



Division of Early Childhood Services

Annual Preschool Operational Plan Update A Former Abbott's, Charter Schools, and Preschool Education Aid Districts

Due: November 15, 2023

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

Contact:
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I. Introduction

1.1 Purpose

The *Three-Year Preschool Program Operational Plan* provides a comprehensive description of how district, charter schools and renaissance school projects (collectively “districts”) will implement each component of a high-quality preschool program for three- and four-year-olds, as detailed in the *New Jersey Administrative Code (N.J.A.C.) 6A:13A* and the *Preschool Program Implementation Guidelines*.

The *Annual Preschool Operational Plan Update* describes any changes to the submitted operational plan. This update should be based on the results of data derived from program assessments, including but not limited to:

- curriculum-specific program assessment tools;
- the Self-Assessment and Validation System (SAVS);
- Grow New Jersey Kids self-assessment; and,
- any other source of information specific to the district’s preschool program.

In addition to the annual update, the district must submit:

- an annual district budget planning workbook;
- provider budget workbooks (if applicable); and,
- a board resolution approving the budget submission.

Due Date for Workbook and Board Resolution

The District Budget Planning Workbook and certified board resolution approving the budget submission are due on March 11, 2024.

1.2 Submission Instructions

Provide detailed answers to all questions. Upload the *Annual Preschool Operational Plan Update* to Homeroom by November 15, 2023.

Helpful Hint

Formatting difficulties with the gray text areas, type responses in a separate Word document first and then copy and paste the response into the text area using right-click copy + right-click paste. Make sure to paste as “Keep Text Only.”

1.2a Title Page

Part I: PEA Plan Title Page

County Name: Union

County Code: 5290

District Name: Township of Union

District Code:

Address: 2369 Morris Avenue

City: Union

State: New Jersey

Zip: 07083

Early Childhood Contact

Name: Lauren Walker

Telephone Number: 908-851-3052

Email: lwalker@twpunionschools.org

Business Administrator

Name: Yolanda Koon

Telephone Number: 908-851-6411

Email: ykoon@twpunionschools.org

Board Resolution

Attach the Board-Certified Resolution or provide the date of expected board resolution.

Date of Board Resolution: 12/19/2023

Certification

To the best of my knowledge and belief, the information contained in this document 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 Preschool Operational Plan is complete.

Name of Chief School Administrator:

GERRY BEWAQUIST

Signature of Chief School Administrator:



Date: 11/17/2023

II. District-Wide Planning

Refer to [N.J.A.C. 6A:13A](#), including the Enrollment, Universe, and Program Planning sections, and the Preschool Program Implementation Guidelines when completing the following questions.

Provide an overview of 2024-2025 district-wide preschool program planning. Listed below are questions the district must address:

Please complete the tables below.

Indicate any open position as “to be hired”.

Add rows as needed.

Table 1: Primary Early Childhood Contact/Administrator for the District

Prefix and Full Name	Email address	Phone number	Title
Ms.Lauren Walker	lwalker@twpunionschools.org	908-851-3052	Director of Preschool

Table 2: Secondary Early Childhood Contact (if applicable)

Prefix and Full Name	Email address	Phone number	Title
Mrs.Nicole Nickels	nnickels@twpunionschools.org	908-851-3050	Supervisor of Preschool

Table 3: Superintendent/Chief School Administrator

Prefix and Full Name	Email address	Phone number	Title
Dr. Gerald Benaquista	gbenaquista@twpunionschools.org	908-851-3425	Interim Superintendent

Table 4: Business Administrator

Prefix and Full Name	Email address	Phone number	Title
Mrs.Yolanda Koon	ykoon@twpunionschools.org	908-851-6411	Business Administrator

Table 5: Early Childhood Fiscal Specialist (if applicable)

Prefix and Full Name	Email address	Phone number	Title
N/A			

Table 6: Early Childhood Supervisors

Prefix and Full Name	Email address	Phone number	Title

Table 7: Preschool Instructional Coach (1:20 classroom ratio required)

Prefix and Full Name	Number of assigned classrooms	Date Preschool Instructional Coach Seminar Completed	Is this individual in a shared role? (Yes/No) i.e., PIRS, CPIS	Indicate the percentage of time this individual is in the Preschool Instructional Coach role.
Mrs.Felecia Hrdina-Brown	15	June 2020	No	100%
Mrs.Jessica Perdomo-O'hara	15	June 2023	No	100%

Table 8: Preschool Intervention and Referral Specialist (1:20 classroom ratio required)

Prefix and Full Name	Number of assigned classrooms	Date Preschool Intervention and Referral Specialist Seminar Completed	Is this individual in a shared role? (Yes/No) i.e., PIC, CPIS	Indicate the percentage of time this individual is in the Preschool Intervention and Referral Specialist role.
Ms.Tarinesha Bush	15	June 2023	No	100%
Dr. Gwendolyn Platt	15	June 2020	No	100%

Table 9: Community Parent Involvement Specialist

Prefix and Full Name	Number of preschool students enrolled	Is this individual in a shared role? (Yes/No) i.e., Social worker, PIRS	Indicate the percentage of time this individual is in the Community Parent Involvement Specialist role.
Mrs.Siddiquah Cameron	450	No	100%

Table 10: Preschool Social Worker (1:300 ratio required)

Prefix and Full Name	Number of preschool students served	Is this individual in a shared role? (Yes/No) i.e., CPIS, PIRS	Indicate the percentage of time this individual is in the Preschool Social Worker role.
TBD			

Table 11: Preschool Nurse (1:300 ratio required)

Prefix and Full Name	Number of preschool students served	Name of school(s) assigned	Indicate the percentage of time this individual is in the Preschool Nurse role.
Mrs.Rosemary Nardo	450	District Wide	100%

1. What overall program quality improvements do you plan on addressing in the 2024-2025 school year?

In the 2024-2025 school year- the district plans to continue addressing the overall program quality improvements specifically with transitioning students from Preschool to Kindergarten. In addition- the program will continue to ensure that all staff have received curriculum and assessment training. Through professional development- the district will address overall quality improvement needs through this method.

2. If the district is projecting to serve less than 90 percent of the preschool universe, please provide a detailed description of why as well as your plan to increase enrollment.

At this time- the district will be serving less than 90% of the preschool universe. Due to facility limitations- partnerships with private providers has been a tool used to acquire additional classrooms and increase space to serve more students.

3. Please provide a detailed description of the districts efforts and attempts to contract with Head Start and private provider sites.

Each year the district has communication with private provider sites to determine if sites will be interested in partnering with the district. Through these communications visits to sites are scheduled to determine if the locations have the appropriate requirements such as room size. The district has been successful in utilizing these methods as it has allowed for the increase in enrollment each year.

4. How does the district ensure contracted private provider sites and Head Start will receive the same program quality and fiscal supports as district classrooms?

The district ensure that contracted private provider sites receive the same program quality through monthly meetings with provider and district administrators, frequent site visits, professional development, and through the utilization of district coaches who are assigned to the provider sites as well. For fiscal support, the district business administrator provides the provider sites with on-going consultation.

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

The district is enrolled in Grow New Jersey Kids.

Facilities

All district and provider classrooms must meet facility requirements of 950 square feet (inclusive of closets, bathrooms, and built-in units) or at a minimum of 700 square feet of instructional space. **In the chart below, districts are required to provide the information for in-district, private provider and Head Start projected PEA-funded preschool classrooms that have not been identified in previous operational plans.**

If the district has received a waiver approval for classroom size, please submit a copy of the approval with this document.

Facilities Chart

Site (School, Childcare Private Provider and/or Head Start) (i.e., name of provider or district building)	Class (i.e. Classroom #1)	Class size (i.e., total sq. footage)	Bathroom in classroom (Y/N)	Bathroom In line of sight, if not in the classroom Y/N/NA *in line of sight – Is the bathroom visible from the classroom?	Floor Level
Battle Hill	101	1176 sq ft	Y	N/A	1
Battle Hill	113	1040 sq ft	Y	N/A	1
Battle Hill	119	1204 sq ft	Y	N/A	1
Connecticut Farms	1	766 sq ft	Y	N/A	1
Connecticut Farms	2	1081	Y	N/A	1
Franklin	A	1,056 sq ft	Y	N/A	1
Franklin	B	1,768 sq ft	Y	N/A	1
Hannah Caldwell	190	990 sq ft	Y	N/A	1
Hannah Caldwell	192	880 sq ft	Y	N/A	1
Hannah Caldwell	193	896 sq ft	Y	N/A	1
Hannah Caldwell	195	990 sq ft	Y	N/A	1
Hannah Caldwell	196	880 sq ft	Y	N/A	1
Hannah Caldwell	197	874 sq ft	Y	N/A	1
Hannah Caldwell	198	840 sq ft	Y	N/A	1st
Hannah Caldwell	134	759 sq ft	Y	N/A	1st
Livingston	117	1,000 sq ft	Y	N/A	1st
Livingston	102	1170 sq ft	Y	N/A	1st

