



Central Islip Union Free School District

Board of Education & School District Policy Book

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Section	Section Title	Type
4000	Instruction	Local
Policy	Policy Title	
4410	Statewide and Universal Prekindergarten Policy	

The Board of Education acknowledges the value of prekindergarten education for eligible children within the community. Both Statewide Full-Day Universal Prekindergarten and the State-sponsored Universal Prekindergarten programming serve as vital resources to ensure that our District's children receive preschool instruction. The primary purpose of the programming is to provide four-year-old children with an opportunity to participate in high quality instruction supporting school readiness. The District partners with eligible agencies to build a local capacity to achieve this intent. In accepting Statewide Full-Day Universal Prekindergarten and State-sponsored Universal Prekindergarten funding, the District commits itself to Sections 3602-e and Section 3602-ee of the NYS Education Law, the Statements of Assurances within each application process and our respective Agreements with each partner. This commitment spans the funding cycles of the two NYS initiatives and may be supplemented or expanded at the discretion of the District.

The term Expanded Prekindergarten for Three and Four Year Old Students in High Need Districts refers to the competitive initiative, under Section 3602-e and Section 3602-ee of the NYS Education Law which supports the conversion of half-day preschool slots into full-day slots and the creation of new, slots to support Universal Prekindergarten programming, as of July 2015.

The term Universal Prekindergarten programming refers to the formula allocated initiative, under Section 3602-e, originated in 1998, which supported the creation of prekindergarten slots with a minimum instructional time of 2 ½ hours daily, 5 days per week, totaling 180 days.

The term eligible child refers to a resident child who is four years of age, or will turn four on or before December 1st prior to his or her kindergarten year. No child enrolled in kindergarten is eligible to participate.

Student selection is based on a public lottery providing a random selection of respondents, with selection held in the spring of the prior school year. When the number of applicants exceed the number of available slots, a waiting list is composed with slots provided as openings occur. During the course of the academic year, if a child is preschool age and identified as homeless or a student with disability, the District will petition the State Education Department for a class size variance to assist the student's enrollment into the program. All students will be registered through Central Registration.

The term homeless child refers to a student who lacks a fixed, regular, and adequate nighttime residence, such as a child sharing the housing of others due to loss of housing or economic hardship; or a child living in a hotel, trailer park or camping ground due to the lack of alternative, adequate accommodations. It also applies to a student living in temporary residences such as a shelter or transitional housing, as well as a student living in a place which is not designed for residency such as a car, park, or abandoned building, as cited within Education Law 3209[1].

Expanded Prekindergarten, Statewide and Universal Prekindergarten curriculum or a respective curriculum framework will be written and evidence-based. It will be developmentally appropriate and address the key domains of child development, with alignment to the NYS Prekindergarten Foundation for the Common Core and transitioning into the Common Core Standards in ELA and mathematics, as agreed upon within the applicant's two proposals. All preschool teachers will participate in annual training as the professional development approved by the District or the eligible agency. Collaboration and site visitations are encouraged. The District will accommodate, modify and support the curriculum and related activities to enable preschool students with disabilities and English language learners to fully participate.

Staffing patterns will follow the common requirements of both funding streams: For classes up to 18 students, there will be a minimum of one teacher and one paraprofessional. For classes of 19 or 20, there will be one teacher and two paraprofessionals. All collaborating Statewide and Universal Prekindergarten teachers, employed by eligible agencies and assigned to work with our students, will meet NYS licensure or hold certificates valid for service. Evidence of such certifications will be maintained by the District. The hiring and recruiting process for district teachers and teacher aides will follow the Board of Education's Recruiting and Hiring Policy #9240 with all roles, responsibilities, salaries and benefits determined by their respective bargaining contracts. In the rare event that a community-based employee does not hold the proper certification deemed by Stated Regulations, the funded program administrator

will work with the program director, in conjunction with the local BOCES certification office and the State Education Department, to compose a variance and work with the teacher in obtaining proper licensing within the allowable timeframe. Monitoring the candidate's progress will be the responsibility of the program director and the funded program administrator. Student outcome measures will not be used to prohibit or discourage a child's enrollment in kindergarten.

The physical well-being of the participating children will be met through proper health/immunization screening, structured and unstructured physical activities, snacks and access to meals (full-time students).

Parental involvement will be fostered under the tenets of the Board of Education's Parental Involvement Policy #1900.

The transitional strategies which underscore all programming will be set forth to support kindergarten readiness and the goals of the programming. Transitional Strategies will be shared with teachers and communicated to the parents/guardians of program participants in written form.

Fiscal monitoring will be implemented under the universal protocols and procedures established for all grant funded programs secured by the District.

The Board of Education's Grants & Curriculum Committee will serve as the required advisory council.

Adoption date: June 8, 2015

Revision date: December 10, 2018