



# **Division of Early Childhood Services**

Three-Year Preschool Program Operational Plan  
Former Abbott's, Charter Schools and PEA Districts

Due: November 15, 2022

**Angelica Allen-McMillan, Ed.D.**  
**Acting Commissioner**  
**New Jersey Department of Education**

**Contact:**  
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# I. Introduction

## 1.1 Purpose

The purpose of the Three-Year Preschool Program Plan is to provide a comprehensive description of how the school district will implement each component of a high-quality preschool program for three- and four-year-old children as detailed in the [New Jersey Administrative Code \(N.J.A.C.\) 6A:13A](#) and in the [Preschool Program Implementation Guidelines](#).

The Department of Education requires the district to submit a Three-Year Preschool Program Operational Plan. A school district's Preschool Program Operational Plan should be based on the results of data derived from program assessments, including the Early Childhood Environmental Rating Scale-revised (ECERS-3), curriculum-specific program assessment tools, the Self-Assessment and Validation System (SAVS) and/or, Grow NJ Kids self-assessment and any other source of information specific to the school district's preschool program. In addition to the Three-Year Preschool Program Operational Plan and certified board resolution approving the plan, districts are required to submit an annual district budget planning workbook, provider budget workbooks (if applicable) along with a certified board resolution approving the budget submission. The District Budget Planning Workbook and certified board resolution approving the budget submission are due on March 10, 2023.

**Helpful Hint:** If you have formatting difficulties with the gray text areas, type your responses in separate Word document first and then copy and paste the response into the text area using right-click copy + right-click paste on your mouse. Make sure to paste "Keep Text Only".

## 1.2 Submission Instructions

The district should provide detailed answers to the questions listed. The Three-year Preschool Program Operational Plan is to be uploaded into Homeroom by November 15, 2022.

**1.2a Title Page**

**Preschool Education Aid (PEA)**

**Part I: PEA Plan Title Page**

**County and Code:**

**District Name and Code**  
**Union Township/5290**

**Address:**  
**2369 Morris Avenue**

<b>City</b>	<b>State</b>	<b>Zip</b>
<b>Union</b>	<b>New Jersey</b>	<b>07083</b>

**Early Childhood Contact : Lauren Walker**

**Telephone Number: (908) 851-3052 Fax#: (908) 810-0710**

**Email: lwalker@twpunionschools.org**

**Business Administrator: Yolanda Koon Phone: (\_\_\_\_)\_\_\_\_\_**

**Email: Ykoon@twpunionschools.org**

**Date Of Board Resolution: TBD- December 20, 2022**

Attach the Board-Certified Resolution or provide the date of expected board resolution.

**Proposal Certification:** To the best of my knowledge and belief, the information contained in the proposal is true and correct. The governing body of this agency has duly authorized this document and we will comply with the attached assurances. I further certify that the proposal is complete.



Dr. Scott Taylor

**Signature Of Chief School Administrator**  
**Date**

**Print Name**

## II. District-Wide Planning

Refer to [N.J.A.C. 6A:13A](#), including the sections on Enrollment, Universe of Eligible Children, and Program Planning, as well as the Preschool Program Implementation Guidelines when completing the following questions.

Provide an overview of district-wide preschool program planning. Listed below are questions the district must address:

### 2.1 Administration and Staffing

Please complete tables below.

Indicate any open position to be hired.

Add rows as needed.

**Table 1 – Primary Early Childhood Contact/Administrator for the District**

Prefix and Full Name	Email address	Phone number	Title
Ms. Lauren Walker	lwalker@twpunionschools.org	908-851-3052	Director of Preschool

**Table 2 – Secondary Early Childhood Contact (if applicable)**

Prefix and Full Name	Email address	Phone number	Title

**Table 3 – Superintendent/Chief School Administrator**

Prefix and Full Name	Email address	Phone number	Title
Mr. Scott Taylor	staylor@twpunionschools.org		Superintendent

**Table 4 – Business Administrator**

Prefix and Full Name	Email address	Phone number	Title
Mrs. Yolanda Koon	ykoon@twpunionschools.org	908-851-6411	Business Administrator

**Table 5 – Early Childhood Fiscal Specialist (if applicable)**

Prefix and Full Name	Email address	Phone number	Title

**Table 6 – Early Childhood Supervisors**

Prefix and Full Name	Email address	Phone number	Title
TBD			

**Table 7 – Preschool Instructional Coach (Formerly Master Teacher, 1:20 classroom ratio required)**

Prefix and Full Name	Number of assigned classrooms	Date Preschool Instructional Coach Seminar Completed (Formerly Master Teacher Seminar)	Is this individual in a shared role? (Yes/No) i.e. PIRS, CPIS	Indicate percentage of time this individual is in the Preschool Instructional Coach role.
Mrs.Nicole Nickels	14	SY 2014-2015	No	100%
Mrs.Jessica Perdomo-O'hara	14	Currently Enrolled	No	100%

**Table 8 – Preschool Intervention and Referral Specialist (1:20 classroom ratio required)**

Prefix and Full Name	Number of assigned classrooms	Date Preschool Intervention and Referral Specialist Seminar Completed	Is this individual in a shared role? (Yes/No) i.e. PIC, CPIS	Indicate percentage of time this individual is in the Preschool Intervention and Referral Specialist role.
Ms.Tarinesha Bush	14	Currently Enrolled	No	100%
Dr.Gwendolyn Platt	14	June 2020	No	100%

**Table 9 – Community Parent Involvement Specialist**

Prefix and Full Name	Number of preschool students enrolled	Is this individual in a shared role? (Yes/No) i.e. Social worker, PIRS	Indicate percentage of time this individual is in the Community Parent Involvement Specialist role.
Mrs. Siddiquah Cameron	420	No	100%

**Table 10 – Preschool Social Worker (1:250-300 ratio required)**

Prefix and Full Name	Number of preschool students served	Is this individual in a shared role? (Yes/No) i.e. CPIS, PIRS	Indicate percentage of time this individual is in the Preschool Social Worker role.
TBD			

**Table 11 – Preschool Nurse (1:300 ratio required)**

Prefix and Full Name	Number of preschool students served	Name of school(s) assigned	Indicate percentage of time this individual is in the Preschool Nurse role.
Rosemary Nardo	420	District Wide	100%

## 2.2 Enrollment

..J.A.C. 6A:13A-2.3 (a) requires that Preschool Expansion Aid (PEA) funded preschool programs document efforts to enroll 90% of the preschool universe. According to N.J.A.C. 61:13A, Elements of High Quality Preschool Programs,

Universe of eligible preschool children means all three- and four-year-old general education children eligible for preschool pursuant to the School Funding Reform Act (P.L. 2007, c. 260) in a public school district providing a universal or targeted preschool program. The preschool universe is calculated as twice the first-grade enrollment in the district's traditional public, charter and renaissance schools.

1. If the district has struggled to service 90% of the preschool universe in the past, or projects servicing less than 90% of the preschool universe in the coming school year, describe the district's plan to increase enrollment, outreach, and/or awareness of the program and educating the population on the values of the preschool program.

The district has struggled to service 90% of the preschool universe thus far. In efforts to increase the amount of children we are able to service we have partnered with additional private providers. Members of the community are aware of the preschool program but we have limited capacity at this time due to facilities.

2. What new/enhanced recruitment efforts does the district plan to utilize over the 3-year period?

In the 3 year period the district will continue to partner with private providers that meet the requirements, attend community events so families are aware, host information sessions for families. In addition in this time frame we will begin partnering with head starts that service Union Township.

### 2.3 Facilities

All district and provider classrooms must meet facilities requirements of 950 square feet (inclusive of closets, bathroom, and built-in units) or at a minimum of 700 square feet of instructional space. Districts will be required to provide the total square footage for all projected PEA-funded preschool classrooms in-district and at provider and at contracted provider sites.

If the district has received a waiver approval for classroom size, please submit a copy of the approval with this document.

**Facilities Chart**

Site  (School, Childcare Private Provider and/or Head Start)  (i.e. name of provider or district building)	Class  (i.e. Classroom #1)	Class size  (i.e. total sq. footage)	Bathroom in classroom  (Y/N)	Bathroom  In line of sight if not in the classroom  Y/N/NA  *in line of sight – is the bathroom visible from the classroom?	Floor level
Battle Hill	101	1176 sq ft	Y	N/A	1
Battle Hill	113	1040 sq ft	Y	N/A	1
Battle Hill	119	1204 sq ft	Y	N/A	1

<b>Site</b> <b>(School, Childcare</b> <b>Private Provider and/or</b> <b>Head Start)</b>  <b>(i.e. name of provider</b> <b>or district building)</b>	<b>Class</b>  <b>(i.e.</b> <b>Classroom</b> <b>#1)</b>	<b>Class size</b>  <b>(i.e. total sq.</b> <b>footage)</b>	<b>Bathroom in</b> <b>classroom</b>  <b>(Y/N)</b>	<b>Bathroom</b>  <b>In line of sight if not in</b> <b>the classroom</b>  <b>Y/N/NA</b>  <b>*in line of sight – is the</b> <b>bathroom visible from</b> <b>the classroom?</b>	<b>Floor level</b>
Connecticut Farms	1	766 sq ft	Y	N/A	1
Connecticut Farms	2	1081	Y	N/A	1
Franklin	A	1,056 sq ft	Y	N/A	1
Franklin	B	1,768 sq ft	Y	N/A	1
Hannah Caldwell	190	990 sq ft	Y	N/A	1
Hannah Caldwell	192	880 sq ft	Y	N/A	1
Hannah Caldwell	193	896 sq ft	Y	N/A	1
Hannah Caldwell	195	990 sq ft	Y	N/A	1
Hannah Caldwell	196	880 sq ft	Y	N/A	1
Hannah Caldwell	197	874 sq ft	Y	N/A	1
Hannah Caldwell	198	840 sq ft	Y	N/A	1st
Hannah Caldwell	134	759 sq ft	Y	N/A	1st
Livingston	117	1,000 sq ft	Y	N/A	1st
Livingston	102	1170 sq ft	Y	N/A	1st
Washington	101	693 sq ft	Y	N/A	1st
Washington	102	1296 sq ft	Y	N/A	1st

Site (School, Childcare Private Provider and/or Head Start)  (i.e. name of provider or district building)	Class  (i.e. Classroom #1)	Class size  (i.e. total sq. footage)	Bathroom in classroom  (Y/N)	Bathroom  In line of sight if not in the classroom  Y/N/NA  *in line of sight – is the bathroom visible from the classroom?	Floor level
Washington	105	693 sq ft	Y	N/A	1st
ESPIN	1	815.5 sq ft	N	N	2nd
ESPIN	2	847 sq ft	N	Y	2nd
ESPIN	3	847 sq ft	N	N	2nd
ESPIN	4	847 sq ft	N	N	2nd
Townley	1	762 sq ft	N	Y	2nd
Townley	2	650 sq ft	N	Y	3 Steps
The Gateway Family YMCA, Five Points Branch	YMCA 1	792 sq. feet	Y	N/A	1 <sup>st</sup> floor
The Gateway Family YMCA, Five Points Branch	YMCA 2	775 sq. feet	Y	N/A	1 <sup>st</sup> floor
Brainiacs	1	874.3	Y	N/A	2
UTCAO	1	829 sq ft.	N	Y	2

## 2.4 Monitoring and Tracking

1. Provide a list of supports the district plans to offer (budget development, expenditure guidance, etc.) to private providers and Head Start to ensure contract compliance and fiscal accountability. **(Districts that do not contract, skip this question)**

To support private providers the district plans to offer- one to one coaching for budget support and professional development as they implement the budgets to execute the district program.



2. How does the district plan to support contracted private providers and Head Start with reaching pay parity and resolving staffing challenges?

To reach pay parity the district provides private providers with guidance and expectations of pay parity for staff and personnel that support the preschool classes. In addition- to support staffing changes- the district works in collaboration with providers to find qualified staff- through recruitment.

### III. Community Collaboration and Planning

Refer to N.J.A.C. 6A:13A, including the sections on Family and Community Involvement as well as the Preschool Program Implementation Guidelines when completing the following questions.

#### 3.1 Community Collaboration

NOTE:

- A Community Parent Involvement Specialist (CPIS) is required.
- The CPIS is responsible for facilitating the community needs assessment, staffing the Early Childhood Advisory Council (ECAC), organizing family involvement plans and activities, and coordinating work with other school district professionals and community agencies and providers.

1. How does the CPIS plan to support the ECAC in their work?

The CPIS plans to support the ECAC in their work by enhancing and supporting family involvement in the preschool program through workshops, family support groups, and family activities that will aid in the transition of all preschool children.

2. How does the CPIS plan to support and encourage preschool families to engage with the program?

The Township of Union Public Schools Preschool Department is committed to engaging and involving families in meaningful ways, and families are committed to actively supporting their child's learning and development. The CPIS plans to support and encourage preschool families to engage with the program by building strong, trusting relationships between teachers, families, and the community, recognition, respect, and support for families' needs, as well as differences, and provide learning opportunities (family workshop activities) to support and increase family involvement in their child's development.

N.J.A.C 6A:13A-4.6 (c), The membership of the council shall consist of stakeholders in the community, as well as parents, contracting private providers and the local Head Start agency, if applicable, with new representation added as needed; and 2. Elected co-chairs shall preside at mandated quarterly council meetings.

