2025-2026 Three-year Preschool Program Plan and Annual Update - Gloucester County

"Three-year preschool program plan and annual updates" means the school district's three-year programmatic plan that is updated annually, as required and approved by the Department, to implement a preschool program that meets this chapter's provisions" (Chapter 13A, Elements of High-Quality Preschool Programs)

Due: November 15, 2024

New Jersey Department of Education (NJ DOE)
Division of Early Childhood Services (DECS)
Office of Preschool Education (OPE)

Contact:
Cary A. Booker
Assistant Commissioner
Division of Early Childhood Services

Contact Number: (609) 376-9077
doeearlychild@doe.nj.gov

1. District or Charter Name: *

    Glassboro School District

2. Please select county: *

    ⦿ Gloucester County

3. Primary Early Childhood (EC) Administrator's Name: *

Melanie Sweeney

4. Primary EC Administrator's Role(s)/Title: *

Principal

5. Number of years of experience in preschool for the primary EC Administrator? *

5

6. Please check all that apply for the primary EC Administrator: *

- [ ] Preschool teaching experience

- [ ] Special education preschool experience

- [x] Preschool Curriculum Training

- [ ] Performance Based Assessment Training

- [ ] NJ Preschool Supervisor Association EC training

- [x] Training on high-quality inclusive practices ML- training trainings

- [ ] NJ DOE training (not meetings)

- [ ] Preschool

- [x] Other

7. Hours of Early Childhood college course work for the primary EC Administrator: *

- ( ) Up to 9 hours

- ( ) 9 to 15 hours

- ◉ 15-30 hours

- ( ) 30 plus

- ( ) NA

8. Numbers of preschool teaching experience for the primary EC Administrator: *

- ( ) 1-3 years

- ( ) 3-5 years

- ( ) 5-10 years

- ( ) 10-20 years

- ( ) More than 20 years

- ◉ NA

9. Secondary Early Childhood (EC) Administrator's Name:

Brandi Sheridan

10. Secondary EC Administrator's Role(s)/Title:

Supervisor of Curriculum and Instruction (Math and Science)

11. Number of years of experience in preschool for the secondary EC Administrator?

3

12. Please check all that apply for the secondary EC Administrator:

☐ Preschool teaching experience

☐ Special education preschool experience

☐ Preschool Curriculum Training

☐ Performance Based Assessment Training

☐ NJ Preschool Supervisor Association EC training

☐ Training on high-quality inclusive practices ML- training trainings

☐ NJ DOE training (not meetings)

☐ Preschool

☐ Other

13. Hours of Early Childhood college course work for the secondary EC Administrator:

○ Up to 9 hours

○ 9 to 15 hours

( ) 15-30 hours

( ) 30 plus

( ) NA

14. Years of preschool teaching experience of secondary EC Administrator: 🔲

( ) 1-3 years

( ) 3-5 years

( ) 5-10 years

( ) 10-20 years

( ) More than 20 years

( ) NA

15. Are you projecting to serve at least 90% of the preschool universe of three-year-olds and four- year-olds in the 2025-2026 school year (The universe is calculated by the district's first grade enrollment times two (2))? * 🔲

( ) Yes

( ) No

16. If no, please select the percentage you are projecting to serve within your universe for the 2025-2026 school year 🔲

( ) 0-10%

( ) 11-20%

○ 21-50%

○ 51-75%

○ 75-89%

17. Is the district projecting to serve 3 year-olds? * 🔊

○ Yes

○ No

18. Is the district projecting to serve 4 year-olds? * 🔊

○ Yes

○ No

19. Does the district contract with Head Start? * 🔊

○ Yes

○ No

20. If no, select the following? 🔊

☐ No Head Start in the community

☐ Head Start facility does not meet standards

☐ Head Start – provider not interested

☐ Head Start does not want to meet PEA program requirements

☐ Other

21. Please provide the name, phone number, and email address of the Head Start the district contacted regarding contracting.
1. Head Start Agency:
2. Contact Name:
3. Phone:
4. Email: 📖

   Gateway Early Head Start; Bonnie Eggenburg; 856-497-6676; beggen@gatewaycap.o

22. Does the district contract with private providers?   *   📖

   ○ Yes

   ◉ No

23. If no, select from the following: 📖

   ☐ No private provider in the community

   ☐ The private provider(s) facilities do not meet standards

   ☐ The private provider(s) are not interested

   ☐ The private provider(s) do not want to meet PEA program requirements

   ☐ Other

24. Facilities: All classrooms including in-district, Head Start and contracted Private Providers, meet 950 sq. foot (NJ6A:13A-7.1(a)1-2)
    *

    ( ) Yes

    ( ) No

    If no, then facility waiver needs to be submitted by June 1, 2025.
    https://www.nj.gov/education/sboe/ew/

25. If no, facility waivers have been submitted for all classrooms less than 950 sq. feet
    *

    ( ) Yes

    ( ) No

    ( ) N/A

26. What is the date of the approval letter for the waiver? (if applicable)

    Please input date (M/d/yyyy)

27. How many approval letter facility waivers has the district received since becoming a PEA-funded district. (If applicable)

    Enter your answer

28. Please select your district type. Please note: All new classrooms planned in the 2025-2026 school year must meet facilities requirements, outlined in N.J.A.C. 6A:13A-7.1.
    *

    ( ) Former Abbott

    ( ) Charter

    ( ) PEA

29. Self-Assessment Validation System (SAVS) Participation: Please provide the date of last validation visit. (*Please skip this question if your district has not been notified to participate in the SAVS process.)

    Enter your answer

30. Self-Assessment Validation System (SAVS) Participation: Please provide the date of last self-reporting submission. (*Please skip this question if your district has not been notified to participate in the SAVS process.)

    Enter your answer

31. Is the district enrolled in Grow NJ Kids (GNJK)? *

    ( ) Yes

    ( ) No

32. District completed GNJK Self-Assessment

○ Yes

( ) No

( ) In progress

( ) NA

33. Please indicate the date of submission of the GNJK Self-Assessment (*Please skip this question if the district is not enrolled in Grow NJ Kids and/or the GNJK Self-Assessment is in progress.) 🔊

    March 2022

34. Completed GNJK Quality Improvement Plan (QIP) (*Please skip this question if the district is not enrolled in Grow NJ Kids) 🔊

    ○ Yes

    ( ) No

    ( ) In progress

35. Please indicate date of completion of the QIP. (*Please skip this question if the district is not enrolled in Grow NJ Kids and/or the GNJK QIP is in progress) 🔊

    March 2024

36. Please provide date of Grow NJ Kids Rating(s) and the star rating determination: (*Please skip this question if the district is not enrolled in Grow NJ Kids and/or is not GNJK rated yet). 🔊

37. What screenings does the nurse administer? (please check all that apply) * 📖

     [ ] Vision

     [ ] Hearing

     [ ] Dental

     [ ] Height

     [ ] Weight

   [ ] Alll the above

     [ ] Other

38. When will all the screenings be completed? * 📖

     March 2025

39. Do you have an established Early Childhood Advisory Council (ECAC)? * 📖

     ◉ Yes

     ○ No

40. Please select membership representation on the district's ECAC below (check all that apply): * 📖

     [ ] District Staff

☐ Parents / Families

☐ Community Stakeholder

☐ Head Start

☐ Providers

☐ Other Community Stakeholders

41. Does the ECAC meet quarterly? * 📖

⊙ Yes

( ) No

( ) Other

42. Please list transition initiatives from preschool entry to K through third grade. *
📖

We offer a Kindergarten Summer Orientation program that takes place before the school year starts. This program allows incoming kindergarten students to meet their teachers, explore the school, and familiarize themselves with the classroom environment in a relaxed, low-pressure setting. This early introduction helps reduce first-day jitters and gives both students and their families a clear understanding of what to expect in the coming school year. In addition, preschool students have the opportunity to participate in kindergarten classroom visits during the spring semester. These visits give them a chance to experience a typical kindergarten day, interact with future classmates, and become familiar with classroom routines and expectations. These visits help children feel more comfortable and confident about their transition to kindergarten.

As students approach the end of kindergarten, we also facilitate a spring visit from kindergarten to first grade. This visit provides students with the opportunity to meet their future first-grade teachers and see what their new classroom will look like. By participating in activities designed to reflect first-grade learning, students begin to adjust to the increased academic expectations and structure of first grade. Similarly, to further support students' transition, we offer a 1st Grade Summer Orientation program. Like the kindergarten orientation, this program provides students with a chance to explore their new classroom, meet their teachers, and participate in fun activities that give them a preview of what they will experience in first grade. This orientation also provides parents with useful information about what to expect in the upcoming school year, which helps both parents and students feel more prepared and excited about the transition.

For students with special educational needs, we provide Fast Fact Sheets that summarize important details from their Individualized Education Programs (IEPs). These fact sheets ensure that teachers and staff are aware of each student's unique learning needs, accommodations, and goals before the school year begins, helping to ensure that students with IEPs receive the necessary support right from the start. Additionally, the Preschool Intervention and Referral Team (PIRT) plays an essential role in identifying students who may require additional support during their transition to kindergarten. The PIRT team works with preschool teachers and families to create individualized plans for students who might need early intervention or specific accommodations, ensuring a smooth and effective start to kindergarten.

43. The following preschool staff will coordinate and implement parent involvement and parent education activities throughout the school year (check all that apply):

*

CPIS

☑ Social Worker

☐ Nurse

☐ Other

44. If other, please explain: 📖

Preschool Intervention and Referral Specialist; Preschool Instruction Coach

45. Please check all that apply for parent education topics for the year that are coordinated through the CPIS and/or Social Worker:
* 📖

☐ Child development

☐ Nutrition

☑ Safety

☐ Support children's learning

☐ Other

46. If other, please explain: 📖

Enter your answer

47. Is there a written protocol or policy of how the family can access resources or community services (inclusive of district, childcare provider and Head Start)? *
📖

( ) Yes

( ) No

48. Please select the district's comprehensive curriculum for the 2025-2026 school year *

( ) High Scope

( ) Creative Curriculum

( ) Connect4Learning

( ) Tools of the Mind

( ) Frog Street

49. Does the district use a curricula enhancement(s)? *

( ) Yes

( ) No

50. If yes, what curricula enhancement(s)?

Enter your answer

51. If yes, what is the date(s) of the NJ DOE approval?

Enter your answer

52. What is the district's Performance based assessment (PBA) for the 2025-2026 school year? *

- ( ) TS GOLD

- ( ) COR

- ( ) Work Sampling

- ( ) Other

53. If other, please explain:

Enter your answer

54. How will the district deliver PD? Please check all that apply *

- [ ] Turn-key training from PIC or PIRS

- [ ] District Supervisors

- [ ] Early Childhood Education consultants

- [ ] Grow NJ Kids

- [ ] Developers

- [ ] Coaching (PIC and PIRS)

- [ ] Others PD related to preschool

- [ ] Other

55. If other, please describe.

District Support Services (Speech & BCBA)

56. When was the last time you had PD conducted by the curriculum developers? *

○ within the past 12 months

( ) 12-24 months

( ) 24-48 months

( ) 48 months or longer

57. When was the last time the district staff had training on the developmental screening tool? *

○ within the past 12 months

( ) 12-24 months

( ) 24-48 months

( ) 48 months or longer

58. When was the last time that preschool program staff (inclusive of contracted providers and Head Start) received professional development on best practices that support multilanguage learners? *

○ within the past 12 months

( ) 12-24 months

( ) 24-48 months

( ) 48 months or longer

59. Please provide a description of how the chosen curriculum supports multilanguage learners in the preschool classroom. *

> The Creative Curriculum provides a flexible and inclusive framework that supports multilingual learners by valuing their home languages, promoting a language-rich environment, and offering opportunities for both structured and unstructured language development. Through play, differentiated instruction, and cultural responsiveness, the Creative Curriculum helps create an atmosphere where multilingual learners can thrive socially, emotionally, and academically as
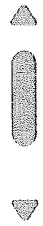
60. Please indicate the Developmental Screening Tool(s) used by the district. *

ESI-3

61. In 2023-2024 school year, please indicate the number of referrals to PIRS from developmental screening tools? (If the district is a newly funded PEA district, please skip.)

3

62. In 2023-2024 school year, please indicate the number of refers for an Request for Assistance (RFA) process to PIRS? (If the district is a newly funded PEA district, please skip.)

10

63. In 2023-2024 school year, please indicate the numbers of direct referrals to CST without PIRS intervention? (If the district is a newly funded PEA district, please skip.) 🔊

0

64. Are you projecting to include children with IEPs in general education classrooms in 2025-2026? * 🔊

- ◉ Yes

- ( ) No

65. What will be the maximum number of children with IEPs in a PEA classroom? * 🔊

- ( ) 0

- ( ) 1-3

- ◉ 4-5

- ( ) 6-7

- ( ) 8 plus

66. What percentage of classrooms will include children with IEPs? * 🔊

- ( ) 0%

- ( ) 1-25%

- ( ) 26-50%

( ) N/A

70. The 2025-2026 Three-year preschool program plan and annual update submission is pending Board approval. The date or anticipated date of the Board-Certified Resolution is: *

11/20/2024