

This worksheet has fields (B2, B, B4) to enter district, administrator and date and a description of the purpose of this file.

**District:** Township of Union

**Administrator Completing Summary:** Lauren Walker

**Date:** 11/09/2020

**New Jersey Department of Education  
Division of Early Childhood Education**

**Annual Preschool Operational Plan Update  
Former Abbott's, Charter Schools and PEA Districts  
Data Summary Tool for 2021-2022 School Year**

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**Due: November 13, 2020- updated September 27, 2020**

**Purpose**

The purpose of the 2021-2022 Preschool Expansion Aid (PEA) One-Year Preschool Program Plan is to provide a comprehensive description of how the school district will implement each required component of a high-quality preschool program for three- and four-year-old children as detailed in New Jersey Administrative Code (N.J.A.C.) 6A:13A and in the New Jersey Department of Education (NJDOE), Division of Early Childhood Education (DECE) Preschool Implementation Guidelines.

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

**Helpful Hint:** If you have formatting difficulties with the text areas, type your responses in Word first and then copy and paste the response into the text area.

end of worksheet

This worksheet contains one table (Table 1: cells A 8 to I13) with row 8 as the header row. In Table 1, input data in B9 through E13, F9 through F13 and G10 to G13. Text entry fields are in rows 16 and 18.

**Enrollment:**

NIAC 6A:13A-2.3 (a) requires that "former Abbott" preschool programs document efforts to enroll 90% of the preschool universe. According to NIAC 61:13A, Elements of High Quality Preschool Programs, "Universe of eligible three- and four-year-old 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.

**Preschool Universe:**

In table 1 below (cells A8 to I13), please provide enrollment data, including enrollment projections and actual enrollment for the preceding 4 years and projected enrollment for the coming school-year. Percentages will automatically calculate. Then be sure to answer the questions below the table, if applicable.

Table 1: Enrollment Data

School-Year	Universe	Provider Enrollment	Head Start Enrollment	In District Enrollment	Projected Enrollment	Actual Enrollment	Percentage of Universe projected	Percentage of Universe served
2021-2022	940	30	12	288	330	N/A	35.1%	N/A
2020-2021	950	0	27	285	312	288	32.8%	30.3%
2019-2020	970	0	16	241	257	285	26.5%	29.4%
2018-2019	994	0	23	226	249	241	25.1%	24.2%
2017-2018	952	0	32	226	258	226	27.1%	23.7%

If the October 15 headcount was not used in the Actual Enrollment table above, please explain the data that were used:

October 15, 2020 Genesis SIS was used to determine the number of students.

If the district has consistently serviced 90% of the preschool universe in at least 3 of the 4 previous years, what are the primary three strategies that the district has used successfully to ensure this enrollment?

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, what efforts has the district undertaken to increase enrollment, outreach, and/or awareness of the program and educating the population on the values of the preschool program? Select all that apply by adding an "X" in column F.

1. Invite community leaders to get the message out.	X
2. Develop displays, exhibits, visuals, handouts, bookmarks, bumper stickers and fliers.	X
3. Write a weekly column for a local newspaper.	
4. Develop a speaker's kit.	
5. Convene a community recruitment and retention task force.	
6. Design billboards and transit advertising.	
7. Select an overall theme and logo.	
8. Publish articles in newsletters.	
9. Select segments of the community to target.	
10. Engage local service club (e.g., Rotary, Elks Club) to promote your program.	
11. Establish time frames.	X
12. Participate in special community events.	
13. Select a kick-off event.	
14. More staff time devoted to the project.	X
15. Produce media announcements.	
16. Quicker response to telephone inquiries.	
17. Write feature news stories.	
18. Additional information and training sessions for staff.	
19. Develop media contacts.	
20. Resources from the community (e.g., marketing consultation).	
21. Schedule speaking engagements.	
22. Businesses or nonprofits in your community willing to help you?	
23. Produce public services announcements.	
24. Available resources for advertising your needs and developing an outreach plan?	

end of worksheet

This worksheet contains instructions in rows 2 through 4, a table (A6:E9 with row 6 as the header row), and fields in B7 through D7, B8 through D8, A13 and A15. Cells B9, C9, D9 and E7 and E8 will calculate automatically.

### Free or Reduced Lunch

In this section, please provide background and demographic information about students served in the preschool program as requested below.

For Table 2 below, please complete the grey boxes (B7, C7, D7 and B8, C8, and D8) to indicate how many total students in each auspice and how many of those students qualify for free or reduced lunch (using data from the October 15th ASSA headcount). Totals and percentages will automatically calculate in B9, C9, D9, E7, E8 and E9.

**Table 2: Free or Reduced Lunch**

Question	District	Head Start	Provider	Total
How many total children?	288	0	0	288
How many students qualify for free or reduced lunch?	71	0	0	71
Percentage	25%	#DIV/0!	#DIV/0!	25%

### Title I

Does your district include preschool in your Title I need assessment?

no

If no, please explain.

No, the district does not include preschool in its Title I needs assessment as it only assess K-4. Title I funding is allocated for K-12.

end of worksheet



This worksheet contains one table (A9 through G13 with row 9 as the header row). In the table, input data in B10 through C13 and E11 through F13. Cells in columns D and G will calculate automatically.

**Inclusion of children with Individualized Education Programs (IEPs) and 504 Plans**

The district board of education shall ensure the inclusion of preschool children with disabilities in general education settings to the maximum extent possible as set forth in N.J.A.C. 6A:14-4.2(a)1.

Inclusion rates will calculate automatically. Please then answer the 3 questions below Table 3 (Questions in rows 15, 17, and 19. Text input areas in rows 16, 18, and 19).

**Table 3: Inclusion**

School-Year	Projected # of students on IEPs	Projected # of students on IEPs included in general education settings	Projected inclusion rate	Actual # of students on IEPs	Actual # of students on IEPs included in general education settings.	Actual Inclusion rate
2021-2022	90	30	33.3%	N/A	N/A	N/A
2020-2021	66	24	36.4%	56	18	32.1%
2019-2020	69	18	26.1%	73	29	39.7%
2018-2019	41	3	7.3%	58	7	12.1%

If your district has consistently been above the 50% goal for inclusion, what has been successful in maintaining these inclusion rates? (If your district has not reached a 50% inclusion rate, skip this question.)

If the district's projected and actual inclusion rates differ more than 20%, what are the three primary reasons for these differences?

The district's projected and actual inclusion rates do not differ more than 20%.

If the district has increased inclusion over the past three years, what are the three primary strategies implemented which have been successful to increase inclusion?

The district has increased inclusion over the past three years through collaboration with general education preschool and special services, professional development for teachers, and through supports that further assist the needs of children to the transition from to the general education program.

end of worksheet



This worksheet contains one table (A6 through C14 with row 6 as the header row) and a text input field in row 17.

### Monitoring and Tracking

Indicate the Business Administrator and/or Fiscal Specialist(s) who will monitor and track all preschool expenditures, including district, provider budgets, contract compliance, and state fiscal reviews. Then be sure to answer the question below the table, if applicable.

*\*Not applicable is not an appropriate response.*

Table 5: Fiscal Oversight		
Title	Name	Email Contact
Interim Business Administrator	Fernanda Manachio	fmanochio@twpunionschools.org

Provide a list of supports (budget development, expenditure guidance, etc.) that are offered to private providers and Head Start to ensure contract compliance. *(Districts that do not contract should skip this question)*

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end of worksheet





If no, why has this not occurred?

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How does the PIRT collaborate with the I&RS Team to transition children to kindergarten?

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PIRT collaborates with I&RS Team to transition children to kindergarten through collaboration with preschool administration, master teachers, CPIS, and families. In collaboration, documentation and support plans are shared with I&RS team including kind

**Screening**

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.

What screening tool is your district administering?

The district uses EBI-3 screening tool to identify children with broad indicators and may require further assessment. The screening tool is to be administered by preschool administration, coaches, and preschool teachers. Screening data will be collected and as a collaborative effort supports will be implemented to ensure students are receiving the support they need to succeed.
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Is this a different tool from the 2020-2021 school year?

Yes
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If yes, what tool did your district administer prior?

The school district chose to administer Ages & Stages Questionnaire 3. This tool has been chosen as per the recommendation of the Department of Education of Early Childhood while the district is operating remotely. This assessment tool relies on the parents as the experts.
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Who administers the screening tool?

The screening tool is administered by the parent of the preschool student. This screening tool is intended to be conducted by the parent and provides the school district with the data, that will be used to support students development and progress.
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When is the screening conducted?

The screening for children is conducted in the fall for the identified school year.
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end of worksheet

This worksheet contains one table (A9 through F19 with row B as the header row). The instructions are in rows 2 through 7. Rows 22 and 24 contain text input fields.

**Master Teachers/Coaches**

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

Note: Master Teachers should dedicate most of their time to classroom visits coaching and supporting teachers through the reflective cycle and follow-up discussions with teachers regarding children's learning and instructional practices. Master Teachers should not have any teacher supervisory or evaluator responsibilities.

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

Fill in the "District Master Teachers" table below (Table 6) based on the total number of preschool classrooms in your program. Then be sure to answer the questions below the table, if applicable.

**Table 6: District Master Teachers**

Name	Email Address	Number of Assigned Classrooms	Assigned Area of Specialization (Special Ed, ESL, Literacy, Math, Science, etc.)	Indicate date of completion of Master Teacher Fellow Seminar, or indicate if they are enrolled.	Indicate if the Master Teacher is in a shared role (i.e., CPIS, PIRT) and percentage of time as Master Teacher
Nicole Nickels	nnickels@twpunitschools.org	20	Literacy, Math, & Science	2015	No

If the district's master teacher positions will not be filled for 2021-2022 at the recommended ratio of no more than 20 preschool classrooms for each master teacher detailed in New Jersey Administrative Code 6A:13A and in the Preschool Program Implementation Guidelines, please explain.

The district's master teacher position will be filled for 2021-2022.

If the district contracts with Head Start, what three concerted efforts are in place with the Head Start Education Coordinator?

This worksheet is structured so that each form field is found in the row immediately following the related instructions or question. There is one table (A17:C25 with row 17 as the header row).

### Curriculum

What curriculum are you implementing in your preschool program? *(Select one)*

Creative Curriculum

Are you using any supplements?

Please see memo regarding supplements

No

If yes, what product?

The district is not implementing supplemental curriculum.

How have you ensured it is complimentary and aligned to the curriculum being implemented?

Not applicable.

When did you receive approval from the Office of Preschool Education to implement the supplement?

(MM/DD/YYYY)

Describe the professional development plan to support the program's curriculum 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 plan supports the implementation of the curriculum with fidelity and to support the needs of the teachers and students. To ensure the needs of students are met professional development includes supporting ELL and developmentally appropriate practices that meet the needs of students.

Please complete the chart below (Table 8) to provide information on curriculum development opportunities provided to staff during the 2019-2020 school year.

*\*Not applicable is not an appropriate response.*

**Table 8: 2019-2020 Curriculum Development**

Date of training	Topic	Who provided the training
Oct-19	Supporting ELL in Preschool	Dr. Helen Tinsley
Dec-19	GOLD Observation & Assessment	Cindy Terebush
Oct-19	Implementing GOLD	Grow NJ Kids
Feb-20	Creative Curriculum	Grow NJ Kids

This worksheet contains text input fields in rows 4, 6, 8 and 10.

### Assessment

How are classroom teachers using the child assessment data to plan for instruction?

Child assessment data is used to plan for individualized instruction. Preschool teachers use the data to meet the varying needs of children for individual or small group instruction. The data is also used in collaboration with preschool coaches to plan and further meet the needs of students.

How are the individual child assessment data shared with families?

Individual child assessment data is shared with families following the ending of the three Teaching Strategies Checkpoints. Parents receive communication of children progress through Teaching Strategies GOLD reports which include Family Conference form stating children's progress. Parent teacher communication is constant to ensure parents are aware and support the needs of children. Data is shared with families in parent teacher conferences as well as collaborative meetings with teachers and preschool coaches.

Describe the professional development plan to address the results of the child assessment data?

Based on the results of the child assessment data it issued used in conjunction to support the teacher in order to meet the needs of the student. Professional development whether in large group or in collaboration with preschool coaches is provided to the teacher to help support the growth of the students in any given setting.

What is the process of using child assessment data to identify children for health and special services?

Child assessment data is used as one piece to identifying children in need for health and special services. In a consultation and collaborative model, all necessary members which include families, preschool coaches, teachers, and administration, use the data to determine the needs of the child. Through collaboration of all stakeholders a plan is put in place for home and school to further support children.

end of worksheet



This worksheet contains one table (A7:C26 with row 7 as the header row), instructions in rows 3 through 5, and text input areas beginning in row 28.

## Supporting English Language Learners (ELL)

In Table 9 below, please identify how many enrolled preschoolers in the 2020-2021 school-year speak each of the listed home languages (using data from the October 15th ASSA headcount).

**\*Note:** Do not include English as an "other" language.

Then be sure to answer the questions below the table, if applicable. (beginning in row 28)

**Table 9: Home Language**

Home Language	Number of students	Percentage of students
<b>Total Enrollment</b>	288	
Spanish	34	12%
Chinese	3	1%
Portuguese	14	5%
Tagalog	5	2%
Italian	0	0%
Korean	0	0%
Gujarati	5	2%
Polish	1	0%
Hindi	2	1%
Arabic	5	2%
Russian	0	0%
French Creole	11	4%
French	0	0%
Urdu	1	0%
German	0	0%
Vietnamese	3	1%
Other	12	4%
<b>Total DLL/ELL Population</b>	96	33%

Please list any "other" languages here: (row 29)

Panjabi, Filipino, Akan, Igbo, Telugu, Bengali, Nepali, Twi, and Nepal Bhasa

**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.

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

Are all preschool families given the Home Language Survey at registration?

Home Language Survey

yes

If no, please explain.

What percentage of bilingual preschool teachers will be employed in 2021-2022?

10% of teachers employed in the preschool program are bilingual.

What percentage of bilingual preschool teacher assistants will be employed in 2021-2022?

15% of preschool teacher assistants are bilingual.

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

Currently, the percentage of bilingual preschool staff does not align with the percentage of bilingual students. In hopes of increasing the bilingual staff, the district is continuing to seek and hire bilingual staff by means of advertised job postings.

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

The district's strategies for continuing to support English Language Learners is as follows:

1. Collaboration with ESL department administration and teachers to discuss strategies to support students.
2. Preschool staff will continue to participate in professional development that supports not only English Language Learners but speak to cultural responsiveness.
3. Continue to provide classrooms with multicultural and diversity infused materials which include books and labels.

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

Preschool families of English Language Learner children will continue to be supported through multi-language communications being sent home.

Parents can receive the district preschool newsletter translated on the district website to multiple languages. Translators are available at parents event such at conferences and family workshops.

end of worksheet





The needs of the preschool families are assessed through the collection of data which include surveys, needs assessment, teacher referrals, and parent request forms. Parents have access to the CPIS website where they can issue a concern as it pertains to their family.

List the proposed activities, meetings and trainings offered to preschool families in the 2021-2022 School Year.

Preschool families will be offered monthly meetings and workshops throughout this school year. The proposed activities, meetings, and trainings offered for preschool families for the 2021-2022 school year include: Preschool Orientation, Back to School Night, Health Fair, Family workshops, and Getting Ready for Kindergarten. Other workshops will be reflective of the needs of students and families acquired from data of needs assessment.

How does the district identify families who may need referrals to resources in the community?

Families in need of referrals to resources in the community are identified through teacher referrals and parent request forms. Families are able to submit a request form in their home language to request assistance to meet their needs.

What is the process for families to request support and/or referral to local and statewide social service agencies?

In order to request supports and/or referrals to local and statewide social service agencies, families are able to be submit a concern form to CPIS. The CPIS will make a plan to connect with families to address their needs and coordinate with local and statewide community agencies.

For districts who partner with providers. How does the district collaborate with the Family Workers in contracted child care and Head Start programs? Please include trainings and other supports offered to these individuals.

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

The primary responsibilities of the Early Childhood Advisory Council are to participate in the community assessment of specific community needs and resources, including facilities, as they pertain to the implementation of high-quality preschool services. The council will attend quarterly meetings; review preschool program implementation, support the transition of students from preschool through grade three, and collaborate with other member to share community resources.

N.J.A.C 6A:13A-4.6 (1), 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 quarterly council meetings.

Does the ECAC 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)

No

Using Table 11, below, list the ECAC membership roster. Please include agency/family member/stakeholder titles and identify the leaders of the council. Stakeholders can include community institutions, local business, community colleges, houses of worship and health agencies.

**Table 11: ECAC Membership Roster**

Name	Title	Email Contact
Paula Forte	District Parent	pforte7594@aol.com

Susan Lipstein	Community Member	slipstein@aol.com
Cathleen Henriquez-Ali	Realtor	mybrokercali@gmail.com
Patricia Robinson	Banker	sapphireplease@aol.com
Jennifer Janowski	Preschool Teacher	jjanowski@twpunionschools.org
Gwendolyn Platt	PIRS	gplatt@twpunionschools.org
Nicole Nickels	Master Teacher	nnickels@twpunionschools.org
Felecia Hrdina-Brown	Relief Teacher	fbrown@twpunionschools.org
Sldiquah Haqq	CPIS	shaqq@twpunionschools.org
TBD	Community Clergy	
Lauren Walker	Preschool Supervisor	lwalker@twpunionschools.org

How often does the ECAC assess and evaluate their role and work?

The ECAC assesses and evaluate their role and work quarterly throughout the designated school year.

Describe how the ECAC is ensuring parents are informed and engaged in the work of the council, needs assessments and other things related to the program

The ECAC will ensure parents are informed and engaged with the work of the councils, needs assessments, and other things related to the program through the use of newsletters, postings on the preschool page on the district website and the CPIS website. Established committees of the advisory council will gather continuous feedback of families, collaborative work to transition children through the learning continuum, and community outreach. The committees will monitor the effectiveness and implementation of the preschool program.

What method of assessment and evaluation is used?

The ECAC meetings, parent/teacher surveys, and individual concerns from the community will be used to assess and evaluate their roles and work.

Does your ECAC meet quarterly?

Yes

If no, please explain.

What role will the ECAC have in program implementation and supporting transition from preschool to third grade in the 2021-2022 school year?

The ECAC will designate its members to committees that will oversee the programs implementation and supporting transition from preschool to third grade. The committees will work in collaboration to oversee a plan involving all necessary stakeholders to support the transition of students from preschool through grade three.

end of worksheet



This worksheet contains one table (A20 to D25 with row 20 as the header row) and text input fields.

## Transition

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

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

Then be sure to complete the table below the questions (Table 12), if applicable.

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

The district team that will assist in the transition of preschool children to kindergarten. The district team will be comprised of Preschool administration, preschool coaches, CPIS, Preschool Social Worker, Kindergarten Supervisors, Elementary Principals, Kindergarten teachers, and parents. Their roles are to ensure children make the transition from preschool to elementary school, they will adjust to new settings and situations — including new rules and expectations, new ways of learning, new relationships with peers and adults, and new physical surroundings.

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

The district will facilitate meetings with the child's current teacher, future teacher, child study team members, parents, and administrators. The district will coordinate school visits for parents prior to the scheduled transition. Collaborative meetings between preschool and kindergarten teachers to continue to support the use of best practices.

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

Preschool and kindergarten alignment of curriculum, standards, assessment, and professional development will be implemented from Teaching Strategies GOLD. Kindergarten teachers have access to students' who attended the district preschool programs. This assessment will allow for continuity and support in meeting the needs for students.

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

The district does not have coaches for K-2.

Does the district use your Title 1 needs assessment to identify professional development topics for preschool?  
 The district does not use Title 1 needs assessment to identify professional development topics for preschool.

How does the district use the Title 1 funds for transition activities from preschool to kindergarten and kindergarten first grade?

The district does not use Title 1 funds for transition activities. Transition activities from preschool to kindergarten and kindergarten to first grade are implemented through collaboration of administration, teachers, and staff.

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

List in Table 12 below the projected transition activities for teaching staff, children and families for each of the categories.

Category	Teaching Staff	Children	Families
<b>From early intervention to preschool</b>	Preschool teachers will meet, consult, and plan with the child's teacher's case manager. Observe students in their current setting	The child will visit the future classroom for interval	Parents will meet with preschool teacher, PIRT, and case manager. CPIS/Social Worker will arrange school visitation.
<b>From self-contained to preschool inclusion class</b>	Preschool teachers will meet, consult, and the child's teacher's case manager. Observe students in their current setting.	The child will visit the future classroom for interval	Parents will meet with preschool teacher, PIRT, and case manager. CPIS/Social Worker will arrange school visitation.
<b>From home to preschool</b>	Teacher's will utilize the district website to inform parents. Establish communication with families prior to the first day of school.	Children will attend orientation at the school.	Families will be invited to attend preschool orientation. Invited to Preschool Information session



<p><b>From a nursery school/day-care program to your program</b></p>	<p>Teacher's will utilize the district website to inform parents. Establish communication with families prior to the first day of school.</p>	<p>Children will attend orientation at the school.</p>	<p>Families will be invited to attend preschool orientation. Invited to Preschool Information session</p>
<p><b>From preschool (district operated, child care and Head Start) to kindergarten</b></p>	<p>Distribute home-learning activities (summer book lists &amp; other literacy activities) Establish communication with families prior to first of school.</p>	<p>The child will visit the future classroom for interval Arrange for students to visit kindergarten classrooms and teachers.</p>	<p>Invite families to anticipated kindergarten school for orientation.</p>

end of worksheet



This worksheet contains text input areas in column A. Beginning in row 3, the text for each form field is found in the row immediately before the field. For example, enter the answer to the question in row 3 in row 4.

### Professional Development

Share your approved PD plan from the 2019-2020 operational plan submission.

The professional development plan from 2019-2020 is attached.

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Did the district implement the Professional Development plan that was approved in the 2019-2020 plan?

Yes

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If not, why?

Yes, the approved professional development plan was utilized to plan for the 2019-2020 school year. Additional professional development topics were facilitated to support the needs of teachers and students. Through the on-going assessment of teachers and student additional topics to support proper implementation of the curriculum in alignment with Teaching Strategies GOLD.

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What part of your approved 2020-2021 professional development plan have you completed to date?

To date for the 2020-2021 professional development plan teachers staff have completed the following To date for the 2020-2021 professional development plan staff have completed Pyramid Model, Social Emotional Learning, Implementing GOLD, and Creative Curriculum.

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Are there changes to the submitted and approved 2020-2021 operational plan for Professional Development based on new trends, e.g. increase in SPED, virtual learning, enrollment of 3s, etc.?

Yes

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If so, what are those changes?

Yes, there have been changes to the plan for the approved 2020-2021 Professional Development plan. As the district is meeting the needs of students and teachers during remote learning, teachers have received professional development to support their instruction and planning during this time. How to conduct asynchronous and synchronous instructional development, utilizing digital platforms such as Teaching Strategies, and developmentally appropriate practices in a virtual setting.

What are the data sources the district used to inform the PD plan, (e.g., assessment data, E3, curriculum outcomes, etc.)?

The data sources the district uses to inform the professional development plan is reflective of the needs of teachers and students. Data includes Teaching Strategy GOLD assessment reports, TPOT and ECERs trends, and feedback from preschool coaches.

When developing the professional development plan, what methods is the district using to assess PD needs?

To assess professional development needs when developing the plan the district reflects on the previous year implementation of professional development. The district analyzes classroom observations, ECER's, and TPOT, as well as teacher survey results. Teacher surveys are used to meet the needs of all staff including preschool coaches, administrators, and other non-teaching staff.

Are all staff surveyed?

Yes

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

Training is provided to all staff to be aware of the various language, culture, and ethnic backgrounds of the families served include the districts ongoing focus on equity. Preschool staff have attended training on culturally responsive practices and supporting English Language Learners.

Indicate PD topics differentiated for different preschool staff, (e.g., Pyramid, TPO, E3, ESI-R or ESI-B, preventative/proactive methods for COVID19, virtual learning enhancement, child development, etc.)

**Specifically address:**

- Nurses
- Coaches
- CPIs and social workers
- Administrators, including Child Care and Head Start Directors (if applicable)
- Families
- Bus drivers/cafeteria workers, etc.

See attached PD 2021-2022 professional development plan.

How are teaching staff trained to be reliable observers in Performance Based Assessment (PBA) i.e., COR, GOLD?  
Teaching staff are trained to be reliable observers in Performance Based Assessment GOLD through professional development opportunities from Teaching Strategies, Grow NJ Kids, and department administration. Teaching staff work in ongoing collaboration with preschool coaches to further support their ability to become reliable observers from year to year.

What training is provided to administrators to understand and interpret the results of the PBA?

Training opportunities are provided to preschool administrators. Curriculum training pertaining to implementation and PBA include Creative Curriculum, Implementing GOLD, and Coaching to Fidelity. Professional development that focuses on meeting the needs of teachers and students which also include virtual learning, equity, or attendance matters.

Who provides the training to administrators?

Training is provided to administrators to understand and interpret the results of the PBA through professional development opportunities. The training opportunities include webinars and Grow NJ Kids trainings.

Are families provided with any training on understanding the PBA and to interpret the data?

Yes

How do the PBA results get shared with families?

Student results are shared with families through parent conferences, meetings with preschool coaches, and administration. Parents receive results in Fall, Winter, and Spring checkpoints with a plan to further support children's progress.

How does the district provide professional development using a classroom quality assessment tool for instructional staff and administrators to facilitate preschool inclusion?

The district analyzes the data collected from the classroom quality assessment tools to determine the needs of classrooms, teachers, and students. While working in collaboration, preschool coaches and preschool administration assess the needs to identify areas of focus for coaching and further professional development.

end of worksheet

This worksheet contains one table (A10 through B14 with row 10 as the header row) and text input areas.

## Health and Safety

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

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

Health screenings (vision, hearing, dental, height and weight screenings)

DECE recommends that screenings occur within the first 30 days of school. Families should be notified of the screenings at the beginning of school.

List the 2021-2022 proposed schedule of health screenings for preschool children in Table 13 below: Then be sure to answer the questions below the table, if applicable.

Table 13: 2021-2022 Proposed Schedule of Health Screenings	
Health Screening	Projected completion Date
Vision	Fall 2021
Hearing	Fall 2021
Dental	Fall 2021
Height/Weight	Winter 2021-2022

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

Are you employing nurses at a ratio of 1:300 children for preschool children enrolled in provider, Head Start and district classrooms?

Yes

If no, please explain.

Please list the health-related family education programs (e.g. nutrition, lead screening, and asthma) and the proposed schedule for 2021-2022.

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For the 2021-2022 school year families will have the opportunity to attend health- related family education programs that will focus on improving health and enhancing the quality of life for the family. Education programs will be held in October, December, February, and April on the following topics:

- Healthy Nutrition for the Family
- Physical Activity for the Family
- Oral Health
- Home Safety

Please list the professional development the nurses will provide to classroom teachers and children and the proposed schedule.

Nurses will provide classroom teachers and children with professional development on health, nutrition, and safety. Some topics to include handwashing and oral hygiene. Other topics to be developed based on the needs of the students and teachers.

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

Yes

If no, please explain.

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

If no, please explain.



Are all Preschool children served family style meals (child-sized containers, pitchers, platters and utensils), independently select food and serve themselves) in their classrooms to optimize emerging independence, language, and social skills?

No

If no, please explain.

No, many students have food specific orders that meet their specific health issues and/or dietary concerns. However, children eat their individual lunch and breakfast in family/friend style. This is done to optimize independence, language, and social skills. The district is working towards family style meals in their classrooms.

How do you incorporate these skills in children who bring lunch from home?

Children who bring lunch from home are encouraged to show skills of independence while they eat lunch sent from their homes. Children practice language and social skills as they share thoughts and experiences and serve themselves.

If meals are eaten in the cafeteria, how do you achieve this requirement?

All meals are eaten the preschool classrooms.

end of worksheet



## Addendum: Professional Development Plan - 2021-2022

Please complete the tables below to provide an overall description of the district's proposed PD plan for the 2021-2022 school year. Do not include curriculum and/or assessment trainings that are referenced in other sections. Each section is designed to show how the district will ensure a comprehensive and cohesive professional development plan for all staff. Districts can include topics that are part of the overall district plan, i.e., how to use Google classroom, HIB training, mindfulness training, etc.

<b>Instructional Coaches and PIRT Staff</b>				
<b>Topic</b>	<b>Target Audience</b>	<b>Dates (tentative)</b>	<b>Trainer(s)</b>	<b>Anticipated Cost</b>
EPI-Pen CPR	Instructional Coaches/PIRS	Winter 2021	District Approved Instructor	\$80
Google Sites	Instructional Coaches/PIRS	Fall 2021	District Approved Instructor	\$80
Bloodborne Pathogens	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Asthma	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Digital Security & Protection	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Suicide Prevention	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
COVID-19 Training	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0

<b>Administration</b>				
<b>Topic</b>	<b>Target Audience</b>	<b>Dates (tentative)</b>	<b>Trainer(s)</b>	<b>Anticipated Cost</b>
Google Sites	Administration	Fall 2021	District Approved Instructor	\$80
Bloodborne Pathogens	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Asthma	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0

Digital Security & Protection	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Suicide Prevention	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
COVID-19 Training	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0

<b>Family Engagement Team (CPIS, Social Workers, Family Workers)</b>				
<b>Topic</b>	<b>Target Audience</b>	<b>Dates (tentative)</b>	<b>Trainer(s)</b>	<b>Anticipated Cost</b>
Peer Learning: Engaging Children and Families	CPIS	Winter 2021	Grow NJ Kids	\$0
Child Abuse & Neglect Prevention	CPIS	Fall 2021	Grow NJ Kids	\$0
Bloodborne Pathogens	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Asthma	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Digital Security & Protection	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Suicide Prevention	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
COVID-19 Training	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0

<b>Nurses</b>				
<b>Topic</b>	<b>Target Audience</b>	<b>Dates (tentative)</b>	<b>Trainer(s)</b>	<b>Anticipated Cost</b>
Early Childhood Health Mandates	Nurses	Fall 2021	TBD	TBD
Bloodborne Pathogens	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Asthma	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Digital Security & Protection	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Suicide Prevention	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0

COVID-19 Training	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
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<b>Teaching Staff (Non-Curriculum/Assessment Topics)</b>				
<b>Topic</b>	<b>Target Audience</b>	<b>Dates (tentative)</b>	<b>Trainer(s)</b>	<b>Anticipated Cost</b>
EPI-Pen/CPR	Teaching Staff	Winter 2021	District Approved Instructor	\$80
Wellness for Educators	Teaching Staff	Winter 2021	TBD	TBD
Bloodborne Pathogens	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Asthma	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Digital Security & Protection	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Suicide Prevention	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
COVID-19 Training	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0

<b>Other Staff: Custodians, Clerical, Bus Drivers, Security Guards, Food Services Workers, Substitutes,</b>				
<b>Topic</b>	<b>Target Audience</b>	<b>Dates (tentative)</b>	<b>Trainer(s)</b>	<b>Anticipated Cost</b>
Bloodborne Pathogens	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Asthma	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Digital Security & Protection	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Suicide Prevention	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0

COVID-19 Training	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0
Bloodborne Pathogens	All District Staff	Fall 2021	Web-based Training Platform, GCN	\$0





Preschool Professional Development Plan  
2021-2022

Topic	Participants	Dates	Trainer	Cost
Observation Tools: ECERS/TPOT	Preschool Teachers & Assistants	September 2021	Preschool Coaches	No fee
Coaching to Fidelity for Teachers	Preschool Teachers & Assistants	October 2021	GrowNJ Kids	No fee; Teacher coverage TBD
Intentional Teaching in the Interest Areas	Preschool Teachers & Assistants	December 2021	GrowNJ Kids	No fee; Teacher coverage TBD
Supporting Children with Disabilities	Preschool Teachers & Assistants/ Preschool Coaches	January 2022	Teaching Strategies GOLD	TBD; Teacher coverage TBD
Analyzing GOLD Goals & Aligning Instruction	Preschool Teachers & Assistants/ Preschool Coaches	February 2022	Preschool-Master Teacher/ Preschool Administration	No fee
SEL for Preschool Students	Preschool Teachers & Assistants/ Preschool Coaches	March 2022	Preschool PIRS	No fee
Partnering with Families	Preschool Coaches / Preschool Teachers & Assistants	Fall 2020	Teaching Strategies	TBD
Building Stronger Partnerships with Families	CPIS	Fall 2020	GrowNJ Kids	No fee
Read with Me! Engaging Parents as Partners in Early Literacy Development	Preschool Coaches/ Administrator	October 2021	Grow NJ Kids/NJCCIS	TBD

Creative Curriculum 2	Preschool Assistants	2020-2021 School Year	Grow NJ Kids	Cost of Teacher Coverage-\$700
Creative Curriculum 1	New Preschool Staff (Teachers, Assistants, Provider Teacher, & Assistants)	September/June	Grow NJ Kids	Cost of Teacher Coverage-\$700
Creative Curriculum 2	New Preschool Staff	November/ February	Grow NJ Kids	Cost of Teacher Coverage-\$700
Implementing GOLD	New Preschool Staff	October/June	Grow NJ Kids	Cost of Teacher Coverage-\$700
Pyramid Model	New Preschool Teachers	October/June	PIRT Coaches	Cost of Teacher Coverage-\$700
Coaching to Fidelity	Master Teachers/ PIRT/CPIS	2021-2022 School Year	GrowNJ Kids	None
Implementing Home Visits into the Preschool Program	CPIS and Social Worker	2021-2022 SY	GrowNJ Kids	None
Master Teacher Seminar	Master Teacher	2021-2022 School Year	New Jersey DOE	None
PIRT Seminar	PIRT Coach	2021-2022 School Year	New Jersey DOE	None