3. What are the primary responsibilities of the Early Childhood Advisory Council (ECAC)?

The Early Childhood Advisory Committee (ECAC) is responsible for reviewing the implementation of preschool and seeks to strengthen relationships with families, schools, local businesses, and health agencies. The ECAC participates in community assessment of specific community needs 3 times per year, as it pertains to the implementation of high-quality preschool services. The Early Childhood Advisory Council supports transition into the preschool program, as well as the transition of preschool students into kindergarten. We seek parental participation from parents within the district/provider sites on the district's ECAC. Participation on this committee, or its subcommittees, is completely voluntary, yet essential to support the growth of all our preschoolers in the district.

4. Does the ECAC plan to collaborate with the local County Council for Young Children and/or any other community stakeholder group? (i.e. Human Services Advisory Council, Central Intake Advisory Council) **Yes or No. Please explain answer.**

The ECAC plans to collaborate with the Union County Council for Young Children to create an environment where families can come together at the local level as active and equal partners to identify/ discuss the needs, concerns, aspirations and successes regarding issues that affect the health, education and well-being of their children.

5. How often does the district plan to assess and evaluate their role and efficacy of the ECAC?

The district plans to assess and evaluate their role and efficacy of the ECAC on a yearly basis.

6. Describe how the ECAC plans to ensure parents are informed and engaged in the work of the council.

The ECAC plans to ensure parents are informed and engaged in the work of the council through paper and digital communication (email/Google Classroom message blast).

7. How often is a community needs assessment completed?

A community needs assessment is completed 3 times within a school year (Beginning of Year-October/November, Mid-Year- March, End of Year- June).

## IV. Family Involvement

Refer to [N.J.A.C. 6A:13A](#), including the sections on Family and Community Involvement as well as the Preschool Program Implementation Guidelines when completing the following questions.

### 4.1 Family Engagement

1. List the proposed activities, meetings and trainings offered to preschool families.

Proposed offerings to preschool families include once-a-month workshops focused on

- 1) parenting coaching classes to help improve communication skills between parents and children, resulting in an overall better understanding between family members and
- 2) workshops and events tailored specifically to child development and learning (Developmental Preschool Milestones, Managing Challenging Behaviors, Social/Emotional Competencies, Health and Wellness).

2. What is the process for families to request support and/or referrals to local and state-wide social service agencies?

Families who are in need of any type of personal or family support are referred to local and/or state-wide social services agencies by direction of the CPIS. There is a current Families Concern Form that all families have access to. When they utilize this form, the CPIS gets an alert and responds to their needs accordingly by providing them with a direct link to that social service agency.

3. For districts who plan to partner with contracted community providers and Head Start programs, how does the district plan to collaborate with the Family Workers? Please include meetings, trainings and other supports offered to these individuals.

The district will collaborate with the family worker(s) from the contracted community providers by having quarterly meetings/communications (November, January, March, May) with the CPIS to discuss the needs of the preschool community/family needs. The CPIS will also coordinate with the family worker(s) to plan workshop opportunities and other special family events.

4. Please list the proposed health-related family education programs (e.g. nutrition, lead screening, and asthma) to be offered over the next 3 years.

Health-related family education programs that the district plans to provide includes the annual Preschool Health Fair, workshops on Healthy Habits and Nutrition/Exercise, workshops on proper Pediatric and Dental Care, and workshops on Mental Health for both adults and children.

5. How does the district plan to support families of English Language Learner (ELL) preschool children?

The district plans to support families of ELL preschool children by providing family workshop opportunities that focus on supporting literacy development, reading instruction, the development of writing skills, vocabulary development, and by also providing opportunities to interact with other students will naturally enhance English language development while also providing the scaffolding needed to help ELLs achieve in the content areas.

## V. Curriculum Development and Implementation

Refer to [N.J.A.C. 6A:13A](#), including the sections on Curriculum and Assessment as well as the Preschool Program Implementation Guidelines when completing the following questions.

### 5.1 Curriculum

1. What curriculum does the district plan to implement in the preschool program? (***Creative Curriculum, Connect4Learning, High Scope, or Tools of the Mind***)

The district will continue to implement the Creative Curriculum in the preschool program.

2. Does the district plan to implement any supplements? If so, please list below and include the date of the district's approval. [Please see memo regarding supplements](#)

The district understands the importance of supporting the social emotional needs of children. In addition to the embedded supports in Creative Curriculum, the district also implements Teaching Strategies AI's Pals. This supplement provides preschool teachers with lessons, tools, and strategies that continuously support the social emotional needs of students in the classroom.

Teaching Strategies AI'S Pals- Board Approved on 8/17/21

3. What performance-based child assessment will the district implement?

The district will continue to implement Teaching Strategies GOLD on on-going basis to support children's development.

4. How is your district meeting the requirement of Erin's Law (N.J.S.A.18A:35-4.5(a)) to provide sexual assault prevention education?

The district is meeting the requirement of Erin's Law to provide sexual assault prevention education is through an online compliance training program every teacher year.

### 5.2 Assessment

1. How does the district plan to support classroom teachers in the use of child assessment data to plan for instruction?

The district's plan to support classroom teachers in their use of child assessment data to plan for instruction through professional development, PLC's, and other collaborative opportunities during staff meetings. Through these intentional opportunities teachers will be able to use the data that has been collected to support the needs of all of their students.

2. How does the district plan to share individual child assessment data with families?

Individual child assessment data is shared with families through reports sent to families three times a year in accordance with Teaching Strategies checkpoints. In addition, parents and families receive communication of children's progress through individualized parent conferences by teachers.



### 5.3 Preschool Instructional Coach (Formerly Master Teacher)

Refer to N.J.A.C. 6A:13A, including the sections on Preschool Instructional Coaches and Curriculum and Assessment, as well as the Preschool Program Implementation Guidelines when completing the following questions.

**NOTE:**

- The Preschool Instructional Coach position is required.
- The Preschool Instructional Coach shall be provided to preschool classrooms at a ratio of 1:20.
- The Preschool Instructional Coach should not have any classroom teaching, supervisory or evaluator responsibilities.
- The Preschool Instructional Coach should not be used regularly as a substitute as it interferes with their primary responsibilities as a coach.

1. Does the district plan to have Preschool Instructional Coaches obtain reliability on the chosen quality assessment tools within the next 3 years? Please explain.

Yes. By school year 2024-2025, the district will work with developers for ECERs to allow for coaches to complete reliability on the ECERs observation tool.

2. What coaching tools and methods will the Preschool Instructional Coaches utilize on a regular basis with classroom teachers and staff?

Preschool Instructional Coaches use tools such as The Teaching Strategies, Creative Curriculum Fidelity Tool and the ECERS-3. Preschool Instructional coaches visit classrooms and provide feedback on a regular basis. Additionally, the Preschool Instructional Coach uses the reflective cycle to provide feedback, plan and model practices.

They use methods that model and teach developmentally appropriate strategies for instructional delivery and assessment, aligned to The Creative Curriculum, such as large group and small group management, methods to engage students with diverse needs, and differentiation of instruction based on students needs

3. If the district contracts with Head Start, what concerted efforts are in place with the Head Start Education Coordinator to support program implementation?

N/A

### 5.4 Preschool Intervention and Referral Specialist (PIRS)

Refer to N.J.A.C. 6A:13A, including the sections on Intervention and Support Services as well as the *Preschool Program Implementation Guidelines* when completing the following questions.

**NOTE:**

- The PIRS position is required.
- The district designates a PIRS to preschool classrooms at a ratio of 1:20.
- The PIRS should dedicate most of their time to coaching preschool teachers on the implementation of the *Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (The Pyramid Model)*, providing professional development and conducting classroom observations using the Teaching Pyramid Observation Tool (TPOT) at least once per classroom per year.

- The individual serving in the PIRS coaching role should not have any classroom teaching, supervisory or evaluator responsibilities.

1. How does the district plan to use the data collected from TPOT observations?

The data contained in the TPOT will be utilized to inform our coaching approach, which supports individualized teaching practices in supporting Social Emotional Competence. Each TPOT score reflects the strengths and the weaknesses in 14 areas of practice. The TPOT data will be reviewed independently and collectively to plan professional development as needed. Coaching for teachers who may score below average will be individualized. Teachers who share a similar area of improvement will be grouped based on the area of and will receive training/professional development.

2. How does the district plan to provide information on the Pyramid Model to district staff who will not directly receive training?

Staff members who have not had direct experience with the Pyramid Model will have the opportunity to receive information on the model that is transparent. In addition, classroom visits as well as individual meetings will be scheduled at the teacher’s convenience to support the staff in understanding the purpose and levels of the Pyramid Model. To further support the understanding of the Pyramid Model professional development/training will be offered. This information will be provided at each school to support their learning and understanding in a smaller setting.

3. How does the district plan for PIRS and the Intervention and Referral Services (I&RS) team to transition children to kindergarten and beyond?

Preschool Intervention & Referral Specialists will collaborate with the Kindergarten teachers and staff. The groups will meet together to discuss the preschool expectations as well as the kindergarten expectations. With the information provided, we can plan for a seamless transition from preschool to kindergarten (self-contained as needed).

In a transition meeting, we can discuss the programs, curriculum, learning environment, assessment tools, and the expectations.

## 5.5 Developmental Screening

### *Requirements:*

The district board of education shall conduct developmentally based early childhood screening assessment for each child upon enrollment in preschool to:

- Identify children with broad indicators of potential problems who may require further assessment; and
- Determine if a child needs a comprehensive diagnostic assessment.

1. What screening tool does the district plan to use? (I.e. ESI-R, ESI-3, ASQ-3)



During the school year 2023-2024, the district will transition from the ESI-3 screening to ASQ-3.

2. Who will be administering the screening tool?

The screening tool will be administered by students' parents and guardians, as it is a tool that is to be completed by families.

3. What is the district's timeline to administer the screening tool (including an estimated date of completion)?

The district's timeline to administer the screening tool is within the first eight weeks of school. It will be complete by October 31, 2023.

## 5.6 Supporting ELL

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.
- 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.

1. Are all preschool families given the Home Language Survey at registration? Yes or No. If no, please explain.

[Home Language Survey](#)

Yes, all families receive the Home Language Survey at the time of registration. They complete the Home language survey also at the start of the school year, once children start class.

2. If the percentage of bilingual preschool staff does not align with the percentage of bilingual students, is there a plan to increase bilingual staff? Please explain.

The percentage of bilingual preschool staff does not align with the percentage of bilingual students, therefore bilingual staff are being sought to be hired through advertised job postings

3. What operational plans are in place to support incoming English Language Learner's should they be identified and enrolled in the preschool program?

To support incoming bilingual English language learners- as they are identified in the preschool program, collaboration with ESL department administration and teachers to discuss strategies to support students, professional development for teachers to support cultural responsiveness, and in class supports and methods that are multicultural and diversity infused materials (books/labels).

## VI. Inclusion of Children with Disabilities in General Edu. Classrooms

Refer to N.J.A.C. 6A:13A, including the sections on Program Planning and Intervention and Support Services, as well as the Preschool Program Implementation Guidelines when completing the following questions.

### 6.1 Inclusion

1. What supports, and services does your district utilize to assist the inclusion of children with disabilities in general education classrooms? **On the table below, select all that apply by adding an "X" in column on the right**

1. Consultative Special Education Teacher	X
2. Push-in Special Education Teacher	
3. ICR/Co-Teaching	
4. Integrated therapies in the classroom	
5. Support from the MT and PIRS	X
6. One-on-one aide	X
7. Additional classroom paraprofessional funded through Special Education	

Use the space below to list any additional supports, and services your district utilize to assist the inclusion of children with disabilities in general education classrooms

N/A

2. How does the design of your program incorporate the principle of natural proportions in general education preschool classroom? (2-3 children with disabilities in each classroom)

The program has incorporated the principle of natural proportions in general education preschool classrooms as preschool classrooms throughout the district include 2-3 children with disabilities in designated classrooms for inclusion. Every school has appropriated spaces to support the inclusion of students with disabilities in a general education setting.

3. What, if any, barriers does the district anticipate in regards to including children with disabilities in general education?

Anticipated barriers to including children with disabilities in general education, are spacing/facilities as well as supporting staffing needs.

## VII. Professional Development and Training

Refer to [N.J.A.C. 6A:13A](#), including the section on Program Planning as well as the Preschool Program Implementation guidelines when completing the following questions.

### 7.1 Professional Development

1. What are the data sources the district plans to use to inform the district's three-year Professional Development (PD) plan?

The data sources the district plans to use to inform the district's three-year professional development are based upon staff and student needs, data collected from observation tools- ECERs and TPOT trends, student assessments- Teaching Strategies GOLD, observations and walkthrough notes, as well as collaborative feedback from preschool coaches.

2. Please explain how annual professional development plans are developed with teachers. Include information for teachers in private providers or Head Start if applicable.

The annual professional development plans are developed with teachers both in district and at providers through collaborative conversations, surveys, and observations. Teachers are encouraged to collaborate with their coaches to further discuss and determine areas for growth, thus leading to professional development opportunities both formal and informal.

### 7.2 Professional Development Plan

Please use the following questions to provide an overall description of the district's proposed 3-year PD plan. Explain how the district will ensure a comprehensive and cohesive professional development plan for all staff related to early childhood. Please note: Professional Development provided should be specifically designed for the audience listed in each question.

1. Please describe the district's plan to provide specific training and professional development to teachers and assistant teachers inclusive to private providers and Head Start.

The district's plan to provide specific training and professional development to teacher and assistant teachers including those located at private providers is tailored to the trending needs. Needs are assessed based on PLC notes, student assessment data, and ECERs/TPOT. New teachers and assistants participate in professional development for the foundational practices of the curriculum and assessment. Teachers and assistants who have been teaching in the preschool program will receive professional development that will support their growth in implementing the curriculum with fidelity- and supporting their classes' overall learning environment is supported with best practices for young children.

2. Please describe the district plan to provide specific training and professional development to early childhood district administrators, supervisors and private provider directors.

The district plan to provide specific training and professional development for administrators will also be tailored to meet the on-going needs to best support staff. Private providers will participate in the professional development geared towards curriculum and assessment, and understanding the best way to support early childhood staff.

3. Please describe the district plan to provide specific training and professional development to Preschool Instructional Coaches and Preschool Intervention and Referral Specialists.

Preschool Instructional Coaches and Preschool Intervention and Referral Specialists will continue to participate in seminars for new staff, on-going coaching support, as well as professional development that is geared toward their role whether it is supporting Social Emotional for preschool students or implementing the reflective cycle.

4. Please describe the district's plan to provide specific training and professional development to Community Parent Involvement Specialists (CPIS), Preschool Social Workers and Preschool Nurses supporting the program.

Specific training for CPIS and Preschool Social Workers will be provided to support their growth as they support families, specific trends, and increasing family engagement. Preschool Nurses will be provided professional development that are reflective of the changes and updates of school related health.

3. How does the district plan to provide professional development to staff about Erin's law?

The district plans to provide professional development to staff about Erin's Law through the use of an online training program annually.

4. What training will be provided to all staff to be aware of the various language, culture and ethnic backgrounds of the families served?

Training will be provided to staff to be aware of the various language, culture, and ethnic backgrounds of the families served and will be geared towards supporting staff to create the experiences and intentional support to create a culturally responsive teaching environment. It will include ways to support ELL in the classroom and their families. An on-going effort and assessment of needed materials to support the implementation of language rich environments through multicultural and diversity infused materials. Through a partnership with families-opportunities for workshops geared towards assisting families in supporting children's learning at home.

5. Describe the professional development plan to support the program's needs, inclusive of how the needs of at promise (at-risk) and special populations such as bilingual students, students with IEP's and 504 plans are incorporated.

Professional development plans to support the program's needs such as addressing at-risk and special populations-are addressed on an on-going basis. Through collaboration with special services, ESL departments, professional development will be given to staff to address the various needs of their student population. Technical assistance will be provided for teachers and staff for addressing special education needs within the general education class.

## VIII. Additional Questions

Refer to [N.J.A.C. 6A:13A](#) including the section on Transition, as well as in the Preschool Program Implementation guidelines when completing the following questions.

### 8.1 Transition

**Note:** All school districts should have a transition team.

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

The district's transition team will include multiple stakeholders from the school district and community. The district team that will assist in the transition of preschool children to kindergarten. The district team will be Preschool administration, preschool coaches, CPIS, Preschool Social Worker, Kindergarten Supervisors, Elementary Principals, Kindergarten teachers, and parents. Members of the Early Childhood Advisory Committees transition team will also be a part of the transition team for students. Their roles are to ensure children make the transition from preschool to elementary school through information sessions and student centered family workshops to support students' adjustments to new settings, new relationships with peers and adults.

2. How will the district ensure collaboration among preschool administrators and district administrators from other departments (i.e. special education, bilingual, K-third grade teachers, nurses, family workers, social workers, Head Start and contracted providers)?

The district ensures collaboration among preschool administrators and district administrators through administrative collaborative monthly meetings. Contracted providers and preschool administrators participate in monthly meetings to ensure the on-going improvement of quality, and implementation of the program to the highest degree.

3. What strategies will be in place for preschool and kindergarten alignment of curriculum, standards, assessment, and professional development?

Strategies for preschool and kindergarten alignment of curriculum, standards, assessment, and professional development include bi-yearly vertical meetings, and the implementation of the curriculum to fidelity which is aligned to the New Jersey Preschool and Learning Standards.

4. If the district has coaches K-2, how will they collaborate with Preschool Instructional Coaches and the Preschool Intervention and Referral Specialists for transitions?

The district does not have coaches for Kindergarten through second grade.

5. Please describe the districts P-3<sup>rd</sup> grade transition plan inclusive of Early Intervention and students attending Head Start and/or private providers.

The district's P-3rd grade transition plan is inclusive of early intervention and students attending private providers, as students who are attending private providers as the transition team specifically plans activities for students and families in this target group to ensure student success.

## 8.2 Health and Safety

Refer to N.J.A.C. 6A:13A including the section on Health and Nutrition, as well as 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) of each eligible child upon enrollment in preschool.

DECS recommends that screenings occur within the first 6 weeks of the school year. Families should be notified of the screenings at the beginning of school.

**Note:** Nurses must be provided at a ratio of 1:300 children

1. What health screenings will the district preschool nurse(s) complete?

The preschool nurse will be complete the following health screenings for students- height,weight, blood pressure, vision, and hearing,

2. Please describe the timeline for nurses to complete the health screenings on all preschool children inclusive of children in Head Start and private providers.

To complete the health screenings for the preschool children at both the district schools and private providers the screenings will occur in the fall and spring.

The district shall apply to National School Breakfast Program and the National School Lunch Program.

3. Do all Contracted providers and Head Start programs participate in the Child and Adult Care Food Program (CACFP)? If no, please explain. **Note:** Not applicable if the district does not contract with providers or Head Start.

Yes- all providers participate in the Child & Adult Care Food Program.

### 8.3 Title 1

1. Does your district include preschool in your Title 1 need assessment? *Yes or No*

If no, please explain.

No, preschool has not been included in the Title 1 needs assessment. The Title I needs assessment as it only assesses K-12.

2. Does the district plan to use your Title 1 needs assessment to identify professional development topics for preschool? If the district does not receive Title 1 funds, please note N/A. If the district receives Title 1 funds and does not use it for preschool, please explain.

The district does not utilize Title 1 needs assessment to identify professional development topics for preschool. Title 1 funding is allocated for K-12.

3. Does the district plan to use the Title 1 funds for transition activities from preschool to kindergarten and kindergarten first grade?

At this time, the district uses Title 1 funds for transition activities for students entering into Kindergarten.



# Resources

[N.J.A.C. 6A:13A, Elements of High-Quality Preschool Programs Preschool Code \(PDF\)](#)

[Preschool Teaching and Learning Guidelines \(PDF\)](#)

[Grow NJ Kids Website](#)

[National Center Pyramid Model Innovations](#)

# Statement of Assurances

As the duly authorized chief school administrator/school business administrator of the applicant agency, I am aware that submitting the accompanying document to the New Jersey Department of Education (NJDOE) constitute the creation of a public document, and I certify that the applicant agency:

- Has the legal authority to apply for the funds made available under the requirements of the announcement, and has the institutional, managerial and financial capacity to ensure proper planning, management and completion of the project described in this application.
- Will give the NJDOE, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of, personal or organizational conflict of interest, or personal gain.
- Will comply with provisions of the Public School Contracts Law: *N.J.S.A. 18A:18A-1, et seq.*, and other relevant state laws and regulations as well as its principals and subgrantees, for all grant awards in excess of \$25,000.00, is not presently debarred, proposed for debarment, declared ineligible, suspended, or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.
- Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), P.L. 94-580, codified at 42 U.S.C. 6962 if the applicant is an entity of state and/or local government and will give preference to the purchase of recycled materials identified in U.S. EPA guidelines (40 CFR Part 247-254).
- Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to:
  - (A) Title VI of the Civil Rights Act of 1964 (P.L. 88-352; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;
  - (B) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;
  - (C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps;
  - (D) Section 503 of the Rehabilitation Act of 1973, as amended (41 CFR Parts 60-741.5(a)), as applicable, which requires affirmative action in employment;
  - (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and
  - (F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.
- Will comply with Executive Order 11246, "Equal Employment Opportunity," dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
- Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
- Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).

- Will comply with the provisions set forth in the facilities efficiency standards wherein preschool classrooms shall have 950 square feet in total with a minimum of 750 square footage of usable space and shall be no higher than the second floor of a building as defined in N.J.A.C. 6A:26 and shall not be located in the basement.
- Will comply with the provisions of full day general education and full day self-contained classrooms.

Applicant Agency:

Signature of Chief School Administrator:

Applicant Agency:

Signature of School Business Administrator:

Date: