code 6A:13A* and the *Preschool Program Implementation Guidelines*.

NOTE: The school district shall participate in an annual self-assessment of the status of its preschool program implementation using a protocol developed by the department. This detailed self-assessment of the district's preschool program should be used to inform the Three-Year Preschool Program Plan and annual updates.

1. Describe the classroom and program evaluation tool(s) that will be used to inform the assessment and improvement process.

- TPOT- The Pyramid Model is a comprehensive, positive behavioral intervention approach that can assist educators to establish a supportive learning environment, provide targeted social-emotional skills and support children that exhibit challenging behavior. The TPOT will be implemented by the PIRT specialist. It will identify how well the Pyramid Model is being implemented and determine the areas in need of coaching.
- ECERS- The district will ECERs preschool classrooms to determine the areas of focus for coaching by the Master teachers. ECERs-3 addresses the quality level using a 1-7 point Item scores on the Indicator Scores. This evaluation tool addresses space and furnishings, personal care routines, language and literacy, learning activities, interaction, and program structure.
- Coaching to Fidelity Checklist- Teaching Strategies Coaching to Fidelity will support the implementation of Creative Curriculum that helps educators translate new knowledge into practice.

2. How will the results be summarized and used?

The district will use the results of the program evaluation tools by assessing the data to determine the areas that need improvement and determine what professional development is needed to further support the proper implementation of the curriculum and preschool classrooms.

3. What is the district's plan for participating in GROW NJ Kids?

All teachers and teacher's assistants are registered with GROW NJ Kids. The district will act as a host, as we participate in trainings for our staff.

Budget

How is the district maintaining parity in teacher salaries across d and private providers?

How is the per pupil amount for preschool children with disabilit

If the district is withholding funds from the private provider c pupil amount, why?

Is the district providing transportation for preschool children?

Has the district distributed and reviewed the Preschool Prov Guidance with your private providers and Head Start?

*NOTE: Direct all questions regard
Childhood Education at (609) 378*

