



Division of Early Childhood Services

Five-Year Preschool Program Operational Plan

Former Abbott's, Charter Schools and PEA Districts

Due: November 15, 2021

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

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I. Introduction

1.1 Purpose

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

The Department of Education requires the district to submit a Five-Year Preschool Operational Plan, describing any changes to the originally submitted Five-Year Preschool Operational Plan that the district projects for the 2022-2023 school year. A school district's Annual Update should be based on the results of data derived from program assessments, including the Early Childhood Environmental Rating Scale-revised (ECERS-3), curriculum-specific program assessment tools, the Self-Assessment and Validation System (SAVS) and any other source of information specific to the school district's preschool program. In addition to the 5 Year-Preschool Program Plan along with a certified board resolution approving plan, districts are required to submit an annual district budget planning workbook and provider budget workbooks (if applicable) along with the certified board resolution approving the budget submission due on March 10, 2022.

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

1.2 Submission Instructions

The district should provide detailed answers to the questions listed. The 5-year Preschool Program Plan is to be uploaded into Homeroom by November 15, 2021.

1.2a Title Page

Preschool Education Aid (PEA)

Part I: PEA Proposal Title Page		
County/Code: 15		
1730		
District /Code		
560 Joseph Bowe Blvd.		
Address		
Glassboro	NJ	08028
City	State	Zip
Early Childhood Contact : Melanie Sweeney, Principal of the J. Harvey Rodgers School		
Telephone Number: 856-652-2700 x5101 Fax#: 856-881-0884		
Email: msweeney@gpsd.us		
Business Administrator: Lisa Ridgway Phone#: 856-652-2700 x6201		
Email: lridgway@gpsd.us		
Date Of Board Resolution: December 15, 2021		
Attach the Board-Certified Resolution or provide the date of expected board resolution.		
Proposal Certification: To the best of my knowledge and belief, the information contained in the proposal is true and correct. The governing body of this agency has duly authorized this document and we will comply with the attached assurances. I further certify that the proposal is complete.		
<hr/>		
Signature Of Chief School Administrator	Print Name	Date

II. District-Wide Planning

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

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

2.1 Enrollment

NJAC 6A:13A-2.3 (a) requires that PEA funded preschool programs document efforts to enroll 90% of the preschool universe. According to NJAC 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.

1. If the district consistently does not serve 90 percent of their universe, what is their plan for expanding the program including 3 and 4-year olds to meet the 90 percent?

We contracted with Head Start for the 2021-2022 school year. We are currently in discussions with the Gloucester County YMCA to partner with for the 2022-2023 school year.

2. 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? **On the table below, select all that apply by adding an "X" in column on the right.**

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

2.2 Monitoring and Tracking

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

The district plans to offer our services for budget development and expenditure guidance to ensure coordination of equality and supports in connection with Head Start and the district.

III. Community Collaboration and Planning

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

NOTE:

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

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

The CPIS will first establish the ECAC Advisory Council that will include representatives from the school district (Preschool to 3rd grade), city and county stakeholders and parents/guardians. The CPIS will facilitate a Community Needs Assessment, organize, and schedule ECAC meetings, document and disseminate information from those meetings, collaborate with building principal, and coordinate with community agencies and providers and collaborate with all school district professionals.

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

The CPIS will establish relationships with the families through phone calls, email, home visits, being present at school functions, attending community events, inviting parents in for special celebrations and events, planning parent and family workshops that are relevant to the families of Glassboro, inviting parents to the ECAC meetings, and connecting families with 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 mandated quarterly council meetings.

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

The Early Childhood Advisory Council serves as a platform to promote community collaboration and strengthen family involvement. Our hope is to provide a forum for stakeholders to provide collaboration and input on our Preschool Program to make recommendations for improvements to our program. The purpose of this council meeting and others that will follow is to encourage participation, communication, and discussion by all stakeholders to make recommendations regarding student and community needs. We will use the information and feedback to guide our efforts to better serve the students and families of the J. Harvey Rodgers Preschool Program and Glassboro.