Site (School, Childcare Private Provider and/or Head Start) (i.e., name of provider or district building)	Class (i.e. Classroom #1)	Class size (i.e., total sq. footage)	Bathroom in classroom (Y/N)	Bathroom In line of sight, if not in the classroom Y/N/NA *in line of sight – Is the bathroom visible from the classroom?	Floor Level
Washington	101	693 sq ft	Y	N/A	1st
Washington	102	1296 sq ft	Y	N/A	1st
Washington	105	693 sq ft	Y	N/A	1st
ESPIN	1	815.5 sq ft	N	N	2nd
ESPIN	2	847 sq ft	N	Y	2nd
ESPIN	3	847 sq ft	N	N	2nd
ESPIN	4	847 sq ft	N	N	2nd
Townley	1	762 sq ft	N	Y	2nd
Townley	2	650 sq ft	N	Y	3 Steps
The Gateway Family YMCA, Five Points Branch	YMCA 1	792 sq. feet	Y	N/A	1 st floor
The Gateway Family YMCA, Five Points Branch	YMCA 2	775 sq. feet	Y	N/A	1 st floor
UTCAO	1	829 sq ft.	N	Y	2
Brainiac's	1	750 sq ft	N	Y	1st
Brainiac's	2	750 sq ft	N	Y	1st
Brainiac's	3	750 sq ft	N	Y	1st
Brainiac's	4	750 sq ft	N	Y	1st

III. Community Collaboration and Planning

Refer to N.J.A.C. 6A:13A, including the Family and Community Involvement sections and the Preschool Program Implementation Guidelines, when completing the following questions.

1. How will the Early Childhood Advisory Council support community collaboration and planning to enhance the preschool program next year?

The ECAC plans to support community collaboration by continuing to build relationships with local providers within the community that we serve. More specifically, The Needs Assessment committee plays an integral part in this process by consistently assessing the needs to ensure that they are being met. Additionally, The Community Engagement team contributes by helping to plan events and activities for families that promote social interaction, all aiding in the positive transition of all preschool children and families.

2. How does the district plan to assess the community's needs in the 2024-2025 school year?

The district plans to assess the community's needs in 2024-2025 by providing a platform where families can let the Department know what resources they are in need of, whether it's a personal need for themselves (adults) or personal needs regarding their children. Additionally, we will assess the needs on an educational level as well so that families can be equipped with all the tools needed to help transition their own child, both academically and emotionally.

3. How often will a community needs assessment be done?

A community needs assessment is completed 3 times within a school year (Beginning of Year-October, Mid-Year-March, and End of Year- June).

4. How will the district collaborate with the community for future program planning?

The ECAC plans to collaborate with the Community Coordinated Child Care Org to create an environment where families can come together at the local level as active and equal partners to identify/ discuss the needs, concerns, aspirations and successes regarding issues that affect the health, education and well-being of their children. Additionally, The CPIS will coordinate to plan workshop opportunities and other special family events based on what is needed and requested.

IV. Family Involvement

Refer to N.J.A.C. 6A:13A, including the Family and Community Involvement sections and the Preschool Program Implementation Guidelines, when completing the following questions.

1. What outreach to families will occur in the 2024-2025 school year to encourage family involvement and engagement?

To encourage more family involvement and engagement, the district plans to promote two way communication (newsletters, phone calls, emails, hard copies of materials, in person communication before and after school, and printed flyers that are posted as reminders). We also plan to collaborate with community partners by inviting professionals from the community to collaborate with us to provide professional development opportunities for families where they can learn more about whatever the designated topic is.

2. What specific ways will the families be involved in district program planning and the day-to-day program in the 2024-2025 school year?

Periodically, the CPIS will send out “check in” surveys to different focus groups to get feedback on things presented to them. During these times, constructive criticism and feedback is welcomed so that each person feels they have a voice in the decision-making process. The ECAC plans to ensure that parents are informed and engaged in the work of the council through paper and digital communication (emails to families/ posting on the district’s website/ posting on teacher’s classroom webpages).

V. Curriculum Development and Implementation

Refer to [N.J.A.C. 6A:13A](#), including the sections on Curriculum and Assessment and the Preschool Program Implementation Guidelines, when completing the following questions.

1. What curriculum will the district implement in the 2024-2025 school year?

The district will continue to implement The Creative Curriculum in the 2024-2025 school year.

2. What performance-based child assessment will the district implement?

The district will continue to implement Teaching Strategies: GOLD as the child-based assessment.

3. Using the data collected from the previous school year, what areas of curriculum implementation will the district focus on in the 2024-2025 school year?

Using the data collected from the previous school year, the areas of curriculum implementation the district will focus on in the 2024-2025 are: Social Emotional Learning, Supporting Challenging Behaviors and Mathematics.

4. What intentional supports are planned for the 2024-2025 school year to meet the needs of your English Language Learning students' academic, and social growth and development?

The intentional supports that are planned for the 2024-2025 school year to meet the needs of ELL students' academic, and social growth and development are through collaboration with the ESL department, support through coaching from the PIC with the specialized area, professional development in cultural responsiveness, and in class supports such as labels in home language of students, pictures, books and other materials that are representative of the native/home languages and cultures in the classroom.

5. How does the district plan to support teachers in creating culturally responsive classroom environments that reflect diverse student populations?

The district plans to support teachers in creating culturally responsive classroom environments that reflect diverse student population through coaching on culturally responsive environments, PLC's focused on creating culturally responsive classrooms, professional development in cultural responsiveness, and in class supports such as labels in home language of students, pictures, books and other materials that are representative of the cultures in the classroom as well as other populations.

6. How does the district plan to support teachers using the selected child assessment system in the 2024-2025 school year?

The district plans to support teachers using the GOLD assessment system in the 2024-2025 school year through professional development on the continued use of analyzing and utilizing data from the assessment to plan instruction for all children and individualized instruction for students who need the additional support. In addition to Professional development, teachers will meet with coaches for support, in PLC's and opportunities during staff meetings are provided.

7. Please list the structured observational tools the Preschool Instructional Coach (PIC) and Preschool Intervention and Referral Specialist (PIRS) plan to implement in the 2024-2025 school year.

PIC: ECERS-3
PIRS: TPOT

8. Have the Preschool Instructional Coach (PIC) and Preschool Intervention and Referral Specialist (PIRS) completed reliability on the above mentioned tools? If not, what plan is in place to ensure the tools are implemented as intended?

PIC's have not completed reliability in the ECERS-3 tool due to the cost and the district having only 2 coaches; however, coaches will go out together to at least 3 classrooms to calibrate.
PIRS coaches completed reliability - One coach May of 2022 and the other May 2023

9. What developmentally based early childhood screening tool will the district implement in the 2024-2025 school year? Is this different than previous years?

The district will continue to implement the ASQ-3 screening tool. This will be the same as the 2023-2024 school year.

10. How is your district meeting the requirement of Erin's Law (N.J.S.A. 18A:35-4.5(a) to provide sexual assault prevention education?

The district is meeting the requirement of Erin's Law providing sexual assault prevention education through an online training program annually.

VI. Inclusion of Children with Disabilities in General Edu. Classrooms

Refer to N.J.A.C. 6A:13A, including the sections on Program Planning and Intervention and Support Services, as well as the Preschool Program Implementation Guidelines, when completing the following questions.

1. Please describe the 2024-2025 school year plan to deliver support for students with disabilities in your preschool program.

To support students with disabilities in preschool teachers will continue to receive ongoing support and professional development surrounding the support of the whole child. Preschool department teachers, coaches, and administration will continue to collaborate with special services and will continue to collaborate to ensure that students are being supported to meet their individual needs. PIRT will provide supports and strategies in collaboration with special services to teachers to support students.

