



Division of Early Childhood Education

Five-Year Preschool Program Operational Plan

Early Childhood Program Aid (ECPA)

&

Early Launch to Learning Initiative (ELLI) Districts

Due: December 10, 2021

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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 Annual Update, 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 Annual Update, districts are required to submit an annual district budget planning workbook and provider budget workbooks (if applicable) along with the 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 December 10, 2021.

1.2a Title Page

Early Childhood Program Aid and Early Launch to Learning Initiative

Part I: PEA Proposal Title Page

County/Code: 07

District /Code: 2560

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City Lawnside

State NJ

Zip 08002

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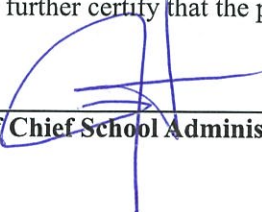
Email kwillis@lawnside.k12.nj.us

Date Of Board Resolution: December 9, 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.

Signature Of Chief School Administrator



Print Name

Ronn Johnson

Date

12/8/21

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 Recruitment and Outreach

1. 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.	
3. Write a weekly column for a local newspaper.	
4. Convene a community recruitment and retention task force.	X
5. Design billboards and transit advertising.	X
6. Select an overall theme and logo.	
7. Publish articles in newsletters.	
8. Select segments of the community to target.	
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.	
14. Produce media announcements.	
15. Quicker response to telephone inquiries.	
16. Write feature news stories.	
17. Additional information and training sessions for staff.	X
18. Develop media contacts.	
19. Resources from the community (e.g., marketing consultation).	
20. Schedule speaking engagements.	
21. Businesses or nonprofits in your community willing to help you?	
22. Produce public services announcements.	
23. Available resources for advertising your needs and developing an outreach plan?	

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)*

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III. Community Collaboration and Planning

3.1 Early Childhood Advisory Council

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:

- The establishment of an Early Childhood Advisory Council is a requirement of ECPA/ELLI funded districts.

1. How will family engagement staff support the work of the Early Childhood Advisory Council?

The family engagement staff will support the work of the ECAC by ensuring there is an open line of communication between the district staff and the ECAC. The family engagement staff will provide the council with materials and data if needed to the council and make and/or suggest programming or activities that would benefit the preschool program. Both the family engagement staff and the ECAC will collaborate on programming and activities to make the preschool program a success.

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.

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

The primary responsibilities of the ECAC would be to aid the district in the educational programming for Preschool-Third grade. The council would convene and participate in district and community planning that would enhance the learning experience within the school district. The stakeholders on the council will grant the district the ability to hear recommendations and needs from the community.

3. 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*

Yes

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

The district will assess and evaluate the the role and efficacy of the ECAC twice a year.

5. 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 will keep parents and other stakeholders informed by utilizing social media, district apps such as clasdojo, messages on the district marquee and virtual announcement board(so parents can see messages during pick-up and drop-off). The ECAC will also host events that are catered to the parents and their needs.(Needs will be determined using a needs based assessment).

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 parents will have the opportunity to attend Math and Literacy Night to gain strategies that would provide academic assistance to their child. They will be able to attend the health fair to gain knowledge on how to promote healthy lifestyles at home. The district is currently planning a session with Caring Counselors to provide parents with tools to assist the social and emotional needs for their children and families.

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

Parents will be able to attain referral forms on the district website and/or the main office. The district's social worker will also be able to provide in-person services to assist families who request support from local and state-wide social services.

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

N/A

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

The district will host the Annual Health Fair in the spring. The Health Fair is comprised of eye exams, services from mental health professionals, local farmers, and dental services.

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

If the district receives English Language Learners that are in need of supports in preschool the district will work with cooperating districts to hire a part-time ELL teacher to assist in services. The district will also contract with Camden County Education Commission to provide services to our bilingual population. Lastly, we will utilize the training and activities from Teaching Strategies Gold to provide additional tools to support our students.

6. How will family engagement staff support and encourage preschool families to engage with the program?

The ECAC will keep parents and other stakeholders informed by utilizing social media, district apps such as classdojo, messages on the district marquee and virtual announcement board(so parents can see messages during pick-up and drop-off). The ECAC will also host events that are catered to the parents and their needs.(Needs will be determined using a needs based assessment).

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](#)

The district has added an extension of Creative Curriculum to the daily instruction, and it is Al's Pals. Al's Pals is the social and emotional component to the program that is catered to Preschool and Kindergarten

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

The district's Health/PE teacher, and Social Worker will design and teach lessons that meets the requirements of Erin's Law.

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 utilize the program daily, and the online resources such as the video clips and photos. They teach using the small-group activities, and all lessons are aligned with the standards

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

Families will be able to view the individual child assessment data during the quarterly parent-teacher conferences.

5.3 Master Teachers/Coaches

**ECPA/ELLI's are not required to employ Master Teachers/Coaches. If the district does not have Master Teachers on staff, please skip this section*

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.

If the district is approved for the PEA program the district will be hiring a master teacher for the 2022-2023 school year.

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

The master teacher will assist with coaching teachers on Teaching Strategies GOLD, and other district approved programming and/or academic tools. They will help the teaching staff on interpreting results from the district approved evaluation instruments. The master teacher will also be expecting to model classroom practices and lessons.

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

n/a

5.4 Preschool Intervention and Referral Team (PIRT)

**ECPA/ELLI's are not required to employ PIRT. If the district does not have a PIRT on staff, please skip this section.*

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?

The district will use the data to properly evaluate the preschool programming and daily instruction. It will allow the administrative team to provide constructive feedback on teacher performance, classroom set and design, and classroom management of the preschool staff.

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

The information will be provided in a professional development, and turnkey by the staff who were trained on the Pyramid Model

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

The PIRT and the I & RS team will track students academics and behavior and provide and/or track strategies/accommodations/and modifications that made students successful. These strategies will allow students and staff to have a smooth and successful transition.

5.5 Developmental 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.

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

Early Screening Inventory-R

2. Who will be administering the screening tool?

The Director of Curriculum and Instruction and The Master Teacher

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

-In August at Preschool/Kindergarten Round-Up
-When a new student arrives to the district
-Proposed date is 9/30/2022

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, if needed

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.

Currently, the district does not have any students that require bilingual services; but if the need arises the district will hire staff to support the students needs.

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?

If the district does receive English Language Learners that are in need of supports in preschool the district will work with cooperating districts to hire a part-time ELL teacher to assist in services. The district will also contract with Camden County Education Commission to provide services to our

bilingual population. Lastly, we will utilize the training and activities from Teaching Strategies Gold to provide additional tools to support our students.

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

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

They are provided supports via their teacher and one-on-one aids. They are given Speech and OT/PT services. The students are also able to participate in the all classroom activities, and learn through small group instruction.

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)

Currently, the district ensures that all inclusion preschool children with disabilities are in the general education classrooms. They are provided supports via their teacher and one-on-one aids. The are given Speech and OT/PT services. The students are also able to participate in the classroom activities, and learn through small group instruction.

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

If preschool enrollment increases we will need to open additional preschool classrooms to ensure that all children with disabilities have their needs met, and still able to be in the general education classroom setting.

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, ECERS-3, curriculum outcomes, etc.)?

The district will use teacher surveys to plan further professional development; and the needs based assessment that will be presented to parents

2. Will all staff be surveyed to assess 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?

The district will seek professional development for staff that will provide knowledge on how to manage cultures, and bias that may affect our student and parent population.

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.

The administrative staff is currently still planning upcoming professional development for the staff. Staff will be given a short survey seeking their professional development needs. Currently, the professional development planned for staff is the following:
-Social and Emotional Learning (Al's Pal's and Empower U)
-Creative Curriculum (Online Modules)

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, ECERS-3, 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
Curriculum	Preschool-Third Grade	2022-2027	TBD	TBD
Sunday Reading Program	Preschool-Third Grade	2022-2023	TBD	TBD
Early Screening Inventory:R	Preschool	2022-2023		
HIB Training	Preschool-Third Grade	2022-2027	In-House Training/ District Solicitor	No Cost
Pyramid	Preschool Teachers	2022-2027(if staff changes)	TBD	TBD
TPOT	Preschool Teachers	2022-2027(if updates are made)	TBD	TBD
PBS	Preschool-Third Grade	2022-2027(if staff changes)		

Instructional Coaches and PIRT Staff (if applicable)

Topic	Target Audience	Year	Trainer(s)	Anticipated Cost
Pyramid	Master Teacher	2022-2026(if staff changes)	TBD	
TPOT	Master Teacher	2022-2027(if updates are made)	TBD	TBD
Creative Curriculum	Master Teacher	2022-2027(if staff changes)	TBD	TBD
Early Screening Inventory: R	Master Teacher	2022-2023	TBD	TBD
PIRT	Master Teacher	2022-2023	TBD	TBD
PBS	Master Teacher	2022-2027(if staff changes)	TBD	TBD
Sunday Program	Master Teacher	2022-2023	TBD	TBD

Topic	Target Audience	Year	Trainer(s)	Anticipated Cost
District Child Study Team Process	Master Teacher	2022-2023	Special Services Director	No Cost

Administration

Topic	Target Audience	Year	Trainer(s)	Why is this important to preschool?
Pyramid	All School Administrators	2022-2027	TBD	This training will assist the administrative team to properly evaluate the preschool program and staff.
TPOT	All School Administrators	2022-2027	TBD	This training will assist the administrative team to properly evaluate the preschool program and staff.
Early Screening Inventory: R	Director of Curriculum and Instruction	2022-2027	TBD	This training will allow the Director of Curriculum and Instruction assist the master teacher in screening students, and allows both the master teacher and Director of Curriculum and Instruction to properly analyze and turnkey the data
PIRT	All School Administrators	2022-2023	TBD	All administrators need to have an understanding of how the team works, its purpose, and the duties of the team

Topic	Target Audience	Year	Trainer(s)	Why is this important to preschool?
ECAC: How to manage and develop a constructive council	All School Administrators	2022-2023	TBD	All administrators need to have an understanding of how the council works, its purpose, and the duties of the team

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

Topic	Target Audience	Year	Trainer(s)	Why is this important to preschool?
Outreach and Engagement	Family Engagement Team	2022-2027	TBD	This is important because it gives the staff the opportunity to effectively learn new strategies to reach out to the ECAC and community, and to get parents and stakeholders engaged
Family Academy	Family Engagement Team	2022-2027	District Administrators	Family Academy will grant the team the opportunity to assist parents and community members on district-wide programs and initiatives
Erin's Law	District Social Worker	2022-2023	TBD	This will grant the school social worker the ability to properly explain Erin's Law in a way that students of preschool age can understand.

Topic	Target Audience	Year	Trainer(s)	Why is this important to preschool?

Nurses

Topic	Target Audience	Year	Trainer(s)	Why is this important to preschool?
Erin's Law	Nurse	2022-2023	TBD	This will grant the school nurse the ability to properly explain Erin's Law in a way that students of preschool age can understand.

Support Staff

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

Topic	Target Audience	Year	Trainer(s)	Why is this important to preschool?
PBS(Positive Behavior Supports)	Support Staff	2022-2026	TBD	It is important that all staff is aware of the positive behavior support system followed by the district. No matter where or who students are with they will understand that all staff knows the behavioral expectation.

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?

Director of Curriculum and Instruction, Master Teacher, Supervisor of Special Services, and the Superintendent

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)?

Given the dynamics of the district all administrators (Director of Curriculum and Instruction, Supervisor of Special Services, and the Superintendent) will be collaborating with the district's social worker and K-3 teachers on the transition of the preschool program.

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

Both the preschool and kindergarten teachers have been trained on utilizing Creative Curriculum's social and emotional curricula (Al's Pal's), and staff participates in vertical and horizontal PLCs to ensure that curricula is aligned.

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

Currently, the district does not have coaches K-2.

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

Category	Teaching Staff	Children	Families
<p>From early intervention to preschool</p>	<p>Teaching Staff will devise a plan that will set goals and describes the child's current academic levels and how it impacts the child, family and educator. Teaching staff will review students' IEP and review the child's progress with the family.</p> <p>Teaching staff will begin to prepare the child for changes and assist in adjusting to a new setting.</p> <p>Staff will have to convene with family and the administrative team to ensure all a smooth transition of services.</p>	<p>Children should observe the classroom prior to attending the new classroom Allow child to bring in a familiar family photo in the case they may get upset during the day.</p> <p>Child should meet teacher prior to class to establish a relationship</p>	<p>Parents can develop social stories to help your child learn what to expect in new situations Parents must attend transitional IEP Meetings/ Annual Review to ensure all students needs will be met, and that teaching staff is aware of students needs</p> <p>Take advantage of private tours and orientation to gain an understanding of the new environment</p>
<p>From self-contained to preschool inclusion class</p>	<p>Teaching Staff will devise a plan that will set goals and describes the child's current academic levels and how it impacts the child, family and educator. Teaching staff will review students' IEP and review the child's progress with the family.</p> <p>Teaching staff will begin to prepare the child for changes and assist in adjusting to a new setting.</p> <p>Staff will have to convene with family and the administrative team to ensure all a smooth transition of services.</p>	<p>Children should observe the classroom prior to attending the new classroom Allow child to bring in a familiar family photo in the case they may get upset during the day.</p> <p>Child should meet teacher prior to class to establish a relationship</p>	<p>Parents can develop social stories to help your child learn what to expect in new situations Parents must attend transitional IEP Meetings/ Annual Review to ensure all students needs will be met, and that teaching staff is aware of students needs</p> <p>Take advantage of private tours and orientation to gain an understanding of the new environment</p>

Category	Teaching Staff	Children	Families
<p>From home to preschool</p>	<p>Teaching staff will development positive relationships between children and their families to make students and families feel more comfortable.</p> <p>Teachers will implement a welcome strategy that will enable students to easily transition and provide closure at drop-off and pick-up for students and parents.</p> <p>Staff will also allow students to bring visual home-to-school transitions such as photos, familiar objects, items that represent their families, home or cultures.</p>	<p>Children should observe the classroom prior to attending the new classroom</p> <p>Allow child to bring in a familiar family photo in the case they may get upset during the day.</p> <p>Child should meet teacher prior to class to establish a relationship</p>	<p>Build a positive relationship with teacher Talk to child about the transition, and be honest about what to expect</p> <p>Make a drop off plan: explain to your child how drop off will go, and pick-up</p> <p>Allow child to bring in a familiar family photo in the case they may get upset during the day.</p>
<p>From a nursery school/day-care program to your program</p>	<p>Teachers can host a meet and greet for new incoming students</p> <p>Post Preschool supplies and expectations on the district website</p> <p>Teachers will implement a welcome strategy that will enable students to easily transition and provide closure at drop-off and pick-up for students and parents.</p> <p>Teaching staff can distribute summer projects to newly enrolled preschool students</p>	<p>Children should observe the classroom prior to attending the new classroom</p> <p>Allow child to bring in a familiar family photo in the case they may get upset during the day.</p> <p>Child should meet teacher prior to class to establish a relationship</p>	<p>Build a positive relationship with teacher Talk to child about the transition, and be honest about what to expect</p> <p>Make a drop off plan: explain to your child how drop off will go, and pick-up</p> <p>Allow child to bring in a familiar family photo in the case they may get upset during the day.</p>

Category	Teaching Staff	Children	Families
From preschool (district operated, child care and Head Start) to kindergarten	Teaching staff can distribute summer projects to newly enrolled kindergarten students Post kindergarten supply list and expectations on the district website Kindergarten Round-up: have students come in during the summer to meet and greet their new teacher	Children should observe the classroom prior to attending the new classroom Child should meet teacher prior to class to establish a relationship	Build a positive relationship with teacher Talk to child about the transition, and be honest about what to expect

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.

Yes

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.

n/a

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.

Yes

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.

Yes, Title 1 funds are utilized district-wide

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

Yes, for the upcoming fiscal year the district plans to include transitional activities in the Title 1 application

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:

