



Division of Early Childhood Services

Annual Preschool Operational Plan Update

Former Abbott's, Charter Schools and PEA Districts

Due: November 15, 2021

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

Contact:
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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 Program Plan Annual Update, describing any changes to the originally submitted Five-Year Preschool Program 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 Plan Update 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: 39

District /Code: 5290

Address: 2369 Morris Avenue

City: Union

State: NJ

Zip: 07083

Early Childhood Contact: Lauren Walker

Telephone Number: (908)851-3052 Fax#: (908)851-0710

Email: lwalker@twpunionschools.org

Business Administrator: Yolanda Koon Phone#: (908) 851-6411

Email: ykoon@twpunionschools.org

Date Of Board Resolution: _____ Pending Board approval on November 16, 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

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

1. What overall program quality improvements do you plan on addressing in the 2022-2023 school year?

The overall program quality improvement to be addressed in the 2022-2023 school year will be continuing to increase the enrollment of three year old children in the preschool program. Additional spaces and partnerships will be made with community providers for the upcoming year as we strive to serve our universe.

2. Does the district have sufficient capacity to serve 90% of your universe? If not, describe your district's short and long-term plans to serve additional children.

The Township of Union currently does not serve 90% of our universe. To serve the universe, the district is continuing to expand the total amount of classrooms opened and children served. In the 2021-2022 school year, the district opened up enrollment to three- year old students. The plan for the school year 2022-2023, is to continue to expand the three year old population to serve more of the universe.

3. In order to serve additional students, will the district partner with local child care programs and/or Head Start? If not, why not?

As we strive to serve additional students, the district will partner with additional local providers to accommodate the additional classrooms.

4. If you are not enrolled in Grow NJ Kids, what is preventing your participation and what is the plan to move forward in the process?

The district is currently enrolled in Grow NJ Kids.

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.

1. What, if any, changes will there be to the role and/or composition of the Early Childhood Advisory Council next year?

There will be no changes to the composition of the Early Childhood Advisory Council. It is voluntary, and will only change in the event that volunteers opt out. The composition will still comprise of staff from in-district and providers, current and past parents, as well as community members.

2. How does the preschool program plan to involve community members in the delivery of services in the 2022-2023 school year?

To involve community members in the delivery of services members of the advisory committee will continue to serve on committees that support the growth and improvement of the program. Such committees will support the transitions of students through grade three, facilitate and analyze needs assessment to support the needs of preschool families, in addition to creating parent involvement and engagement activities.

IV. Family Involvement

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.

1. What strategies and activities does the district plan to implement in the 2022-2023 school year to increase family engagement?

To increase family engagement in the 2022-2023 school year, the preschool program will host a summer kick-off event to prepare for the start of school. As we increase engagement, share a newsletter, invite parent volunteers for curriculum related events into the classroom, and family learning nights. Family learning nights will be offered both in-person and online to accommodate families of the program.

2. What specific activities does the CPIS plan to use in the 2022-2023 school year to increase family involvement in planning educational goals for their children?

The CPIS plan to increase family involvement through the use of maintaining a CPIS website where parents can access information needed to support their entire family. Upon completion of the needs assessment, family events will be organized to assist families and their particular needs. Monthly activities will be held for families to participate in. Working with families on the implementation of the district chosen social emotional curriculum, the Pyramid Model and Positive Behavior Supports (PBS) from the Center on the Social Emotional Foundations for Early Learning (CSEFEL).

3. How does the CPIS work with family workers if the district contracts with private providers and/or Head Start?

The CPIS will collaborate with family workers to maintain continuity with the district. Through collaboration with the family workers they will establish goals and conduct needs assessments and family visits to ensure that both students and families are supported.

4. How does the CPIS coordinate with other district family engagement staff, ie., social workers, parent involvement coordinators, guidance counselors? Please be as specific as possible.

The CPIS coordinates with other district family engagement staff to assist families with specific needs. Through collaboration the CPIS, provides families with information of events and opportunities that take place at all of the schools as well as the community. Through collaboration, families who seek assistance, are given the support as needed.

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.

1. What curriculum will the district implement in the 2022-2023 school year?

In the 2022-2023 school year, the district will continue to implement the Creative Curriculum. The Creative Curriculum has been used in the district and is an approved curriculum as per the New Jersey Department of Preschool Program Implementation Guidelines.

2. Will there be any curriculum or assessment changes in the 2022-23 school year?

No, the district will continue to implement both The Creative Curriculum, Teaching Strategies GOLD, and supplemental curriculum, Al's Pals, to support children's social and emotional development.

3. How will your curriculum implementation be supported in the 2022-2023 school year?

The district's curriculum for preschool, Creative Curriculum, will continue to be supported in the 2022-2023 school year, through coaching and professional development for all staff. Professional development will ensure that the implementation is done with fidelity.

4. What supports are in place for the 2022-2023 school year for English Language Learners in the preschool program? Please be as specific as possible.

To support English Language Learners for the 2022-2023 school year in the preschool program will be further professional development for all preschool staff to create experiences and intentional support for children that allows for their growth and development. An on-going effort and assessment of needed materials to support the implementation of language rich environments through multicultural and diversity infused materials. Through a partnership with families-opportunities for workshops geared towards assisting families in supporting children's learning from home.

5. How will the district incorporate equity and anti-bias practices as part of culturally- relevant teaching?

The district will incorporate equity and anti-bias practices as part of culturally-relevant teaching through on-going professional development for teachers to support best practices for a culturally responsive classroom, incorporate on-going learning opportunities for children to share and celebrate their identities, and continue to expand diverse literature and materials in preschool classrooms.

6. How will the district's child assessment system support curriculum implementation in the 2022-2023 school year?

The child assessment system, Teaching Strategies GOLD, that is in place to support curriculum implementation will be continued to be in use for the 2022-2023 school year. Teaching Strategies GOLD system is aligned to both the curriculum and NJ Preschool Learning Standards. The system supports curriculum implementation through student observations that supports development and growth for all learners. Together the Creative Curriculum and GOLD provides teachers with guidance for student centered learning.

7. Please describe how the Master Teacher, CPIS and PIRS positions plan to work in collaboration to improve the quality of instruction to preschool students in the 2022-2023 school year?

The district Master Teacher, CPIS, and PIRS positions plan to work in collaboration to improve the quality of instruction to preschool students in 2022-2023 school year. Collaboratively the roles will support the quality of instruction to preschool students by determining needs of teachers, students, and families. Create plans for transitions for students into preschool and kindergarten, as well as parent workshops.

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

The district is meeting the requirement of Erin's Law to provide sexual assault prevention education is through an online compliance training program every teacher year.

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.

1. Describe how professional development and progress monitoring has improved student outcomes for inclusion students?

Both professional development and progress monitoring has improved student learning for inclusion students as they have supported both the teachers skills to further support the needs of students with an IEP. Professional development allows teachers to implement the IEP thoroughly and meet the identified goals of individual students.

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

The design of the program has incorporated the principle of natural proportions in general education preschool classrooms as preschool classrooms throughout the district include 2-3 children with disabilities in each classroom for inclusion. Every school has appropriated spaces to support the inclusion of students with disabilities in a general education setting.

3. Describe transition activities for inclusion preschool students entering kindergarten?

Transition activities for inclusion preschool students entering kindergarten will consist of visits to kindergarten classrooms, parents meetings and communications with preschool teams and families. In addition to sending home materials that will assist in the transition to kindergarten.

4. Share what district supports are available to students with IEPs surrounding social and emotional development.

District supports that are available to students with IEPs surrounding social and emotional development include small group learning in a language enriched environment; encouragement of age appropriate play with same age peers. In addition, students are supported with a social emotional development curriculum incorporated into the preschool program.

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.

1. Describe the specialized training your administration, nurses, and other support staff will receive in the 2022-2023 school year.

Specialized training for administration, nurses, and other support staff that will be received in the 2022-2023 school year will be professional development specifically for supporting both students and families of early learners. Specialized training will include best practices for being CPR/Epi-Pen, strategies for supporting preschool students, and working with preschool families.

2. Describe how the district will improve educator effectiveness to increase school readiness for preschool students.

To improve educator effectiveness to increase school readiness for preschool students, in collaboration with administration, preschool coaches, and staff, professional development, professional learning communities, to support instruction. On-going professional development for teachers to support their instruction to support the growth of students.

3. What specific family education programs will the preschool nurse offer to families to educate them on health care issues and practices?

The preschool nurse will offer a family education program to families to educate them on establishing healthy habits at home. Families will have the opportunity to attend health-related family education programs that will focus on improving health and enhancing the quality of life for the family. Education programs will be on the following topics:

Healthy Nutrition for the Family
Physical Activity for the Family
Oral Health

4. What specific professional development opportunities will the preschool nurse offer to staff to educate them on health care issues and practices?

Nurses will provide classroom teachers and children with professional development on health, nutrition, and safety. Some topics include EPI-Pen training, preventing childhood obesity, and healthy habits. Other topics to be developed based on the needs of the students and teachers.

VIII. Additional Questions (*year specific*)

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

1. What challenges does the district anticipate in quality program implementation for the 2022-2023 school year?

At this time, there are no anticipated challenges.

2. Please describe any challenges the district faces in creating an effective preschool through 3rd grade transition plan.

Through collaboration of administration, staff, and parents the district does not face challenges in creating an effective preschool through 3rd grade transition plan.

3. How is the district ensuring that all children, regardless of eligibility for free and reduced lunch, are receiving meals and snacks in the district and provider settings?

Children regardless of eligibility are receiving meals and snacks in the district and provider setting. Communications will be shared with families to complete the lunch application for both in-districtS and provider. For the 2022-2023 school year all providers will participate in the Child and Adult Food Care Program.

4. Please describe any changes to the districts approved 2021-2022 Operational Plan that have not been addressed in the previous questions.

At this time, there aren't any changes to the districts approved 2021-2022 Operational Plan.

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:

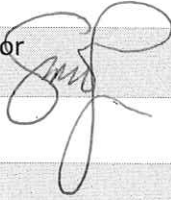
- Has the legal authority to apply for the funds made available under the requirements of the announcement, and has the institutional, managerial and financial capacity to ensure proper planning, management and completion of the project described in this application.
- Will give the NJDOE, or its authorized 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.

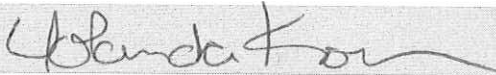
Applicant Agency: Township of Union Public Schools

Signature of Chief School Administrator: Dr. Scott Taylor



Applicant Agency: Township of Union Public Schools

Signature of School Business Administrator:



Date: 11-8-21