2. How does the district plan to transition students into the district from the early intervention system? Please information related to parents and students in your plan.

The district plans to transition students into the district from early intervention through the following: Preschool teachers will meet, consult, and plan with the child's case manager. Children will visit the classrooms for intervals. Scheduled visitation for children and families to the classroom.

3. Share what district supports are available to students with IEPS surrounding social and emotional development.

The district supports that are available to students with IEPS surrounding social and emotional development are the following: Additional counseling; district wide tier 1 supports, and consultations and support from discuss social workers and guidance counselors offered.

VII. Professional Development and Training

Refer to N.J.A.C. 6A:13A, including the section on Program Planning and the Preschool Program Implementation Guidelines, when completing the following questions.

1. What professional development methods will the district use in the 2024-2025 school year? (Workshops, PLC, book study, etc.)

The professional development methods the district will use in the 2024-2025 are workshops and trainings both in person and virtually throughout the school year, PLC's which are built in the school year and schedule, book studies on curriculum resources and other books related to Early Childhood, preschool and education.

2. Describe the specialized training that your Preschool Instructional Coach, Preschool Intervention and Referral Specialist, Community Parent Involvement Specialist and other support staff will receive in the 2024-2025 school year.

Preschool Instructional Coaches, PIRS and CPIS will continue to participate in seminars for veteran coaches, meetings for the CPIS that may include collaborating with other individuals in the same role in different districts, attending meetings and training that are targeted to their role.

3. How does the district plan to provide professional development to staff about Erin's law?

The district will continue to plan and provide professional development to staff about Erin's Law providing sexual assault prevention education through an online training program annually.

VIII. Additional Questions

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

1. What measures are in place in your district to ensure all required staffing positions are filled for the 2024-2025 school year? Please be as detailed as possible.

The district uses a variety of methods to recruit and hire staff. Through various avenues such as job fairs and online postings- the district ensures that staffing positions are filled within a timely manner.

2. How does the preschool nurse plan to educate families, children, and staff members on various health issues based on your district's unique needs?

The preschool nurse plans to educate families, children, and staff members on various health issues through parent workshops, newsletters, email communications, and through participation in the preschool health fair. The nurse will provide professional development to staff to accommodate the various needs and provide timely information to staff as needed.

3. What health screenings will the preschool nurse complete?

The preschool nurse will complete the following health screenings for students- height, weight, blood pressure, vision, and hearing.

4. When will the health screenings be completed?

The health screenings will be completed during the fall and spring.

5. Please describe activities that the district plans to implement to support the transition of students into the preschool program and into kindergarten (inclusive if in-district, private provider and Head Start locations) for the 2024-2025 school year.

Activities to support the transition of students into the preschool program and into kindergarten include- support of the ECAC where information sessions, school visits, and meet and greets will occur to bridge the connection.

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

The district ensures that all children receive meals and snacks in both the district and provider settings by participation in National School Breakfast Program and Child & Adult Care Food Program. Collaboration with families and CPIS & Prek nurse- we work to ensure that all children are receiving meals throughout the day.

7. What challenges does the district anticipate in quality program implementation for the 2024-2025 school year?

At this time- there are no anticipated challenges in terms of implementing a quality program.

8. Please describe any changes to the district's approved 2023-2024 Operational Plan that have not been addressed in the previous questions.

There are no changes.

Resources

- [Grow NJ Kids Website](#)
- [National Center Pyramid Model Innovations](#)
- [N.J.A.C. 6A:13A, Elements of High-Quality Preschool Programs Preschool Code \(PDF\)](#)
- [Preschool Classroom Teaching Guidelines \(PDF\)](#)
- [Preschool Program Implementation Guidelines](#)

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 constitute the creation of a public document, and I certify that the applicant agency:

1. Has the legal authority to apply for the funds made available under the announcement's requirements, and has the institutional, managerial and financial capacity to ensure proper planning, management, and completion of the project described in this application.
2. 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 establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
3. 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.
4. 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.
5. 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 the 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).
6. 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.
7. 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.

8. 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.
9. 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).
10. 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.
11. Will comply with the provisions of full day general education and full day self-contained classrooms.

Signatures

Name of School District:

Signature of Chief School Administrator:

Signature of School Business Administrator:

Date:
