

**District: Township of Union**  
**County: Union**  
**Date: February 1, 2019**

**New Jersey Department of Education  
 Division of Early Childhood Education  
 2019-2022 PEA Three-Year Preschool Program Plan**

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 for the school years 2019-2020 through 2021-2022, as detailed in *New Jersey Administrative Code (N.J.A.C.) 6A:13A* and in the [Preschool Implementation Guidelines](#).

A school district’s plan should be based on the results of data derived from program assessments, including the Early Childhood Environmental Rating Scale-Third Edition (ECERS-3), curriculum-specific program assessment tools, the Self-Assessment and Validation System (SAVS) and Grow NJ Kids, New Jersey’s Quality Rating Improvement System, any other source of information specific to the school district’s preschool program. All districts who received PEEA funding will need to enroll and complete the [Grow NJ Kids self-assessment](#). To enroll in Grow NJ Kids go to the [Grow NJ Kids enrollment webpage](#).

**Submission Instructions:**

Please complete, submit and/or upload the following documents by **November 15, 2018**. Please ensure that all PDF documents are signed and dated. **Note:** all tables except the "Submissions" table contain blank cells for entering information.

**Submissions**

Submissions			
2019-2022 Three-Year Preschool Program Plan	Word	<ul style="list-style-type: none"> <li>• Homeroom</li> <li>• Executive County Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• Upload via Homeroom</li> <li>• Standard Mail</li> </ul>
District Signed Board Resolution	PDF	<ul style="list-style-type: none"> <li>• Homeroom</li> <li>• Executive County Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• Upload via Homeroom</li> <li>• Standard Mail</li> </ul>
Program Plan Signed Cover Sheet	PDF	<ul style="list-style-type: none"> <li>• Homeroom</li> <li>• Executive County Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• Upload via Homeroom</li> <li>• Standard Mail</li> </ul>
District Information Form	Word or PDF	<ul style="list-style-type: none"> <li>• Homeroom</li> <li>• Executive County Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• Upload via Homeroom</li> <li>• Standard Mail</li> </ul>
District Statement of	PDF	<ul style="list-style-type: none"> <li>• Homeroom</li> </ul>	<ul style="list-style-type: none"> <li>• Upload via</li> </ul>

Assurances Signed		<ul style="list-style-type: none"> <li>• Executive County Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• Homeroom</li> <li>• Standard Mail</li> </ul>
Budget Planning Workbook	Excel	<ul style="list-style-type: none"> <li>• Homeroom</li> <li>• Executive County Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• Upload via Homeroom</li> <li>• Standard Mail</li> </ul>

If you have any questions, please direct them to DECE at (609) 376-9077.

## **Program Plan Components**

Please complete the information requested for the following components:

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

## **Approval**

- School districts that submit timely and complete plans will be mailed Department approval on or before April 1, 2019.
- Late plan submissions by school districts are not guaranteed Department approval on or before April 1, 2019.
- Incomplete plan submissions by school districts to the Department will be returned for resubmission prior to Department review and approval with no guarantee of Department approval on or before April 1, 2019.
- Department approval will not be granted until the district has submitted an executed board resolution approved by the school district board of education.

## **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.
- Process a board resolution approving the plan and submit a signed and dated copy.
- Contact the Division of Early Childhood Education with any questions that you have regarding completion of the Three-Year Preschool Program Plan for 2019-2022.



## **District Statement of Assurances Form**

The Chief School Administrator hereby assures that the following has occurred.

The preschool program will serve eligible children in the preschool classrooms, pursuant to P.L. 2007, c.260 and *New Jersey Administrative Code 6A:13A*.

I certify that the above item and Three-Year Preschool Program Plan for 2019-2022 are correct and complete.

February 20, 2019

\_\_\_\_\_  
**Chief School Administrator's Signature**

\_\_\_\_\_  
**Date**

## Outreach/Program Delivery

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

For those districts serving less than 90% of their universe, list strategies and submit evidence that the district will use to recruit the universe of eligible preschool children including those with special needs. Evidence submitted must include at least one example of the district outreach and recruitment information and/or registration flyers that have the Child Find Information displayed.

### 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: (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: (908-851-4426).

List the number of eligible children projected to be served each year by age and setting.

**Number of Eligible Children**

Year	# children by age 3s	# children by age 4s	Total # of children	Overall % of Universe	# of classrooms In-district	# of classrooms Provider	# of classrooms Head Start
Current (2018-2019)	23	269	282	2340%	13	0	
Year 1 2019-2020	16	320	336	2650%	19	1	
Year 2 2020-2021	18	322	340	2670%	19	1	
Year 3 2021-2022	20	324	344	2690%	19	1	

If applicable, what is the district’s plan to move all classrooms to full day?

For school year 2019-2020, the district will make 6 of the 10 half-day classrooms (2018-2019) to 6 full-day classrooms; leaving 4 half-day classrooms for 2019-2020.

For school year 2020-2021, the district will make the 4 half-day classrooms to 4 full-day classrooms; having all preschool classrooms full-day for school year 2020-2021 and 2021-2022.

## Chronic Absenteeism

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Please review the guidance regarding Chronic Absenteeism: ([Chronic Absenteeism Guidance](#))

1. What is used to track attendance in your preschool program? Include tracking for district and provider programs. The district uses Genesis. Genesis platform tracks students' Attendance, Tardiness, and Excuses.
2. What was your preschool absenteeism rate for 2017-2018? The absenteeism rate was 7%
3. What strategies will the district employ to reduce preschool absenteeism?
  - The district will include the "Attendance, Absences, and Excuses" Policy <http://www.twpunionschools.org/documents/policies/Revised%20Policy%20Manual/5113%20Attendance-%20Absences%20and%20Excuses.pdf> , and additional information about the importance of attendance, which will be in the 2019-2020 Preschool Family Handbook that each family will receive on the first day of school.
  - The CPIS will analyze preschool attendance data to identify and respond to patterns of individual students, schools, and subgroup chronic absenteeism
  - The CPIS will utilize home visits to address attendance issues if parents/families/caregivers cannot be reached by phone, text, take home delivery, or email.
  - The district will utilize the attendance officer, Supervisor, PIRT Specialist, Master Teachers, and other staff (e.g., school nurse, school counselor, school psychologist, social worker, or other pupil support personnel) to identify and address attendance barriers faced by children with chronic absenteeism.
  - The district will use the CPIS and the support of a bilingual teachers, paraprofessionals, and support staff to contact parents, guardians, or caregivers with limited English-speaking ability: as well as send out school attendance notification via emails and/or take home letters in the language appropriate to the family.

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### Administrative Oversight

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

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

Program Supervisor of Early Childhood Education	TBD	Supervisor		Teaching Strategies Implementation for Kindergarten
Principal Battle Hill School	Mark Hoyt	Principal/Supervisor	12 years	K-4 Principal
Principal Connecticut Farms School	Michelle Warren	Principal/Supervisor	13 years	K-4 Principal
Principal Franklin School	Latee McCleod	Principal/Supervisor	4 years	K-4 Principal
Principal Hannah Caldwell School	Kathy DiGivonni	Principal/Supervisor	12 years	K-4 Principal
Principal Livingston School	Ben Kloc	Principal/Supervisor	4 years	K-4 Principal
Principal Washington School	Tom Matthews	Principal/Supervisor	4 years	K-4 Principal

2. Fill in the "Monitoring and Tracking" table below to indicate who will monitor and track preschool provider expenditures, contract compliance, and state fiscal reviews, if applicable.

### Monitoring and Tracking

Title	Name	Phone	Email	Other district responsibilities unrelated to preschool
Program Supervisor of Early Childhood Education	TBD	TBD	TBD	Teaching Strategies Implementation for Kindergarten
Assistant Business Administrator	Manuel Vieira	908-851-6419	mviera@twpunionschools.org	District Budget

3. To whom will the fiscal staff person report to? Assistant Business Administrator; Manuel Vieira and/or Business Administrator; Gregory Brennan



## Master Teachers/Coaching

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

The master teacher must have the following qualifications and experience:

- A bachelor's degree and teacher certification;
- 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.

Master teachers should dedicate the majority 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. Fill in the "District Master Teachers" table below based on the district's master teachers.

**District Master Teachers**

<b>Name</b>	<b>Email address</b>	<b># of Assigned Classrooms</b>	<b>Assigned Area of Specialization (special Ed, ESL, literacy, math, science, etc.)</b>
TBD	TBD	10	Special Education, Science, and SEL
TBD	TBD	10	ESL, Literacy, Math

1. Are all of the district's master teacher positions filled for 2019-2020 at the recommended ratio of no more than 20 preschool classrooms for each master teacher detailed in *New Jersey Administrative Code (N.J.A.C.) 6A:13A* and in the *Preschool Program Implementation Guidelines*? Yes. If not, why not?
2. Who, of your master teachers, has not been trained or enrolled in the Master Teacher Professional Development Fellow Seminar? Both Teachers (upon hire).
3. Have master teachers been trained as a part of a Train-the-Trainer by the curriculum developer? If so, who? If not, what is the plan or scheduled date(s)? Scheduled dates February 19-21, 2019. Creative Curriculum; Teaching Strategies and Gold Assessment.

## Intervention and Support Services: Inclusion and Special Education

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. Referring to Table 1 (in the Enrollment Projections Workbook) and the district’s Special Education Annual Data Report, how many preschool children with disabilities (IEPs) in total, for both general education inclusion and preschool disabled classrooms, does the district project for 2019-2020? **36.**
  2. How many **general education preschool classrooms in district, Head Start, and provider sites** are projected to enroll children with disabilities (IEPs) over the next Three years? **8.**

**Table A: Number of general education classrooms with preschool disabled children**

Setting	2019-2020	2020-2021	2021-2022
Head Start			
Provider	1	1	1
In-district	7	7	7

3. How many **preschool disabled classrooms (self-contained) in district or provider sites** are projected to enroll children with disabilities over the next five years? **6.**

**Table B: Number of self-contained classrooms with preschool disabled children**

Setting	2019-2020	2020-2021	2021-2022
Head Start			
Provider			
In-district	6	6	6

4. Not included in the number above, are there any additional preschool children with disabilities (IEPS) sent to specialized schools out-of-district? **14.** If so, how many preschool children with disabilities does the district project to send to out-of-district placements in 2019-2020? **14**

### **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. This team is in place to support teachers in assisting preschool children and their families succeed in the school setting. The PIRT specialist provide 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. List the name and area of specialization for each person assigned to the PIRT.

#### **Names and Areas of Specialization**

Name	Title	Email	Other responsibilities
Danielle Perry	Social Worker	dperry@twpunionschools.org	CST Member/ District Pre-K/Head Start
Siddiquah Haqq	PIRT Specialist	shaqq@twpunionschools.org	CPIS, PBS
TBD	Program Supervisor of Early Childhood Education	TBD	Teaching Strategies Implementation for Kindergarten
TBD	PIRT Specialist	TBD	CPIS, PBS

2. 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. For each of the following groups, list the professional development activities the PIRT specialists or PIRT-Designees will deliver to address the Pyramid Model and the needs of children with challenging behaviors in all preschool classroom settings:
- Preschool and kindergarten administrative staff (including master teachers, social workers, and the community parent involvement specialist); The PIRT Specialist

will provide master teachers, social worker and CPIS with professional learning focused on implementation of positive behavior supports, parent data, and other sources of data to coach teachers on addressing students social and emotional development.

- Teachers (Preschool and Kindergarten); Teachers have 30 minutes prep-time each day. They will be able to use this time to meet in PLC to collaborate and share teaching strategies and ideas or meet with supervisor and/or PIRT Team, as long as teachers notify 3 days in advance. The district will provide coverage when needed for classroom teachers to meet.
  - Teacher assistants; The PIRT Specialist will provide paraprofessionals with learning focused on positive behavior supports. Provide consultation with paraprofessionals as needed. The district will provide coverage when needed for paraprofessionals to meet with the PIRT Team.
  - Parents and families; The district will work to accommodate the scheduling needs of parent and families so that they are able to meet with PIRT Team. When face-to-face meetings cannot occur during the school day, the district will do conference calls or virtual resources to support participation.
  - Child study team and special education supervisors; and support therapists working with students with disabilities; The PIRT Specialist will provide ongoing professional development to ensure CST members understand the positive behavior supports practices to be implemented. Funding from the grant will allow the PIRT Specialist CST over the summer.
3. PIRT supports are to be provided and coordinated via consultation with the classroom teacher as needed. How will the district ensure regular collaboration (e.g. coaching and meetings) with each of the following:
- PIRT and classroom teachers; The Supervisor, Master Teachers, and PIRT Specialist are responsible for coaching the preschool teachers. Professional conversations, walkthrough visitations, teacher suggestion, reflective cycles, formal and informal observations and feedback by the supervisor, observation Early Childhood Environment Rating Scale, 3<sup>rd</sup> edition (ECERS-3), and Teaching Pyramid Observation Tool will be used to identify areas of focus for coaching.
  - PIRT and master teachers; The administrative team will participate in ongoing professional development on coaching to ensure evidence-based practices for coaching are used.
  - PIRT and families of children with challenging behaviors. The PIRT Specialist will work in collaboration with CPI Specialist to provide parents and families with professional learning, focused on the Pyramid Model and Positive Behavior supports. The TPOT will be used, to measure the implementation of the Pyramid Model of practices that support children's social and emotional competence and prevent challenging behaviors.
4. Are there any changes to the role of the PIRT (i.e. coaching and using the reflective cycle in the 2019-2020 school year)? **No.**
5. Are all of the PIRT positions filled for 2019-2020? **Yes, the other is TBD.** If not, why? **TBD-** Interviewing for the positions.
6. What is the ratio of PIRT staff to classrooms? 2 to 20

7. How many PIRT members have been trained in:
  - a. The Pyramid Model? When? Upon Hire (March 2019)
  - b. TPOT? TBD When? Upon Hire (March 2019)
  - c. Of those trained in the TPOT, how many are reliable? When?
  
8. PIRT team requests for assistance (RFA):
  - How many total general education case files were opened in the 2018-19 school year for children who need PIRT services? **None. Program start date 1/2/2019**
  
  - How many of these were opened as a result of the ESI-R screening? **None. Program start date 1/2/2019**
  
  - Of those, how many were for children with challenging behaviors? **None Program start date 1/2/2019**
  
  - Of those, how many were for children with other reasons? Please provide some of the other reasons. **None Program start date 1/2/2019**
  
  - How many of the cases opened resulted in an IEP? **None. Program start date 1/2/2019**

Teaching Pyramid Observation Tool (TPOT): 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.

9. Is the district using the TPOT in every classroom? **Yes. Is so, how often? 0(October, February, and May)**
  
10. Who is administering the TPOT in those classrooms? Coach and/or Supervisor
  
11. What is done with the TPOT data collected? Used to set goals and action plans for implementation and professional development.

Developmental Screening Tool: The Division of Early Childhood Education recommends use of the Early Screening Inventory–Revised. If the district is planning to use a different instrument, please describe below.

The Division of Early Childhood Education recommends the following protocol for screening preschool children:

- Screening instruments are administered by the child’s teacher upon entry to the program, within the first 6 weeks of school, by the child’s teacher.
- Screening is used to determine if further evaluation is necessary; it is never used as a sole means of identifying children needing special services or for providing intervention.

- Screening is not used as a pretest/posttest measure.
- Children who fall into the "re-screen" category are screened within the time frame recommended by the screening instrument (usually within six weeks) and the PIRT team is notified.
- Children, who fall into the "refer" category, or fall below the predetermined cutoff, after parental consent, are referred to the child study team (via written referral) for further, more in-depth evaluation.
- Parents are advised as to the purpose and results of the screening and notified both before and after the screening takes place.

Please describe your screening process for incoming students:

12. What developmental screening tool will be used in the program? **ESI-R**
13. Is this a change from the 2018-19 school year? **NO**
14. Who administers the developmental screening tool and when? Classroom Teachers and Administrative Team (Master Teachers, PIRT Specialists, Supervisors)

## Health and Nutrition

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

The following should be provided to preschool children and their families:

- Conduct health screenings (vision, hearing, dental, height and weight screenings); As per code (*N.J.A.C. 6A:13A*), at a minimum, vision, hearing, dental, height and weight screenings of each eligible child upon enrollment in preschool.

Vision, hearing and dental screenings should be completed on the first day of child's attendance in the preschool program, however, to accommodate district scheduling constraints and late registrants the DECE recommends that screenings occur within the first 30 days of school.

**Please list the 2019-2020 proposed schedule of health screenings for preschool children (including what the screenings are and when they will be completed). Also include how the families are notified of the screenings.**

**2019-2020 Proposed Schedule of Health Screenings**

<b>Health Screening</b>	<b>When completed</b>	<b>How families notified about Screening</b>
Dental	Fall 2019	District website/letter/electronic devices
Hearing	Fall 2019	District website/letter/electronic devices
Height & Weight	Winter 2019	District

		website/letter/electronic devices
Immunization	Summer 2019 and Winter 2019	District website/letter/electronic devices
Vision	Fall 2019	District website/letter/electronic devices

Monitor and follow up on individual child health records;

- Document and communicate with staff and parents about allergies or other health issues;
- Assist in written policies related to health, safety and nutrition;
- Assist parents in locating appropriate medical and health resources, as needed;
- Assist in the development of written emergency procedures; and
- Provide health-related training to staff and/or children, as needed.

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

1. 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	

2. What specific services will nurses provide to preschool children in district, provider and Head Start classrooms? Submit the 2019-2020 proposed schedule of health screenings for preschool children. Conduct health screenings (vision, hearing, dental, height and weight), monitor and follow-up on individual child health records, document and communicate with staff and parents about allergies and other health issues, assist in supporting the delivery of information on written policies related to health, safety and nutrition, and assist families in identifying and locating appropriate medical and health resource providers, and provide health-related training to staff and/or students as appropriate.
3. What health-related family education programs (e.g. nutrition, lead screening, and asthma) will be provided in 2019-2020? Submit the proposed parent education schedule. During the SY 2019-2020, the district will provide health-related family education programs on health, nutrition, and safety. Topics will be based on preschool trends. Observed by the nurse while monitoring students' health records and nurse office visits.
4. What professional development do the nurses provide to classroom teachers and children? Health, Nutrition, and Safety

- All district-operated preschool classrooms should participate in the National School Breakfast Program and the National School Lunch Program. Contracted providers should participate in the Child and Adult Care Food Program (CACFP) whenever possible. Preschool children should be served family style meals in their classrooms to optimize independence, language, and social skills.

## 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*.

Administrative Code requirements are as follows: one family worker for every 45 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).

- 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	Responsibilities
Supervisor	TBD	TBD	TBD	Program Supervisor of Early Childhood Education
Master Teacher	TBD	TBD	TBD	CPIS, PBS
Master Teacher	TBD	TBD	TBD	CPIS, PBS

- List the activities and supports that will be available for families in the preschool program (attach a schedule, if available). Orientation-August 2019, Opening Day Meeting-September 2019, Weekly Correspondence (last day of the week), Daily Correspondence (student message book), Back to School Night- September 2019, Parent Conference-November 2019, Parent night Events- (4 total; Literacy, Math, Science, technology), Township of Union Early Childhood Education (TUECE) Team newsletter- (3x SY), and Family Fun Day- TBD 2020.
- How are the needs of enrolled families assessed? The needs assessment committee is in the process of developing a survey based on 2015 Guilford County Community Needs Assessment for Families <http://www.guilfordchildren.org/wp-content/uploads/2015/01/2015-NA-FAMILY-only-011515-1.pdf> and Community Assessment and Reassessment of Early Childhood Needs and Resources <file:///C:/Users/amoses/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.IE5/65NINHQ0/2a%201%20community%20assessment%20and%20reassessment%20of%20early%20childhood%20needs%20and%20resources.pdf>
- What are the projected primary responsibilities of the Early Childhood Advisory Council? How often do they meet (i.e. monthly, bi-annually, quarterly etc.)? The Township of Union ECAC will be comprised of three committees – Needs Assessment Committee, Transition Committee, and the Community Engagement Committee. These Committees will work to ensure the council effectively monitors the effective and efficient implementation of a high quality preschool program. They will oversee systemic parent involvement planning and activities. Data will be collected from families of



preschool children to help ensure the program is meeting their needs. The committees will analyze the data collected to improve program implementation.

## Curriculum and Assessment

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

Which of the following preschool curricula will the school district adopt or is currently using? District-developed curricula will not be approved.

### Preschool Curricula

Curricula	Check all that apply
Creative Curriculum	X
Curiosity Corner	
High Scope	
Tools of the Mind	
Other	

1. How long has the district been utilizing that curriculum? 8years.
2. What edition will you be using for the 2019-2020 school year? 6<sup>th</sup> Edition  
*(If the district is contemplating a change to curriculum implementation, contact DECE for assistance with the process. All changes must be approved by the Department.)*
3. The school district will measure the quality of curriculum implementation in classrooms and determine areas for professional development using which of the following instruments:

### Curriculum Specific Instruments

Instrument	Check all that apply
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)	

4. How will you ensure the curriculum is being implemented to fidelity? (i.e. use of a curriculum fidelity tool –how and when) The district plan to have new teachers and paraprofessionals participate in the curriculum training offered by Grow NJ Kids. Additionally, the district plan to support the Master Teachers, PIRT Specialists, and Supervisor in completing the preschool curriculum course to enable the district to move toward having certified trainers on staff in order to provide certified training in-house. PRIT Specialist. A checklist will be used as a guide for teachers to following each part of the curriculum; use/gauge implementation, foundation/environment structure, teaching strategies.
5. What performance-based assessment will the school district use to inform instruction in preschool classrooms?

### Performance Based Assessments

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

6. How does the district ensure the performance based assessment is used to fidelity?  
Teachers will follow the guidance related to what and how to teach and assess; make adjustments or adaptations to meet children’s needs without changing the nature and intent of the material.
  
7. How does the district plan to use performance based assessment at the:
  - a. **Student Level:** Children’s learning must be examined when planning for professional development. Administration and educational staff will need to examine aggregated data generated from the assessment used. Based on trends reflected in the data, professional development is data driven to support teaching practices in particular areas. Small group sessions for the educational staff to meet to reflect on collected evidence (built into the school calendar). Time will be set aside for the educational staff to share portfolios and check for reliability in scoring. Differentiated professional development will be provided for individual classrooms with specific low performance or missing areas in children’s learning.
  - b. **Classroom Level:** The administration of structured observation instruments should determine professional development focus areas. Using systematic program observation data as well as curriculum implementation reports to plan for professional development is essential for improving quality. Goals are established for educational staff as a whole as well as individually.
  - c. **School or Program Level:** Differentiated training should be provided based on the experience and needs of the educational staff (teachers and assistants are provided with an initial training of district’s curriculum). Curriculum training implementation should be designed for the delivery of updated research and sustaining quality (classroom visits) with a minor role for curriculum developers.
  - d. **District-wide Level:** The professional development offered should include a variety of delivery methods to reach multiple learning styles and maximize adult learning. Techniques to disseminate information include coaching, peer coaching, self-assessment, learning communities, observation and feedback, classroom walk-through’s, small and whole group workshops, and modeling.
  
8. If the district is using curriculum supplements, what are they and please explain how they work? N/A

Once implemented, curricular enhancements will become part of the DECE monitoring and assessment of the preschool program.

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 measureable progress toward learning and development.
- 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](#).

## **Professional Development: Instructions for Creating a Preschool Professional Development Plan**

Professional development for preschool programs should be planned and implemented as a comprehensive, multiyear 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. To optimize its effectiveness, professional development must also have the following qualities:

- Be aligned to the *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 training that is based on children's development and adult learning.

Prior to the development of the plan, the educational staff should reflect on past professional development experiences to determine how previous trainings have impacted teaching practices and children's learning outcomes.

Future professional development experiences should be planned using a systematic, multiyear approach to further strengthen, sustain, and/or address a newly identified need. Please provide a brief description of what your district intends to focus on in your professional development plan based on aggregated data generated from your data summary tool. The long-term plan should be revisited periodically and, when necessary be adjusted so that the intended outcomes are achieved in terms of teaching practice and children's learning outcomes need to be evaluated periodically to help plan for positive learning opportunities.

1. How does the preschool program administrator(s) identify the needs of professional development for the preschool staff? The school district will assess the professional development needs of preschool teaching staff by analyzing patterns from the teacher evaluation tool, ECERS-3, TPOT, and the Personalized Questions & Answers (PQA). How do you plan to meet the professional development needs of all the teaching staff (MTs, PIRT, teachers, and teacher assistants) and non-teaching staff (master teachers, principals, nurses, supervisors)? Staff surveys will be used to assess professional development needs.
2. List the specific professional development topics planned for the 2019-2020 school year that will meet your step by step three year professional development plan. For each topic, list expected groups of participants (e.g., teachers, master teachers, PIRT),

possible dates for training sessions, trainers' names, and estimated costs associated with each training session.

3. Also consider professional development activities needed to address the district's ongoing needs (i.e., English language learners, special education/inclusion, challenging behaviors, diversity).

**2019-2022 Professional Development Plan**

<b>Topic</b>	<b>Participants</b>	<b>Dates</b>	<b>Trainer(s)</b>	<b>Cost</b>
Professional development: Receive foundational professional development on Creative Curriculum; Teaching Strategies during the school year 2019-2020.	Full-day Preschool Teachers, New Full-day Preschool Teacher, Paraprofessionals, Supervisor, PIRT Specialists, Master Teachers, Administrators, and Social Worker	February 19-21, 2019 Continue/School Year 2019-2020	Creative Curriculum Training Team	\$13,000
Professional development on the Pyramid Model	Supervisor, PIRT Specialist, Master Teachers, Full-day Teachers, Paraprofessionals, and Administrators	School Year 2019-2020 Sept.-Oct.	Chosen PIRT Specialist (Trained on the model)	\$900
Professional development on Inclusive Preschool Classroom	Full-day Preschool Teachers	School Year 2019-2020	Supervisor/ECE Chosen PIRT Specialist	\$1000
Professional development on UDL and Language acquisition	Full-day Preschool Teachers	School Year 2019-2020	Supervisor/ECE	\$1000
TUPS will host Professional Development: Cultural Issues	Full-day Preschool teachers, PIRT Specialists, Master Teachers, Supervisor/ECE, and Administrators	School Year 2019-2020 (2 PD opportunities)	Parents and Community Members	\$400
TUPS will host Professional Development	Parents/Guardians	School Year 2019-2020 (5 minimum)	Supervisor/ECE PIRT Specialists Master Teachers	\$1000

Parent Education Workshop			Preschool Teacher Social Worker	
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## Supporting English Language Learners

Refer to the section on Supporting English Language Learners in the *Preschool Program Implementation Guidelines*. Note that the optimal model for enhancing the learning and development of English language learners is through the support of both home language and English. Bilingual and dual language classrooms are optimal.

1. Are all preschool families given the Home Language Survey at registration? **YES**
2. What percentage of the district's preschool population is counted as English Language Learners (ELL's)? **Data for Preschool students was not collected (2018-2019)**
3. What percentage of the district's overall population is counted as English Language Learners (ELLs)? **5% K-12 (2018-2019)**
4. How many bilingual preschool teachers will be employed in 2019-2020? **1**
5. How many bilingual preschool teacher assistants will be employed in 2019-2020? **1**
6. How many preschool classrooms will not have a bilingual teacher or assistant? **15**
7. What is the name and title of the person(s) responsible for making decisions about serving preschool ELLs in the district?

### Persons Responsible for Making Decisions about Serving Preschool ELLs

Name	Title	Phone	Email	Other responsibilities (if applicable)
TBD	Supervisor/ECE	TBD	TBD	Teaching Strategies Implementation for Kindergarten
Yvonne Lorenzo	Supervisor/ELL	908-851-6535	ylorenzo@twpunionschools.org	District Supervisor/CE, WL, ELL

8. List the primary strategies the district will use to ensure that English language learners receive needed supports in preschool classrooms below. Language proficiency screening tools are not appropriate for making placement decisions about 3- and 4-year-olds.
  - All ECE staff (e.g., Master Teachers, PIRT Specialist, Supervisor, teachers and paraprofessionals) will participate in learning sessions focused on UDL to support differentiating instruction for expressive and receptive language.
  - ESL/Bilingual teachers will meet with preschool teachers to discuss strategies to support preschool ELLs.
  - Bilingual paraprofessionals will provide in class support.

9. Indicate professional development to support teachers of English language learners in the Professional Development portion of this plan. Professional development on UDL and Language acquisition
10. What types of services are provided by the preschool master teacher or coach? The Master Teachers will work to ensure the classroom environment addresses students' language needs. They will implement the ECERS-3 and PQA and use the data as part of the reflective cycle to support teachers in addressing students' language acquisition needs. They use aggregated data from these tools to support growth across all paraprofessionals and teachers in the department.
11. If your district does not have a master teacher specializing in ELL, how are services provided to support preschool ELL children? N/A
12. How are families of ELL preschool children supported?  
 The teacher sends home communication to parents in Spanish.  
 The district's preschool newsletter can be translated, online, to multiple languages.  
 The district's assessment system for preschool offers home communication in Spanish.  
 The district will also provide translation, as needed, at all parent events.

## **Transition**

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

1. How will collaboration among preschool administrators and other offices (e.g. special education, bilingual, K-third grade) be achieved? The district will facilitate meetings that include the participation of the current teacher, the future teacher, child study team members, parents and administrators. The district will also arrange school visits for parents when their children are scheduled to transition.
2. What methods will be used to communicate with receiving teachers about children with disabilities transitioning from early intervention programs to preschool, and about all children transitioning from preschool to kindergarten? The district will facilitate vertical articulation meetings to allow the Kindergarten and Preschool teachers to discuss trends in students' learning. The district has selected an assessment tool for preschool that will provide Kindergarten teachers with familiar data with which they can begin planning to meet students' needs.
3. All school districts should have a transition team. Which positions will make up the district's team? Director of Special Education, Program Supervisor/ECE, Building Principals, Preschool Teachers, Kindergarten Teacher, Third Grade Teacher, Social Worker (CST), and PIRT Specialist.
4. What strategies will be in place for preschool and kindergarten alignment of curriculum, standards, assessment, and professional development? During the school year we will hold horizontal and vertical meetings district-wide for all kindergarten teachers to support students' transition from Creative Curriculum to the curricula in place in Kindergarten.

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

**Projected Transition Activities**

<b>Category</b>	<b>Projected Transition Activities</b>
From early intervention to preschool	Have transition meetings to discuss children’s needs and program. Address a variety of topics, such as goals, timelines, and team members’ responsibilities. Focus on relationship building and Social Emotional Development.
From self-contained to inclusion	Collaboration and consultation among teachers, therapists, and child study team members. Focus on relationship building and Social Emotional Development of children.
From home to preschool	Focus on relationship building and Social Emotional Development of children, Parents/Family Orientation, Initial Meeting; Back-to-School Night, Parents Night Events, Parent Newsletters, Weekly Communication
From preschool to kindergarten	Familiar environment (i.e., centers, visuals/labeling, scaffold instruction), Focus on relationship building and SED, TUPS Childhood Advisory Committee Parents’ Night Event.
From kindergarten to third grade	Familiar environment (i.e., centers, visuals/labeling, scaffold instruction), Focus on relationship building and SED, TUPS Childhood Advisory Committee Parents’ Night Event.

**Program Evaluation**

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

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.

Use the checklists below to indicate the classroom and program evaluation tool(s) that will be used to inform the assessment and improvement process.

**Classroom Evaluation Instrument(s) Used to Inform Assessment and Improvement Process**

<b>Classroom Evaluation Instrument</b>	<b>Check all that apply</b>
Creative Curriculum’s Fidelity Tool	X
Curiosity Corner’s Implementation Self-Assessment Guide	
High/Scope’s Preschool Quality Assessment	
Tools of the Mind’s Fidelity Checklist	
Early Childhood Environmental Rating Scale – Third Edition	X

Supports for Early Literacy Assessment	
Preschool Classroom Mathematics Inventory	
Classroom Assessment Scoring System	
Preschool Rating Instrument for Science and Math	
Teaching Pyramid Observation Tool	X
Other (please describe)	

Please indicate which, if any, of the tools are being used for the first time by listing them here:

**Program Evaluation Tool(s) Used to Inform Assessment and Improvement Process**

<b>Program Evaluation Tool</b>	<b>Check all that apply</b>
Parent surveys	X
Staff surveys	X
Administrator surveys	X
Center director surveys	X
Other (please describe) Grow NJ Kids Self-Assessment Tool	X

How will the results be summarized and used? During the school year 2019-2020 the ECAC will meet with the administrative team to review data, share what we are doing to meet the needs of all children in the program; as well as what we need to do to improve our performance.