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

No

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

The CPIS meets regularly with the Master Teacher/PIRS and weekly with administration to review the needs of the families and the community based on communication through phone calls with families, virtual home-visits, and communication with teachers. Agenda topics are relevant to the current issues the program is facing and at the conclusion of each ECAC, new business/areas in need of discussion are then considered for the topic of the next ECAC meeting. All stakeholders are invited and encouraged to attend, and the ECAC meeting dates are sent to all stakeholders for the year so they can plan accordingly. The topic and agendas are emailed to all so that they can come to the meetings with valuable and timely input. The meetings are held in a Round Table fashion with break-out groups to discuss the topics. The chairperson calls all back to one meeting where each break-out group has a designated reporter to share the groups discussions. The secretary takes copious minutes so that the pertinent information is collected and can be considered for programming purposes. The information gathered is also included in the "Needs Assessment" Document to guide the program policies, initiative, and direction.

6. Describe how the ECAC plans to ensure parents are informed and engaged in the work of the council, needs assessments and other things related to the program.

The ECAC meeting dates are on the Glassboro and J. Harvey Rodgers websites. Emails go out to all staff and parents prior to each ECAC meeting as a reminder and includes the topic of discussion. ECAC meetings are also announced in school-wide newsletters, school-wide emails and on our school Facebook page.

IV. Family Involvement

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

4.1 Family Engagement

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

Preschool Orientation, Back-to-School Night, four Early Childhood Advisory Council Meetings, four Parent Workshops (based on Needs Assessment Survey sent to parents yearly), Parent Advisory Committee, Preschool Cultural Committee, and Registration for 2022-2023 school year.

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

Each family receives a Community Handbook with municipal, county, state, and federal resources. Families may also reach out to administration, teachers, or directly to the CPIS who will provide support directly for referrals to connect with social service agencies and attend those meetings with the family when warranted or invited by the parent/guardian.

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

CPIS will have a monthly meeting with the Family Worker at the Head Start Agency to help provide community resources, parent training, as well as any district initiatives that involve our students.

4. Please list the health-related family education programs (e.g. nutrition, lead screening, and asthma) and the proposed over the next 5 years.

Nutrition and dental parent education. We are looking to provide a dental screening for our students in the 2021-2022 school year. We are also working with the local police department to provide a car seat safety check.

5. What is the district plans to support families of English Language Learner (ELL) preschool children?

The Cloud and ReadyRosie videos will be provided to families in Spanish; Reinforce modeling and visual representation be done by the teacher during lessons. Families are supported through our district's Bilingual Parent Advisory Group. Whenever possible, communications are done in the family's home language.

V. Curriculum Development and Implementation

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

5.1 Curriculum

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

Creative Curriculum

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

No

3. How is your district meeting the requirement of Erin's Law (NJSA18A:35-4.5) to provide sexual assault prevention education?

We are partnered with the NJ Child Assault Program (CAP) for the 2022-2023 school year.

5.2 Assessment

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

Teachers are using the TS GOLD Class Profile Report and the Documentation Status Report to reflect on which objectives have been introduced and where students are leveling on the color-band continuum to plan reflectively for continued growth. These reports also help guide planning for Large and small groups (planning for homogeneous or heterogenous grouping to support learners). The reports also guide teachers in what objectives need documentation to plan and observe in Small Group, Large Group, Choice Time, and Outdoor/Gross Motor activities. Teachers can use the Individual Child Profile Report to help guide planning for individual students (scaffolding and modifications).

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

Our program provides standards-based assessment through the sharing of the TS GOLD Family Conference Form. We have 3 checkpoints throughout the year. Parent-teacher conferences are offered twice a year (December and March). Teachers are also in contact regularly with parents to keep them informed of their child's progress.

5.3 Master Teachers/Coaches

Refer to NJAC 6A:13A, including the sections on Master Teachers, Curriculum and Assessment as well as the Preschool Program Implementation Guidelines when completing the following questions.

NOTE:

- Master Teacher shall be provided to preschool classrooms at a ratio of 1:20.
- Master Teachers do not have any classroom teaching, supervisory or evaluator responsibilities.
- Master Teachers should not be used regularly as a substitute as it interferes with their primary responsibilities as a coach.

1. Does the district plan to have master teachers obtain reliability on the ECERS-3 or other quality assessment tools within the next 5 years? Please explain.

In the next 5 years, our Master Teacher will obtain reliability on the ECERS-3 and Creative Curriculum Fidelity Tool.

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

The Master Teacher will use the Creative Curriculum Fidelity Tool, ECERS-3, and CLASS. The Master Teacher will utilize the reflective coaching model, Monthly PLCs, and professional development.

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

Monthly meetings for coaching, administrative staff and family engagement personnel, include them in all staff meetings, and include them in all trainings.

5.4 Preschool Intervention and Referral Team (PIRT)

Refer to [NJAC 6A:13A](#), including the sections on Intervention and Support Services as well as the *Preschool Program Implementation Guidelines* when completing the following questions.

NOTE:

- The Preschool Intervention and Referral Team is required.
- It is recommended that the district designates a Preschool Intervention and Referral Specialist (PIRS) as a member of the PIRT to preschool classrooms at a ratio of 1:20.
- The PIRS should dedicate most of their time to coaching preschool teachers on the implementation of the *Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (The Pyramid Model)*, providing professional development and conducting classroom observations using the Teaching Pyramid Observation Tool (TPOT) at least once per classroom per year.
- The PIRT can include preschool teachers, special education teachers, behavior specialists, psychologists, learning disabilities teacher-consultants, school social workers, speech and language pathologists, or other specialists supervised by the school district preschool administrator.

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

Data collection is used to support teachers in using strategies and practices from the Teaching Pyramid Model, provide new strategies to prevent challenging behaviors, as well as provide strategies for teachers who have students presenting with challenging behaviors.

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

Through staff meetings, PLCs, handouts and direct support from the PIRS coach.

3. How does the district plan for PIRT and the I&RS team to transition children to kindergarten and beyond?

Monthly meetings were held with the CST case manager to review children of concern. At year's end, PIRT, CST, preschool classroom teachers met to discuss each case, highlighting areas of concern, goals, strategies, materials (picture schedules, First/Then charts, ABC recordkeeping, etc.) and successes to ensure a seamless transition into Kindergarten. Kindergarten teachers are notified if students were referred to PIRT and given access to Frontline to review case. PIRT confers regularly with Kindergarten teachers throughout the Kindergarten year to support those students.

5.5 Developmental Screening

Requirements:

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

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

1. What screening tool does the district plan to use?

Early Screening Inventory (P and K)

2. Who will be administering the screening tool?

Classroom Teachers

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

6-8 weeks from the beginning of the year or date of enrollment into the program.

5.6 Supporting ELL

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

Note:

- The optimal classroom model for enhancing the learning and development of English Language Learners is through the support of both the child's home language and English.
- The purpose of the Home Language Survey is to identify needed supports. Language proficiency screening tools are not appropriate for making placement decisions about 3- and 4-year-olds.

1. Are all preschool families given the Home Language Survey at registration? [Home Language Survey](#)

Yes

2. If no, please explain.

3. 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.

Recruiting staff that are representative of our bilingual population through any open teacher and aide positions will continue to be a priority.

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

Services will be provided through our ESL teacher; The Cloud and ReadyRosie videos will be provided to families in Spanish; Reinforce modeling and visual representation be done by the teacher during lessons. Families are supported through our district's Bilingual Parent Advisory Group.

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

Refer to [NJAC 6A:13A](#), including the sections on Program Planning and Intervention and Support as well as the Preschool Program Implementation Guidelines when completing the following questions.

6.1 Inclusion

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

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

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

Working with Montclair State University through the New Jersey Inclusive Education Technical Assistance Project as a three-year coaching program on inclusive practices for special education students.

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

We allot three special education spots in each of our general education classrooms.

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

We have time to train our teaching staff, but we are currently trying to navigate how to provide direct training on inclusion to our paraprofessionals with limited substitutes and staffing issues.

VII. Professional Development and Training

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

7.1 Professional Development

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

TS GOLD data reports are continuously analyzed to look for commonalities in areas in need of development, coaching sessions through curriculum coaching and PIRT, Teacher observations and walk-throughs(virtual during pandemic), and parent feedback on the virtual and hybrid experience via teacher, Master Teacher/PIRs, Administration, and CPIS communication. The Scope and Sequence professional development will be fluid and ongoing as we analyze data to meet the needs of students in “real time” as it is relevant to the learning environment and platform.

2. Will all staff be surveyed in regard to their PD needs?

Yes

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

Culturally Responsive Instruction PD in September as well as Home Language Surveys. We also have a Parent Culture Committee that meets 3 times a year to help embrace the cultures and ethnicities of our student population; planning an evening in the Spring yearly to celebrate the diversity within our school and community.

4. 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.

Staff will continue to receive formal professional development on the Creative Curriculum that will provide teachers training on using the curriculum to meet the needs of ALL learners and use assessment for reflective planning for whole class as well as individual learning plans.

7.2 Professional Development Plan

Please complete the tables below to provide an overall description of the district's proposed 5-year PD plan. 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., curriculum, assessment, Pyramid, TPOT, E3, ESI-R or ESI3, child development, how to use Google classroom, HIB training, mindfulness training, etc.

Teaching Staff

Topic	Target Audience	Year	Trainer(s)	Anticipated Cost
SIOP Training	All Staff	Ongoing	ESL Instructor	No Fee
PLCs – School/Grade Level	All Staff	Ongoing	Administration and Teachers	No Fee
Data Analysis	All Staff	Ongoing	Administration	No Fee
Positive Behavior Support	All Staff	Ongoing	School Counselors	No Fee
I&RS/RTI	All Staff	Ongoing	Administration and CST Members	No Fee
Literacy/Math PD	All Staff	Ongoing	Literacy/Math Supervisors	No Fee
Early Childhood Rating Scale	All Preschool Staff	Ongoing	PLC Members	No Fee
Creative Curriculum Scope and Sequence Development	All Preschool Staff	Ongoing	PLC Members/Curriculum Writers	No Fee
Reading/Dyslexia Conference	All District Staff	August 2022	Conference Speakers	\$1,500.00
Child Abuse Reporting	All Staff	September	District Administration	No Fee
HIB	All Staff	September	District Administration	No Fee
Distance Learning Tools	All Staff	Ongoing	Administration and Teachers	No Fee
SEL Universal Screener	All Staff	Ongoing	Administration	No Fee
Content Based Curriculum (Culturally Responsive Teaching)	All Staff	Ongoing	Great Minds Inc. and Core Knowledge Institute	\$20,000.00

Instructional Coaches and PIRT Staff

Topic	Target Audience	Year	Trainer(s)	Anticipated Cost
PIRS Seminar	PIRS Coach	Ongoing	Montclair University	\$250.00
ECERS Reliability	Master Teacher	Ongoing	NJCCIS	No Fee
Creative Curriculum Fidelity	Master Teacher	Ongoing	Creative Curriculum/NJCCIS	\$250.00

Administration

Topic	Target Audience	Year	Trainer(s)	Why is this important to preschool?
Cultural Responsiveness	Administrative Team	August (with follow-up)	Outside Guest Speaker	\$3,000.00
Content Based Curriculum (Culturally Responsive Teaching)	Administrative Team	Ongoing	Great Minds Inc. and Core Knowledge Institute	\$3,000.00

Family Engagement Team (CPIS, Social Workers, Family Workers)

Topic	Target Audience	Year	Trainer(s)	Why is this important to preschool?
Home Visit Training	CPIS	October	Tolerance.org	No Fee
Pyramid Model Training	CPIS	4 sessions	NJCCIS	No Fee

Nurses

Topic	Target Audience	Year	Trainer(s)	Why is this important to preschool?
CPR & AED	Medical Emergency Response Team Members (Janet's Law)	May/June	Outside Provider	\$2,000.00
Stop the Bleed	Medical Emergency Response Team Members and other designated staff	May/June	Gloucester County	No Fee
Narcan/Opioid	Medical Emergency Response Team,	September	Urban Treatment Association of	No Fee

Topic	Target Audience	Year	Trainer(s)	Why is this important to preschool?
	other designated staff, high school coaches and high school club facilitators		Camden County	
Epilepsy/Seizures	All Staff	September	School Nurses	No Fee
Asthma	All Staff	September	School Nurses	No Fee
Anaphylactic	All Staff	September	School Nurses	No Fee
Diabetes	All Staff	September	School Nurses	No Fee
Sudden Cardiac Arrest	All Staff	September	School Nurses	No Fee
Blood Born Pathogens	All Staff	September	School Nurses	No Fee

Support Staff

(Bus drivers/cafeteria workers, secretaries, administrative assistants, security guards, etc.)

Topic	Target Audience	Year	Trainer(s)	Why is this important to preschool?
Right To Know	All Custodial Staff	September	Environmental Design	\$800.00
School Bus Driver and Aide Training for Interacting with Students with Special Needs	School Bus Drivers and Bus Aides	August	County Special Services	No Fee
CPR Training and First Aid	School Bus Drivers and Bus Aides	August	Outside Provider	Unknown

VIII. Additional Questions

Refer to [NJAC 6A:13A](#) as well as the Preschool Program Implementation Guidelines when completing the following questions.

8.1 Transition

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

Note: All school districts should have a transition team.

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

We are currently participating in the Transforming Childhood Leadership Institute with the Nicholson Foundation. One of our primary goals is transitions. The following are members of the team: Melanie Sweeney, Principal; Kelly Marchese, Elementary Principal; Dr. Robert Preston, Chief Academic Officer; Kathleen McCarron, Master Teacher; Lori Kaszupski, Kindergarten Teacher; Robin Sauer, 1st Grade Teacher; Laure Budney, 2nd Grade Teacher; Sarah Pagan, 3rd Grade Teacher; Kelly Hayes, Community Parent Involvement Specialist.

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

Administrative Council meetings are held bi-weekly. Administrators meet regularly with all teaching staff, support staff, and nurses.

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

The Chief Academic Officer, principal, Master Teacher, and teaching staff will meet to align the curriculum, assessment, and professional development to ensure a seamless transition. In-person and/or virtual visits between grade level teachers to observe the curriculum in practice will be scheduled throughout the school year as well as grade level chairs to meet to collaborate on strategies for transitions. The P3 Transition team will create a 5-year plan using the input from colleagues to help "Build Bridges" in grade level transitions. Portfolios and assessment will be shared with teachers of in-coming students as well as any notations/documentation on strategies and interventions used to accommodate/modify/support students. We are looking for opportunities to provide horizontal and vertical teacher visitations to observe the curriculum in practice.

4. If the district has coaches K-2, how will they collaborate with preschool Master Teachers and PIRT members for transitions?

N/A

List in the chart below Projected Transition Activities for teaching staff, children, and families for each of the categories.

Category	Teaching Staff	Children	Families
From early intervention to preschool	Child Study Team Transition Meeting (with teacher involvement)	Meeting the teacher prior to starting school.	Child Study Team Transition Meeting and meeting with the teacher prior to starting school.
From self-contained to preschool inclusion class	Included in Child Study Team Meetings and parent meetings.	Push-in for small periods of time to an inclusion classroom.	During transitional time, daily communication occurs with special education teacher and regular education teacher.
From home to preschool	Preschool Orientation with their teacher.	Preschool Orientation where they have an opportunity to meet their teacher, see their classroom and visit the school building.	Preschool Handbook and Preschool Orientation.
From a nursery school/day-care program to your program	Preschool Orientation with their teacher.	Preschool Orientation where they have an opportunity to meet their teacher, see their classroom and visit the school building.	Preschool Handbook and Preschool Orientation.
From preschool (district operated, childcare and Head Start) to kindergarten	Classroom visitations and meeting with Special Area teachers. Facilitate meetings among grade levels.	All students in the springtime get to visit a Kindergarten classroom for a Read Aloud to meet a Kindergarten teacher.	In June, we have a transition meeting for parents to meet the teachers, see the classrooms, presentation of the curriculum, and important things for the students to do over the summer to prepare for Kindergarten to avoid loss of learning.

8.2 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) of each eligible child upon enrollment in preschool.

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

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

1. The district shall apply to National School Breakfast Program and the National School Lunch Program. If no, please explain.

We are currently utilizing the National School Breakfast Program and the National School Lunch Program.

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

Yes

8.3 Free and Reduced Lunch

1. Does your district include preschool in your Title I need assessment? **Yes or No**
If no, please explain.

No. We are currently in the process of completing the Schoolwide Application or Title I (currently Targeted) for the 2022-2023 school year. The transition program would then include Preschool in the process.

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

No

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

The district plans on providing additional support for regular education students moving from Kindergarten to 1st grade through a Summer Enrichment Program. Special education students who are in transition from Preschool to Kindergarten and Kindergarten to 1st grade will be given the opportunity to participate in our Extended School Year Program if it is deemed necessary.

Resources

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

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

[Grow NJ Kids Website](#)

[National Center Pyramid Model Innovations](#)

Statement of Assurances

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

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

- Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).
- Will comply with the provisions set forth in the facilities efficiency standards wherein preschool classrooms shall have 950 square feet in total with a minimum of 750 square footage of usable space and shall be no higher than the second floor of a building as defined in [N.J.A.C. 6A:26](#) and shall not be located in the basement.

Will comply with the provisions of full day general education and full day self-contained classrooms.

Applicant Agency:

Signature of Chief School Administrator:

Applicant Agency:

Signature of School Business Administrator:

Date: