

2026-2027 Three-year Preschool Program Plan and Annual Update

“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: 11/15/2025

New Jersey Department of Education (NJ DOE)

Division of Early Childhood Services (DECS)

Office of Preschool Education (OPE)

Contact: Katrina McCombs

Assistant Commissioner

Division of Early Childhood Services

Contact Number: (609) 376-9077

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Local Education Agency (LEA) and County Information

LEA Name: Readington Township School District

LEA Code: 4350

County Name: HUNTERDON

County Code: 19

Enrollment

Are you projecting to serve at least 90% of the LEA's preschool universe of three-year-olds and four-year-olds outlined in this plan?

Yes

If no, please select the percentage you are projecting to serve within your universe outlined in this plan.

If no, what is preventing the LEA from serving additional children?

If Other, please explain.

Is the LEA projecting to serve 3 year-olds?

Yes

Is the LEA projecting to serve 4 year-olds?

Yes

Outreach

Does the LEA contract with Head Start?

No

If no, select from the following.

No Head Start in the community

If Other, please explain.

Head Start Agency Name	
Head Start Site Name	
Contact Name	
Contact Phone	
Contact Phone Ext	
Contact Email	

Does the LEA contract with private provider(s)?

Yes

If No, please explain.

If Other, please explain.

Please provide the date of your last validation visit.

Has a SAVS self-reporting document been completed and provided to the Office of Preschool Education?

Please provide the date of the last self-report submission.

Are all LEA schools with preschool classrooms, contracting providers, and Head Start programs enrolled in Grow NJ Kids (GNJK)?

Does the LEA have a system to obtain status updates on the progress of the contracted providers and Head Starts in GNJK?

Has your LEA completed the GNJK Self-Assessment?

Please provide the date of submission for the GNJK Self-Assessment.

Has your LEA completed the GNJK Quality Improvement Plan (QIP)?

Has your LEA received a GNJK Rating?

Please provide the date of your GNJK Rating.

Please provide your GNJK Rating star determination.

Health and Safety

Health Screening	Projected Completion Date
Vision	11/02/2026
Hearing	11/02/2026
Dental	11/02/2026
Height	11/02/2026
Weight	11/02/2026
Other	

If Other, please explain.

Community Collaboration

Do you have an established Early Childhood Advisory Council (ECAC)?

Yes

If no, please explain.

Does the LEA have an identified ECAC membership roster?

Yes

Name	Contact Details	Job Title & Organization	Member Representation
Katie Daquisto	Email: kdaquisto@readington.k12.nj.us Phone: Ext: Fax:	Title: Organization: Readington Township Public Schools	LEA Staff
Tanya Cavallo	Email: tcavallo@readington.k12.nj.us Phone: Ext: Fax:	Title: Preschool Instructional Coach Organization: Readington Township Public Schools	LEA Staff
Natalie Placencia	Email: nplacencia@readington.k12.nj.us Phone: Ext: Fax:	Title: PIRS Organization: Readington Township Public Schools	LEA Staff
Nicole Tiger	Email: njtiger1@hotmail.com Phone: 9082379200 Ext: Fax:	Title: Director Organization: Berry Patch Early Learning Center	Private Provider

Gina Nelessen	Email: ginanelessen.sl@gmail.com Phone: Ext: Fax:	Title: Director Organization: Stanton Learning Center	Private Provider
Bridgette Como	Email: info@globalpioneeracademy. org Phone: Ext: Fax:	Title: Organization: Global Pioneer	Private Provider
Judy Serra	Email: jserra@whitehouseprep.org Phone: Ext: Fax:	Title: Director Organization: Whitehouse Preparatory School	Private Provider
Courtney Villani	Email: courtwill0117@gmail.com Phone: Ext: Fax:	Title: Organization: Three Bridges School	Parents/Families
Mary Ellen Lowden	Email: maryellenlowden@gmail.com Phone: Ext: Fax:	Title: Organization: Whitehouse School	Parents/Families
Andrea Foo	Email: andrea9007@gmail.com Phone:	Title: Organization: Berry Patch Early Learning Center	Parents/Families

	Ext: Fax:		
Kait Ericson	Email: kaitlynturoericson@gmail.com Phone: Ext: Fax:	Title: Organization: Berry Patch Early Learning Center	Parents/Families
Jessica Fischer	Email: oates.jessica@gmail.com Phone: Ext: Fax:	Title: Organization: Global Pioneer	Parents/Families
Jessica Larkins	Email: jessicalarkins11@gmail.com Phone: Ext: Fax:	Title: Organization: Whitehouse Preparatory School	Parents/Families
Valerie Pitts	Email: valerie.pitts24@gmail.com Phone: Ext: Fax:	Title: Organization: Stanton Learning Center	Community Stakeholder
Mary Kierst-Krahel	Email: mary.kierst@gmail.com Phone: Ext: Fax:	Title: Organization: Community Stakeholder	Community Stakeholder

Does the ECAC meet quarterly?

Yes

If Other, please explain.

Transitions

Category	Children	Families	Teaching Staff
From early intervention to PEA program	The district has the children visit their upcoming assigned classroom, meet the teaching staff and director/principal, and engage in social stories with photographs and other materials.	The families meet with staff and teachers for their child(ren)'s assigned classroom and tour the building of placement. The parents are provided orientation materials, handbooks, and other resources to help with transition.	The teaching staff are embedded in the early intervention programs and have direct first-hand knowledge of the child(ren) and previous supports that have been implemented for the child(ren). Teaching staff and directors meet to discuss transition activities and resources can be made available as needed for students in the PEA program.
From self-contained to PEA inclusion classroom	The children spend durations of time from the self-contained classroom into the inclusion classroom over a certain timeframe to become more accustomed to the new environment. Resources available in self-contained classroom can be placed into the inclusion classroom to help with transition.	The families are involved in creating the transition plan and the IEP, including the process of time spent moving from the self-contained classroom to inclusion	The teaching staff for both the self-contained and inclusion classrooms collaborate on student(s)' goals, needs and supports throughout the transition. Common planning time is available for discussions over the course of the school

		classroom. Parents are provided with orientation, handbooks and other materials as well as tour the classroom.	year, and resources from the self-contained classroom can be made available in the inclusion classroom based on student needs.
From home to PEA program	The children have an open house to tour the building and meet the staff. The children receive a book and a video from their teacher prior to school starting, welcoming them to the classroom. The children practice a bus ride to become acclimated to transportation and have a meet-the-teacher day.	The families have an open house to tour the building and meet the staff. They have an opportunity to engage in the transportation bus ride and meet-the-teacher day. The parents are provided orientation materials, handbooks and have a back-to-school night.	The teaching staff are provided Chromebooks to assist with engaging with families directly. Teaching staff are provided resources and materials to support meet-the-teacher day and interactions with parents and children for the transition.
From a nursery school, family child care to PEA program	The children have an open house to tour the building and meet the staff. The children receive a book and a video from their teacher prior to school starting, welcoming them to the classroom. The children practice a bus ride to become acclimated to transportation and have a meet-the-teacher day.	The families have an open house to tour the building and meet the staff. They have an opportunity to engage in the transportation bus ride and meet-the-teacher day. The parents are provided orientation materials, handbooks and have a back-to-school night.	The teaching staff are provided Chromebooks to assist with engaging with families directly. Teaching staff are provided resources and materials to support meet-the-teacher day and interactions with parents and children for the transition.
From preschool (LEA-operated, child care, and	The children are invited to a kindergarten field trip, tour the school building and meet with staff and kindergarten teachers. A summer camp is held for incoming	The parents have kindergarten orientation night in the spring, bus	Preschool teachers provided kindergarten teachers with individual student

Head Start) to kindergarten	kindergarten students to get to know their new environment, meet their peers and engage directly with staff before the start of the school year.	ride and meet-the-teacher before school begins.	profiles to help with transition of the new students. Kindergarten teachers have chromebooks and common planning time to engage with preschool teachers over the course of the school year, and are provided resources to help with transition of students and parents over the process.
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Family Engagement

The following preschool staff will coordinate and implement parent involvement and parent education activities throughout the school year.

CPIS;Other

If Other, please explain.

PIC/PIRS

Identify all parent education topics for the year that are coordinated through the CPIS and/or Social Worker.

Child Development;Nutrition;Safety;Support Children's Learning

If Other, please explain.

Is there a written protocol or policy of how the family can access resources or community services (inclusive of In-District, Private Provider, and Head Start)?

Yes

Professional Development (PD)

What structured observation tool(s) does the LEA plan to use to collect data and guide their PD plan?

Creative Curriculum Fidelity Checklist, TPOT, ECCERS-3, ASQ-3

How will your LEA deliver PD?

Turn-Key Training from PIC or PIRS; Direct Supervisors; Early Childhood Education Consultants; Coaching (PIC and PIRS)

If Other, please explain.

When was the last time your LEA had PD conducted by the curriculum developers?

under 12 months

When was the last time your LEA staff had training on the developmental screening tool?

under 12 months

When was the last time your preschool program staff (inclusive of contracted providers and Head Start) received PD on best practices to support multilingual learners (ML)?

under 12 months

Curriculum Implementation and Child Assessment

Select which comprehensive curriculum will be implemented in the current school year.

Creative Curriculum

Does your LEA use a curricula enhancement?

No

Please explain.

Provide NJ DOE approval date(s).

What is your district's Performance Based Assessment (PBA) for the current school year?

TS GOLD

If Other, please explain.

Provide a description of how the LEA will support ML in the preschool program.

Creative Curriculum provides specific guidance on how to support ML preschool students and families, and the district's PIRS is dual certified as ESL Teacher

Screening and Intervention

Indicate the Developmental Screening Tool(s) used by your LEA.

ASQ-3

Is this the LEA's first full year receiving Preschool Expansion Aid (PEA) funding?

No

For the prior school year, indicate the number of referrals to Preschool Intervention and Referral Specialist (PIRS) from development screening tools.

6

For the prior school year, indicate the number of referrals for a Request for Assistance (RFA) process to PIRS.

3

For the prior school year, indicate the number of direct referrals to Child Study Team (CST) without PIRS intervention.

1

Inclusion and Individualized Education Program (IEP)

Are you projecting to include children with IEPs in general education classrooms?

Yes

What will be the maximum number of children with IEPs in a PEA classroom?

4-5

What percentage of classrooms will include children with IEPs?

1-25%

Title 1

Does your LEA receive Title 1 funds?

Yes

Does your LEA include preschool in your Title 1 needs assessment?

Yes

Does your LEA plan to use your Title 1 needs assessment to identify PD for preschool?

Yes

Does your LEA plan to use Title 1 funds for transition activities from preschool to kindergarten and kindergarten to first grade?

No