

Please insert the following information:

District Name:
County:
Date of Submission:

Self-Assessment Validation System (SAVS)
For former Abbott Preschool Programs - Revised
2011-2012

New Jersey Department of Education
Division of Early Childhood Education
Revised August 2011

Christopher Cerf, Acting Commissioner of Education

Division of Early Childhood Education

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This document continues in its tradition of collaboration by including input from stakeholders chosen for their diversity and expertise in the field of early childhood education and their unwavering commitment to the children of the state of New Jersey.

Prior to the inception of the Self-Assessment Validation System (SAVS) in its inaugural year of 2003-04, the following groups and individuals met and contributed to the development of this document:

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Ellen Frede conceptualized, designed and edited the system. Robin Wilkins served as the lead coordinator of the process, guiding districts since the 2003-04 inaugural year and overseeing revisions made for the 2004-05 system. Tonia Davis has coordinated the system over the last four years. Minor revisions to the document and to the 2006-07 versions were made by the following members of the office: Tonya Hall-Coston, David Joye, Susan Bruder, Tonia Davis, Karin Garver, Karen Nemeth, Eric Rodney, Rosanne Hansel, Jessica Peters, Elizabeth Vaughan, Ellen Wolock, and Renee Whelan. In addition to the staff of the Office of Preschool Education, the following individuals were part of a task force that reviewed and made revisions to the document in order to streamline the validation process for districts and validations teams for the 2007-08 year: Nancee Bleistine-Vineland school district, Barbara Diaz-Passaic school district, Amy Goerl-Keansburg school district, Beatrix Mendez-Garfield school district, Celeste Merriweather-Bridgeton school district, Colleen Malleo-Passaic school district, Denise Sanders-New Brunswick school district and Rainie Roncoroni-Phillipsburg school district. Finally, the Office of Preschool Education also wishes to acknowledge Patricia Demarco-Rowe for her extensive involvement in the 2003-04 and 2004-05 SAVS process as well as Jeanette Byrd, Lisa Cuff, Patricia McMillan, Kathleen Priestley, Diane Shoener and Wei-min Wang for their contributions.

Table of Contents

Introduction

Section I: Program Planning and Administration

Administration	5
Recruitment and Outreach	9
Facilities	11

Section II: Curriculum and Classroom Practices

Curriculum and Program	13
Supporting English Language Learners	15
Intervention and Support	18
Inclusion	20
Transition	22

Section III: Professional Development

Professional Development	25
Staff Qualifications	28

Section IV: Program and Child Evaluation

Child Assessment and Screening	32
Program Evaluation	34

Section V: Community Collaboration

Community Collaboration	36
Parent Involvement	38
Head Start	41

Section VI: Support Services

Health, Safety and Food Services	44
----------------------------------	----

Supporting References	47
-----------------------	----

Scoring Procedures

Key Terms:

Criterion: Standard by which the components of the program will be rated.

Indicator: Important points to consider when rating a criterion.

Preschool Program: All preschool classrooms in-district and in community providers.

Teacher: All teachers in preschool classrooms in-district and in community providers.

Scoring:

The following scoring protocol is adapted from the Accreditation Criteria & Procedures of the National Association for the Education of Young Children, 1998

Not Yet [1]	In Progress [2]	Fully Met [3]
This criterion is not met. There is little evidence that this statement accurately describes the program but plans may have been developed.	The criterion is partially met. There is some evidence that this statement accurately describes the program. Plans have been developed and initiated but full realization is not yet accomplished.	The criterion is completely met. There is a great deal of evidence that this statement accurately describes the program. For a criterion to rate a [3], all indicators related to the criterion must be present. (It also is possible for all indicators to be present without rating the criterion a [3]).

Each criterion is rated by placing a check mark in only one of the boxes. Explanations of ratings are given in the blank space provided beside each criterion.

- the criterion is rated not yet [1]
- the criterion is in progress [2]
- the criterion is fully met [3]—no explanation is needed for this rating.

Section I: Program Planning and Administration

Administration:

Rationale: Key to the success of any program is educational leadership and administrative oversight. To effectively operate high-quality preschool programs, school administrators must play an integral role in planning, execution, oversight, and evaluation of the preschool agenda. Individuals filling administrative positions should serve as educational leaders rather than simply managers. When relevant, the fiscal specialist should help private providers develop their program budgets, monitor compliance with the contract, and collect and report teacher tracking and certification information.

Criterion 1: Administrators overseeing the preschool program facilitate the development, articulation, and implementation of the DOE approved program plan that is shared and supported by the school community.

Indicators:

- A.** All dedicated in-district early childhood administrators (directors, supervisors, principals etc.) hold the appropriate New Jersey Supervisor’s Certificate or New Jersey Principal’s Certificate, have experience in preschool education and participate in annual training specific to preschool program planning and implementation and the school district’s comprehensive preschool curriculum , pursuant to N.J.A.C. 6A:13A-4.1.
“All dedicated administrators” means administrators that appear on the budget in full or in part.
- B.** Early childhood administrators facilitate consensus and a shared preschool vision by regularly meeting with and getting feedback from district administrators, preschool program staff, teachers, community provider directors, and families.
- C.** There is evidence of ongoing collaboration with district departments including, but not limited to, curriculum and instruction, special education and bilingual education that informs decision-making and results in continuous preschool program improvement.
“Fully met” would require evidence of collaboration with the district offices of curriculum, special education or bilingual education (if district has such offices).

Required Sources of Information:

- Resumes of in-district early childhood administrators
- Evidence of in-district early childhood administrators ongoing early childhood professional development attendance
- Evidence/examples of issues identified and addressed through ongoing communications with members of the school community (i.e. written plans, policies)
- Data analyses of surveys
- E-mails, logs, meeting minutes with district departments (i.e. curriculum and instruction, special education and bilingual education)
- Evidence of attendance by administrators, community provider directors, staff, teachers at various early childhood meetings, trainings.
- Meeting agendas and minutes.

Administration Criterion 1 Ratings

<p>District Rating</p> <p>Not yet___ In Progress___ Fully Met___</p> <p>NA___</p>	<p>Validator Rating</p> <p>Not yet___ In Progress___ Fully Met___</p> <p>NA___</p>	<p>Validate___</p> <p>Not Validate___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Criterion 2: Administrators overseeing the preschool program ensure implementation of professional development opportunities for teachers, staff, community provider directors, and other administrators to support professional growth.

Indicators:

- A.** Administrators from other district department(s)/office(s) participate in relevant preschool meetings and training to enhance their knowledge base.
“Fully met” would require more than one district department/office to participate in on-going early childhood meetings or training.
“In progress” would require one district department/office to participate in on-going early childhood meetings or training.
- B.** Individual and collective planning with staff by early childhood administrators results in delivery of a professional development program.
- C.** Teacher evaluations completed by community provider directors and principals support the professional growth of teachers and reflect the measurement of best practice in teaching young children.
- D.** Early childhood supervisors ensure that professional development is relevant to the specific needs of classroom teaching staff from both in-district and community provider settings, and ensure attendance at trainings.
- E.** Early childhood supervisors/contacts attend DOE-sponsored workshops and meetings.
- F.** Early childhood administrators provide feedback to teachers specific to curriculum implementation and classroom quality.

Required Sources of Information:

- Databases tracking attendance to professional development workshops/trainings
- Survey results from teacher and director professional development training surveys
- Copies of memos to district departments informing them of scheduled early childhood trainings and meetings
- Early childhood action and/or improvement plans

- District’s early childhood professional development plan

Administration Criterion 2 Ratings

District Rating Not yet____ In Progress____ Fully Met____ NA__	Validator Rating Not yet____ In Progress____ Fully Met____ NA__	Validate ____ Not Validate ____
District Comments:	Validation Findings:	

The following criteria are relevant for districts that contract with preschool providers. In the event that the district does not have a fiscal specialist, this section should be filled out based on the person fulfilling the responsibilities of this position (e.g. business administrator)

Criterion 3: The fiscal specialist has a working familiarity with professional accounting standards, and the proper training and skills to perform rigorous analyses of preschool provider budgets and required financial statements.

Indicators:

- A.** The fiscal specialist or designee has prior experience with professional accounting standards, or in analyzing public school or nonprofit budgets and financial statements.
- B.** The fiscal specialist or designee has auditing, budgeting and accounting experience pursuant to N.J.A.C. 6A:13A-4.7.
- C.** The fiscal specialist or designee demonstrates the requisite computer/technology skills to perform complex spreadsheet analyses or to assist preschool providers in the selection and/or implementation of accounting software (e.g. QuickBooks, Excel).
- D.** The fiscal specialist or designee is familiar with the requirements of the program, administrative code, program implementation and budget guidelines, and the preschool contract.
- E.** The fiscal specialist or designee attends DOE and district meetings regarding fiscal matters and receives regular ongoing training.
“Fully met” would require attendance at DOE and district meetings.

Required Sources of Information:

- Resume of fiscal specialist or designee
- Written and verbal examples of attendance at professional development trainings/meetings
- Evidence of meetings with providers

- Evidence of budget analyses performed

Administration Criterion 3 Ratings

District Rating Not yet____ In Progress____ Fully Met____ NA__	Validator Rating Not yet____ In Progress____ Fully Met____ NA__	Validate ____ Not Validate ____
District Comments: 	Validation Findings: 	

Criterion 4: The fiscal specialist regularly collects and analyzes budgets and financial reports from private providers to ensure that their expenditures conform to approved budgets; fiscal practices conform to district contractual terms; and general fiscal integrity is maintained.

Indicators:

- A.** The fiscal specialist provides examples of analyses performed on private provider quarterly expenditure reports and annual external audits from the Office of Fiscal Accountability and Compliance. These analyses compare actual spending to budgeted appropriations to ensure that monies are spent as intended.
- B.** The fiscal specialist conducts analyses on all submitted preschool budgets to ensure conformity with DOE regulations (FTE/salary analysis, indirect costs, materials/supplies, etc).
- C.** The fiscal specialist provides examples of appropriate and timely action once financial, legal, or contractual discrepancies have been discovered during the regular course of monitoring (e.g. provides formal notification to supervisor, seeks additional information/documentation, alerts appropriate DOE/DHS authorities, develops and monitors progress of corrective action plans (CAP’s) as a result of an audit or limited review examination).
“In progress” would require evidence of CAP’s sent to the DOE.
“Fully met” would require documentation of follow-up to CAP’s and quarterly reports.
- D.** The fiscal specialist provides training and assistance to providers on budget development, accounting, and expense reporting.
- E.** The fiscal specialist tracks CAP’s for financial audits and reviews.
- F.** Analyses of quarterly expenditure reports are completed shortly after submission, allowing for the timely recoupment of funds based on actual expenditures.
- G.** Provider budget transfers are reviewed and tracked by the school district.

Required Sources of Information:

- Quarterly financial reports
- Evidence of meetings with providers
- Completed budget transfer forms and correspondence
- Examples of provider budget analysis
- District-developed corrective action plans
- Evidence of follow-up/monitoring of corrective action plans

Administration Criterion 4 Ratings

<p>District Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validate____</p> <p>Not</p> <p>Validate____</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Recruitment and Outreach:

Rationale: All three- and four-year-old children, including children with disabilities residing in districts that receive state funding for preschool, are eligible for services. Issues such as toilet training, immigration status, and other individual circumstances cannot prevent a child from receiving services. Individual districts are unique and, therefore, no single recruitment strategy will work across districts. Rather, given the socio-economic status, as well as the location of a specific school district, certain approaches may be more effective than others. The school district, along with the Early Childhood Advisory Council, should take the time to research and analyze the most effective public information strategies for its community.

Criterion 1: Multiple recruitment strategies are being used.

Indicators:

- A.** Public awareness strategies such as fliers, phones information services, cable television, and public service announcements via the radio in appropriate languages are used. Depending on community needs, neighborhood visitors or other person-to-person outreach strategies may be needed to reach under-served populations. Various community resources are involved in suggesting recruitment methods, including the Early Childhood Advisory Council.

- B.** Public awareness strategies and materials in languages relevant to service populations clearly indicate to the community that early childhood programs are available to children with special needs (must contain Child Find information).
- C.** Research has been conducted to determine which recruitment method(s) has been most effective in reaching hard-to-reach populations and/or under-served groups.
“Fully Met” would require districts to demonstrate how research is conducted to inform the recruitment and enrollment process.
- D.** District is following its plan to meet the needs of the preschool universe. The former Abbott districts serve at least 90% of universe of three- and four-year-old children.

Required Sources of Information:

- Samples of strategies/materials used for outreach and recruitment including Child Find information
- Early Childhood Advisory Council meeting minutes
- Enrollment forms/registration packets
- Recruitment and outreach section of the 2009-10 program plans
- Data to show that research of recruitment methods has been conducted

Recruitment & Outreach Criterion 1 Ratings

District Rating Not yet____ In Progress____ Fully Met____ NA__	Validator Rating Not yet____ In Progress____ Fully Met____ NA__	Validate ____ Not Validate ____
District Comments:	Validation Findings:	

Criterion 2: Accurate enrollment data is collected, maintained, and updated as needed.

Indicators:

- A.** A preschool enrollment form is used during registration. Age and residency are the primary factors used to determine a child’s eligibility.
- B.** Translators or forms are available in the home languages for families whose first language is not English.
- C.** Enrollment process is coordinated at the district level to maximize placement and eliminate multiple enrollment district-wide.
“Fully Met” would require districts to have procedures to identify and eliminate multiple enrollments of individual children at the provider level.

Required Sources of Information:

- Enrollment forms/registration packets
- Copy of district-wide enrollment process
- Sign-in sheets for translators

Recruitment & Outreach Criterion 2 Ratings

<p>District Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validate____</p> <p>Not</p> <p>Validate____</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Facilities:

Rationale: The physical environment of a preschool classroom has an impact on both the behavior and learning of the children and adults working in that space. Adequate physical space affects children’s levels of involvement and the types of interactions with their teachers and peers. Classroom facilities for preschool children must be designed specifically to meet the needs of three- and four-year-old children.

Criterion 1: An amended long-range facility plan (LRFP) that is based on an assessment of the preschool universe, demographic trends, housing patterns and community needs has been submitted by the district.

Indicators:

- A.** The LRFP considers children that are served by federally funded Head Start and private provider programs (who are willing and able).
- B.** The LRFP indicates that there is a plan in place to reduce substandard space and increase appropriate classroom space to meet the universe of preschool children that are eligible for the program.

Required Sources of Information:

- LRFP (relevant sections pertaining to preschool)

Facilities Criterion 1 Ratings

District Rating Not yet___ In Progress___ Fully Met___ NA__	Validator Rating Not yet___ In Progress___ Fully Met___ NA__	Validate ___ Not Validate ___
District Comments:	Validation Findings:	

Criterion 2: Facilities meet the needs of preschool children.

Indicators:

- A. Classrooms are not higher than the second floor of a facility or in basements.
- B. All classrooms meet the space requirement of 750 square feet of usable space, 150 square feet of storage and equipment or furnishings that are either built in or not easily movable and 50 square feet for a bathroom.
- C. All classrooms have bathrooms that are in or just outside of the classroom.
- D. Classrooms are equipped with sinks and child-height amenities (paper towel holders, toilets, etc.).
- E. Preschool children have access to a developmentally appropriate playground at all locations.

Required Sources of Information:

- Facilities assessment based on a needs assessment (Indicators and Standards for Improving Schools-ISIS) conducted by the district board of education

Facilities Criterion 2 Ratings

District Rating Not yet___ In Progress___ Fully Met___ NA__	Validator Rating Not yet___ In Progress___ Fully Met___ NA__	Validate ___ Not Validate ___
District Comments:	Validation Findings:	

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Section II: Curriculum and Classroom Practices

Curriculum:

Rationale: Curriculum broadly speaking is what schools teach. This includes all that is planned for children in the classroom, such as learning centers, morning circle, or a teacher-initiated small-group activity. Curriculum also includes the unplanned- those experiences a child has while building a bridge with paper towel tubes, string and popsicle sticks, waiting for the bus, eating at the snack table, or fighting over a toy. Curriculum is the entire range of experiences that children have at school. Creative arts, health, safety, and physical education, language arts literacy, mathematics, science, social studies, world languages, and social/emotional development are all important components of a preschool curriculum.

Criterion 1: The preschool curriculum is effective in helping children learn and develop.

Indicator:

- A. The preschool curriculum is research based and approved in the district’s preschool plan by the New Jersey Department of Education. Please list curriculum in the following space

_____.
“Fully-met” would require districts to have implemented High Scope, Creative Curriculum, Tools of the Mind, or Curiosity Corner or as indicated in January 2009 program and budget approval letter

Curriculum & Program Criterion 1 Ratings

District Rating Not yet ___ In Progress ___ Fully Met ___ NA ___	Validator Rating Not yet ___ In Progress ___ Fully Met ___ NA ___	Validate ___ Not Validate ___
District Comments:	Validation Findings:	

Criterion 2: The curriculum is being implemented as intended.

Indicators:

- A. Lesson plans show that the curriculum meets the specific needs of the children in the district. For example, children with special needs and English language learners are naturally supported in the learning environment with adaptations and supports, as necessary.

- B.** The program structure is designed specifically to address the unique needs of preschoolers. Practices designed for older children like ‘specials’ and cafeteria-style meals are not used.
- C.** Teachers/master teachers receive professional development from both the curriculum developer and other district staff that enable them to implement the curriculum as intended.
- D.** Aggregated results of structured program observation instruments such as Early Childhood Environmental Rating Scale (ECERS), Supports for Early Literacy Assessment (SELA), Preschool Classroom Mathematics Inventory (PCMI), and Tools of the Mind Fidelity Checklist, Preschool Quality Assessment (PQA), or the Creative Curriculum Implementation Checklist demonstrate a high level of curriculum implementation.

Required Sources of Information:

- Lesson plans
- Master teachers logs
- Professional development plan
- Aggregated data reports showing the results from in-district classroom observations conducted using a structured classroom instrument

Curriculum & Program Criterion 2 Ratings

<p>District Rating</p> <p>Not yet___ In Progress___ Fully Met___</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet___ In Progress___ Fully Met___</p> <p>NA__</p>	<p>Validate___</p> <p>Not</p> <p>Validate___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Supporting English Language Learners:

Rationale: Best practice and research dictate that both English and the child’s home language should be actively supported to facilitate language and literacy development during the crucial preschool years (August, Diane & Shanahan, Timothy, 2006. *Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth*. Mahwah, NJ: Lawrence Erlbaum Associates.). In order to be successful in US schools, and ultimately in the workplace, children need to be fluent in English, but not at the expense of losing their first languages. Teachers need extra guidance and support to effectively create learning opportunities in the context of meaningful interactions and materials that focus on first-language development as well as English proficiency.

Criterion 1: All English language learners receive systematic support for home and English language acquisition in their natural preschool environment.

Indicators:

- A.** Classrooms are equipped with literacy materials in the home languages of the children in the class.
- B.** Lesson plans show strategies for supporting the home language of each child in the classroom.
- C.** Lesson plans show intentional activities to scaffold ELL children’s learning of English.
- D.** Structured classroom observations are used as planning tools to support English language learners in the classroom.
- E.** Administrative support ensures that all directors, building principals and classroom teachers receive results of the home language survey.
- F.** Administrative supports are provided to the maximum extent possible to address the needs of children from every language background (including the provision of classroom materials, resources, professional networking and support, and assistance with developing general strategies and lesson plans).

Required Sources of Information:

- Lesson plans
- Structured program observation instruments
- Classroom inventory lists and material supply orders
- Photographs of in-district and provider classroom environments
- One sample of a child portfolio
- Current SAVS Improvement Plan
- Copy of home language survey and process for how results are shared with directors, building principals and classroom teachers

ELL Criterion 1 Ratings

<p>District Rating</p> <p>Not yet____ In Progress____ Fully Met____ NA__</p>	<p>Validator Rating</p> <p>Not yet____ In Progress____ Fully Met____ NA__</p>	<p>Validate____</p> <p>Not Validate____</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Criterion 2: Teachers receive appropriate supports to meet the needs of English language learners.

Indicators:

- A.** Teachers receive professional development in techniques and materials needed for creating a language-rich environment that facilitates learning of the child’s home or primary language, as well as English.
- B.** The master teacher/coach specializing in bilingual education models, coaches and provides feedback to master teachers and teachers in how to facilitate language acquisition, and to promote oral language in the preschool setting. In smaller districts, this may be a function of a coach that has received specialized training to provide support for teachers in this area.
- C.** Teachers receive professional development in general language development, individual differences in second-language learning, best practices for scaffolding to English, as well as sensitivity to cultural backgrounds.

Required Sources of Information:

- Aggregated results from structured program observation instruments
- Written feedback to teachers
- Teacher logs
- Professional development via workshops or meetings
- Samples of resources provided to teachers
- Lesson plans
- Written anecdotes

ELL Criterion 2 Ratings

<p>District Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validate____</p> <p>Not</p> <p>Validate____</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Criterion 3: Families of English language learners receive adequate support in the preschool program.

Indicators:

- A.** Parents are made aware of the importance of maintaining both English and home languages.
- B.** District staff as well as parent or community volunteers, provide home language translation, explain cultural issues to program staff and assist with outreach to families as needed.
“Fully met” would require districts to support the predominant language of all families.

Required Sources of Information:

- Samples of parent communication (ex. newsletter)
- Parent workshops/classes
- Translator sign-up sheets

ELL Criterion 3 Ratings

<p>District Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validate____</p> <p>Not</p> <p>Validate____</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

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Intervention and Support:

Rationale: Working with classroom teachers, paraprofessionals, family members and early childhood administrators, the dedicated early childhood intervention professionals have a unique opportunity to successfully address potential learning difficulties and challenging behaviors of preschool children early on. Specific support from preschool intervention specialists in strategies and interventions to reduce these issues will allow more preschoolers to successfully participate in a general education preschool program.

Criterion 1: A preschool intervention and referral team (PIRT) is fully staffed and functioning according to the *New Jersey Preschool Program Implementation Guidelines*. Small districts have designated staff that fulfills the function of the team.

Indicators:

- A.** An established protocol requesting assistance from preschool intervention team staff clearly outlines who can request assistance, under what conditions, and what appropriate response will follow. All early childhood staff including teachers, center directors, master teachers, and administrators, are familiar with and adhere to, the protocol to ensure effective communication and follow-up.
- B.** The preschool intervention team roles and responsibilities are clearly articulated and do not entail direct therapeutic services to children.
- C.** The preschool intervention team collaborates with the general education teachers and master teachers/coaches, supervisors, and other professionals (special education, nurses, school based social worker etc).
- D.** The preschool intervention team meets with families and caregivers to obtain necessary support, information and documentation to support interventions and positive behavior supports plans (PBS) at home and school.
- E.** The preschool intervention team assists with transitions from one program to another for students that required PIRT assistance.
- F.** The district board of education collects data on the number of children served by the preschool intervention team and of those children served by thePIRT, the number of children referred to special education.
- G.** All preschool intervention team members have early childhood experience or education and have received training in a developmentally-appropriate, research-based curriculum model approved by the DOE, the Pyramid and Positive Behavior Supports and the coaching cycle.
- H.** All funded preschool team positions are fully staffed.

Required Sources of Information:

- Written protocol to request the assistance of PIRT, including timelines

- Tracking system for each PIRT member’s caseload and subsequent referrals to CST
- PIRT Logs
- Parent meeting, interview and phone logs
- Meeting minutes and agendas
- Sign-in sheets and agendas for professional development training (ex. PBS)
- Professional development plan showing the professional development PIRT receives and delivers
- PIRT team resumes/credentials

Intervention & Support Criterion 1 Ratings

<p>District Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA ___</p>	<p>Validator Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA ___</p>	<p>Validate ___</p> <p>Not</p> <p>Validate ___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Criterion 2: The intervention and support from the team meets the needs of the early childhood staff.

Indicators:

- A.** Observes, consults, provides feedback and models appropriate strategies and interventions to teachers and master teachers.
- B.** Writes clear intervention plans that are followed by the teacher and modifies the intervention plans as needed throughout the year.
- C.** Coordinates and provides yearly professional development to other relevant staff such as I &RS, and Child Study Team members and parents on the district’s social and emotional curriculum, the four levels of the pyramid model and Positive Behavior Supports as needed and in accordance with the early childhood professional development plan.

Required Sources of Information:

- Weekly schedules, logs
- Meeting notes
- Professional development plan showing professional development PIRT receives and delivers
- Positive Behavior Support Implementation Plan samples
- Intervention plan samples
- Case file sample

Intervention & Support Criterion 2 Ratings

<p>District Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validate____</p> <p>Not</p> <p>Validate____</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Inclusion:

Rationale: Inclusion for young children with disabilities and typically developing children has been based on a three-part rationale (Bricker, 1978): First is that the regular education curriculum and access to a typically developing peer group will provide learning opportunities that do not exist in special education classes containing only children with disabilities (Bricker, 1995). Second, public law recommends that, to the extent possible, children with disabilities receive a free, appropriate education in settings that are typical and that include same-aged peers. This “least restrictive environment” provision appeared in the original law that ensured educational services for children with disabilities (P.L. 94-142) and the subsequent reenactments of the law (P.L. 99-457, P.L. 102-119). Third, many individuals see the inclusion of a child in a center or class in his or her community or neighborhood as the most appropriate and ethical placement, given that it meets the child’s and family’s needs. (Odom, Peck, Hanson, Beckman & Schwartz).

Criterion 1: Children with Individualized Education Programs (IEPs) are included in general education classrooms and receive appropriate supports within the activities and routines of the preschool day.

Indicators:

- A.** Once a child is referred to the Child Study Team for evaluation, the classroom teacher participates in all meetings during the IEP process and if the child is found eligible for special **Education** and related services, has ongoing access to the written IEP.
- B.** A review of the preschool day is comprehensive in the Present Levels of Academic Achievement and Functional Performance section of the IEP as mandated by NJAC 6::14-3.7 (11) and supports and services for the child are clearly listed in the IEP to assist the teacher to support the child’s participation in the general education classroom routines and activities.

- C. The option for placement of a child with an IEP in a general education classroom is available during the entire school year, specifically for children transitioning from the NJ Early Intervention System.
- D. Related services and supports for the child that are listed in the IEP are primarily implemented during the routines and activities of the general education preschool day.
- E. All teachers are trained to adapt curriculum, materials and activities to meet the needs of children with IEPs in their classrooms.
- F. Master Teacher(s)/coach(es) with a specialization in inclusive practices are employed and provide appropriate guidance and information to other master teachers and other preschool staff.

Required Sources of Information:

- October 15th count from Early Childhood
- October 15th count from Special Education placement data
- Current district placement data (to demonstrate program availability throughout the year)
- 3 Preschool Student IEPs (with student and family names removed) including one of the most recent IEPs completed by the Child Study Team
- Professional development agenda and sign-in sheets for trainings on inclusive practices
- Master teacher schedule and anecdotes

Inclusion, Criterion 1 Ratings

District Rating Not yet____ In Progress____ Fully Met____ NA__	Validator Rating Not yet____ In Progress____ Fully Met____ NA__	Validate ____ Not Validate ____
District Comments:	Validation Findings:	

Criterion 2: Administrative supports are in place to facilitate inclusion.

Indicators:

- A. Meetings between the Early Childhood and Special Education lead administrators occur at least 4 times per year. At least one of these meetings must include the Chief School Administrator. These meetings should focus on program implementation and long range needs of the districts and the evaluation of available data for developing district improvement and action plans.
- B. Meetings between the Early Childhood and Special Education department staff (supervisors, CST, PIRT, and Master Teachers Inclusion Specialists) occur monthly. These meetings should

focus on issues of implementation of curriculum and specialized programs (PBS, LEAP etc.) as well as the collection and sharing of classroom evaluative data.

- C. Opportunities for collaboration and consultation among teachers, therapists, and child study teams are built into the school schedule.
- D. Training opportunities on developmentally appropriate early childhood practice and curriculum implementation is available for all staff (all teachers, assistants, related service providers, CST, PIRT) and are provided cooperatively with both departments.

Required Sources of Information:

- Meeting agendas, sign-ins and minutes for all meetings of the lead administrators
- Meeting agendas, sign ins and minutes for three of the meetings of the department staff
- Program schedule
- Professional development agenda and sign ins specifically noting participation by CST, related service providers and special education teachers

Inclusion, Criterion 2 Ratings

<p>District Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA ___</p>	<p>Validator Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA ___</p>	<p>Validate ___</p> <p>Not</p> <p>Validate ___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Transition:

Rationale: Transition is an ongoing process that should facilitate and maintain continuity between programs. Preparing children and their families for the transition process helps to orient them to the program, anticipate services based on each child’s needs and provide valuable insight to information about the child and family.

Criterion 1: Transition activities are planned for children entering the preschool program including early intervention and other settings.

Indicators:

- A. Flexible scheduling and planning provide different opportunities for families to learn about the preschool program, such as open houses, and individual meetings with families.

- B.** District personnel attend Transition Planning Conferences arranged by the early intervention program.
- C.** Meeting minutes and/or correspondence show that early intervention, preschool and special education staff collaborate to meet the needs of children with disabilities entering the preschool program from early intervention and to place children in the least restrictive environment.
- D.** Families are informed about the district registration requirements, options for placement including general education classrooms and request forms inviting the Part C service coordinator from early intervention to the initial IEP meeting for children after the determination of eligibility.

Required Sources of Information:

- Parent Handbook
- Written correspondence between early childhood, early intervention and special education departments
- Meetings dates and minutes with special education, early intervention, bilingual, preschool supervisors and kindergarten administrators.
- Examples of transition materials (performance-based assessments/ELAS portfolios)
- Early intervention agency reports showing district staff attendance at Transition Planning Conferences

Transition, Criterion 1 Ratings

District Rating Not yet____ In Progress____ Fully Met____ NA__	Validator Rating Not yet____ In Progress____ Fully Met____ NA__	Validate ____ Not Validate ____
District Comments:	Validation Findings:	

Criterion 2: A plan has been developed for transition of children from the preschool program into kindergarten as outlined in 6A:13A-6.1.

Indicators:

- A.** There is on-going communication between the preschool and kindergarten programs.
- B.** Results of performance-based assessments along with other information about the child are shared with the kindergarten teacher.

- C. Specific transition activities are conducted for families, such as visits to the kindergarten classrooms, distributing home learning activities for the summer months, and dissemination of information to families about kindergarten through meetings, workshops, written correspondence, etc.
- D. The transition plan is evaluated annually.

Required Sources of Information:

- Transition plan and annual updates
- Family/Teacher surveys of transition activities
- Written correspondence, announcements and fliers showing transition activities provided for children and families
- Meeting dates and minutes with transition committee, special education, early intervention, bilingual, preschool supervisors, and kindergarten administrators.
- Examples of transition materials (performance-based assessments/ELAS portfolios)

Transition, Criterion 2 Ratings

<p>District Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA ___</p>	<p>Validator Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA ___</p>	<p>Validate ___</p> <p>Not</p> <p>Validate ___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Section III: Professional Development

Professional Development:

Rationale: The preschool program should carry out a professional development plan directly related to the district’s mission and chosen curriculum. It should include provisions for systematic ongoing training and be based on research on adult learning and children’s development. It should be based on a professional development needs assessment using classroom observation instruments. Staff development geared specifically to the findings should be an integral part of the overall plan. Professional development should be focused on helping children meet the standards outlined in the *Preschool Teaching and Learning Standards* and should be available for districts and provider teachers alike. Aspects of the professional development plan should be specifically designed for instructional, non-instructional, and administrative staff.

Criterion 1: Structured classroom observation instruments are used to determine areas for professional development.

Indicators:

- A.** A structured observation instrument or set of instruments is used to measure quality practices in preschool classrooms.
- B.** The aggregated data from the structured observations, along with results of performance based assessments are analyzed and used to plan for professional development.

Required Sources of Information:

- Master teachers/coaches aggregated data from structured observations (i.e. ECERS- R, PQA, SELA, PCMI, Classroom Implementation Checklist)

Professional Development, Criterion 1 Ratings

District Rating Not yet____ In Progress____ Fully Met____ NA__	Validator Rating Not yet____ In Progress____ Fully Met____ NA__	Validate ____ Not Validate ____
District Comments:	Validation Findings:	

Criterion 2: A cohesive professional development system is implemented for instructional, non-instructional, and administrative staff.

Indicators:

- A.** The focus for professional development is to improve implementation of the district’s curriculum.
- B.** The district followed their DOE approved professional development plan for the 2010-2011 year.
- C.** An electronic database is used to document teacher professional development for both in-district and provider teachers.
- D.** District and provider administrators, including early childhood supervisors, center directors and building principals, receive annual professional development in topics such as the district’s chosen curriculum, the standards, performance-based assessment, evaluating and observing preschool teachers both formally and informally, and adult-child interaction.
- E.** Support staff, such as, lunch assistants and specialists, receive information about developmentally appropriate practices and are given an overview of the curriculum.

Required Sources of Information:

- Professional development plan
- Agendas/Sign-in sheets
- Electronic professional development tracking system
- Examples of PD opportunities (i.e. study groups, focus learning walks, training sessions, team building and action research)

Professional development, Criterion 2 Ratings

<p>District Rating</p> <p>Not yet___ In Progress___ Fully Met___</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet___ In Progress___ Fully Met___</p> <p>NA__</p>	<p>Validate___</p> <p>Not</p> <p>Validate___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Criterion 3: Master teachers fulfill the roles and responsibilities outlined in the New Jersey *Preschool Program Implementation Guidelines, 2010*

Indicators:

- A.** Master teachers/coaches provide direct professional development training/workshops for teachers and paraprofessionals.
- B.** Master teachers/coaches model, coach, provide feedback and follow-up with teachers in preschool programs regarding developmentally appropriate practice and the district’s chosen curriculum. Collaborative peer coaching in the classroom is the master teacher’s primary responsibility.
- C.** Master teachers/coaches with specific expertise (e.g. inclusion, bilingual education, math curriculum) provide consultation to other master teachers/coaches.

Required Sources of Information

- Professional development via workshops and meetings with teachers
- Daily or weekly logs
- Master teacher/coaches credentials and/or resumes
- Documentation of reflective cycle (pre-visit conference, classroom visit and post-visit conference (including feedback) with indication of follow-up visits

Professional Development, Criterion 3 Ratings

<p>District Rating</p> <p>Not yet___ In Progress___ Fully Met___</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet___ In Progress___ Fully Met___</p> <p>NA__</p>	<p>Validate___</p> <p>Not</p> <p>Validate___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Staff Qualifications:

Rationale: “The quality of the staff is the most important determinant of the quality of an early childhood program,” (National Association for the Education of Young Children, 1998). Not only is it important for preschool classrooms to be staffed with individuals that have experience with young children, but also staff should have certification specific to early childhood. It is vital that all assistant teachers have at minimum, a high school diploma or the equivalent.

Criterion 1: All teachers must have appropriate credentials and appropriate certification pursuant to N.J.A.C. 6A:13A-4.3.

Indicator:

- A.** An electronic database is used to track teacher credentials, consistent enrollment and adequate progress for P-3 candidates, and indicates that certification requirements are met.
“Fully met” would require districts to have an electronic data base.

Required Source of Information:

- Electronic database

Staff Qualifications, Criterion 1 Ratings

District Rating Not yet____ In Progress____ Fully Met____ NA__	Validator Rating Not yet____ In Progress____ Fully Met____ NA__	Validate ____ Not Validate ____
District Comments:	Validation Findings:	

Criterion 2: In-district and community provider teachers and assistants receive on-going evaluations and reviews.

Indicators:

- A.** Steps and procedures to evaluate teacher and teacher assistant performance in-district and in the provider setting (if applicable) are in place and are clearly defined.
- B.** Steps and procedures for removal from a position in-district and in the provider setting (if provider settings are used) are in place and are clearly defined.

Required Sources of Information:

- Evaluation form, in-district and community providers
- Procedures for removal, in-district and community providers

Staff Qualifications, Criterion 2 Ratings

<p>District Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validate____</p> <p>Not</p> <p>Validate____</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Criterion 3: All assistant teachers have appropriate credentials as per district requirements and participate in on-going professional development.

Indicator:

- A.** An electronic database is used to document the credentials of assistant teachers and any professional development training received, and indicates appropriate credentials.
“Fully met” would require districts to have an electronic database.

Required Source of Information:

- Electronic database

Staff Qualifications, Criterion 3 Ratings

<p>District Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validate____</p> <p>Not</p> <p>Validate____</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Criterion 4: All existing and new directors of private providers, at a minimum, have completed the DHS-required Director’s Academy.

Indicators:

- A.** An electronic database is used to track experience, education attainment and/or participation in the Director’s Academy sponsored by DHS (please refer to Chapter 122 Manual of Requirements for Child Care Centers-State of NJ Department of Children and Families).
“Fully met” would require districts to have an electronic database.

Required Source of Information:

- Electronic database

Staff Qualifications, Criterion 4 Ratings

District Rating Not yet____ In Progress____ Fully Met____ NA__	Validator Rating Not yet____ In Progress____ Fully Met____ NA__	Validate ____ Not Validate ____
District Comments:	Validation Findings:	

Criterion 5: Master teachers/coaches meet recommended qualifications.

Indicators:

- A.** Master teachers/coaches have received or are working towards becoming an Early Childhood Professional Development fellow.
- B.** All master teachers/coaches have the appropriate qualifications and experience as described in N.J.A.C.6A:13A-4.2

Required Sources of Information:

- Certificates/resumes
- Records of attendance at master teacher seminar

Staff Qualifications, Criterion 5 Ratings

District Rating Not yet____ In Progress____ Fully Met____ NA__	Validator Rating Not yet____ In Progress____ Fully Met____ NA__	Validate____ Not Validate____
District Comments:	Validation Findings:	

Criterion 6: All family workers have a high school diploma or equivalent, and have or are working toward the Family Development Credential (FDC).

Indicator:

- A.** An electronic database is used to track the credentials of family workers (if provider settings are used).
“Fully met” would require districts to have an electronic database.

Required Source of Information:

- Electronic Database

Staff Qualifications, Criterion 6 Ratings

District Rating Not yet____ In Progress____ Fully Met____ NA__	Validator Rating Not yet____ In Progress____ Fully Met____ NA__	Validate____ Not Validate____
District Comments:	Validation Findings:	

Section IV: Program and Child Evaluation

Child Assessment and Screening:

Rationale: Developmentally appropriate assessment of young children includes multiple types of assessment that serve different functions (NAEYC Position Statement 2004). In high quality preschool programs, two types of assessment are required. The first is an on-going, authentic assessment of the child's development in the context of the classroom environment. This evidence may include records of children's conversations, their drawings, constructions, photographs, and anecdotal notes indicative of their development. This performance-based assessment is used to help educators determine appropriate activities and interactions. The second type of assessment is used to identify those who may need further diagnostic assessment. Upon entry into the program, it is required that all three- and four-year-old children be administered a developmental screening. This information is never used to determine or deny placement. Rather, it is used to determine if a child requires further evaluation. No other type of assessment is appropriate in preschool except those used for program evaluation. For that purpose, only randomly selected samples of children should be tested and rigorous research design must be followed.

Criterion 1: A Department of Education-approved performance-based system is used appropriately and regularly to support each child's unique learning and development growth.

Indicators:

- A.** Portfolios of children's work are kept on a regular basis for every child and clearly illustrate and document children's development over a period of time.
- B.** Observations of children are intentional and use some of the following techniques while documenting progress across domains: work samples, photography, narrative description, anecdotes, videotaping, and tape recording.
- C.** Information gathered about children is used when planning instruction and daily activities.
- D.** The collections and observations are used in communications with both parents and staff (e.g., child study team, special educators, and therapists).
- E.** The results of the performance-based assessment are considered when planning professional development activities to further enhance teaching practices (e.g. information on supporting English language learners' language arts literacy skills).
- F.** Items in children's portfolios are clearly aligned with the New Jersey *Preschool Teaching and Learning Standards*.
- G.** Procedures are in place to ensure reliable collection of child information through portfolio review meetings and professional development

Required Sources of Information:

- Portfolios/folios
- Written observations
- Performance-based Assessments (e.g., Developmental Continuum, Work Sampling System, Child Observation Record)

- Written communications and plan
- Procedures to ensure reliability
- Lesson plans connected to assessment and instruction
- Professional development plans that supports instruction.
- Documentation from parent/teacher conferences, communication with therapists and/or child study team members.
- Master teacher/coach logs, with aggregated data used to inform professional development and in-class support.

Child Assessment and Screening, Criterion 1 Ratings

District Rating Not yet____ In Progress____ Fully Met____ NA__	Validator Rating Not yet____ In Progress____ Fully Met____ NA__	Validate ____ Not Validate ____
District Comments:	Validation Findings:	

Criterion 2: A system of screening is in place. Screening instruments are carefully selected and used appropriately.

Indicators:

- A.** Screening instruments are administered by classroom teachers upon entry to the program or within the first few weeks of school.
- B.** Only research based screening instruments that follow developmentally appropriate practice are used (e.g. ESI-R).
- C.** Screening is not used as a pre-test/post-test measure for child or program evaluation.
- D.** Parents are advised as to the purpose and results of the screening, and notified both before and after the screening takes place.
- E.** Screening instruments are given in a child’s primary language.
- F.** Districts maintain an electronic database showing: students screened, students passing, students scoring within re-screen range, follow through for re-screen, students scoring referred, referrals to CST and outcomes of referral.

Sources of Information:

- Electronic database with data (number of re-screens and referrals to CST)
- Sample of written referral and follow-up form
- Samples of parent communications
- Samples of Child Study Team communications
- Screening instruments

Child Assessment and Screening, Criterion 2 Ratings

<p>District Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA ___</p>	<p>Validator Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA ___</p>	<p>Validate ___</p> <p>Not</p> <p>Validate ___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Program Evaluation:

Rationale: Program evaluation should be on-going and include the input of the Early Childhood Advisory Council, administrators, provider and district teachers, aides, parents, and other support staff. All forms of program evaluation should be set up in a manner that allows honest and anonymous input. Information gathered from program evaluations should be used to improve the quality of the program, as well as, identify and building upon strengths.

Criterion 1: The preschool program is evaluated annually.

Indicators:

- A.** The Early Childhood Advisory Council participates and assists in the analyzing of collected data (e.g. Community Needs Assessment, Early Learning Improvement Consortium (ELIC) Report and district classroom evaluations).
- B.** SAVS improvement plans for the 2011-2012 school year (for districts that submitted plans) have been submitted to the department and recommendations were implemented for the 2011-2012 school year.
- C.** Results of classroom observations, parent surveys and teacher surveys are used in an annual evaluation of the district program.

Required Sources of Information:

- Parent and teacher surveys
- Minutes of staff and advisory council meetings
- SAVS Improvement Plans 2011-2012
- Evaluation report

Program Evaluation, Criterion 1 Ratings

<p>District Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA__</p>	<p>Validate___</p> <p>Not</p> <p>Validate___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Section V: Community Collaboration

Community Collaboration:

Rationale: It is considerably easier for children to develop and learn with the support of strong families who, in turn, enjoy the support of individuals and institutions in their surrounding communities. When families, schools, and community institutions (e.g. local businesses, community colleges, and health agencies) collectively agree upon their goals and decide how to reach them, everyone benefits. Effective collaborative relationships require communication that values and respects the opinion, perspectives, and rights of each partner. Ultimately, everyone in the district and community should understand that he/she is part of the same program.

Criterion 1: The Early Childhood Advisory Council includes appropriate and diverse community representatives, meets regularly, and is integrally involved in advising on the preschool program.

Indicators:

- A.** The Early Childhood Advisory Council is representative of the community and may include, but is not limited to the following groups: private providers, higher education, mental health agencies, private sector, kindergarten/first grade teachers, NAACP, social service providers, Head Start agencies, and child and family advocates.
- B.** The community and parent involvement specialist or other designee staffs the advisory council.
- C.** Minutes are taken at every meeting and distributed for review.

Required Sources of Information:

- Early Childhood Advisory Council membership roster
- Agendas
- Minutes

Community Collaboration, Criterion 1 Ratings

District Rating	Validator Rating	
Not yet____ In Progress____ Fully Met____	Not yet____ In Progress____ Fully Met____	Validate ____
NA__	NA__	Not Validate ____
District Comments:	Validation Findings:	

Criterion 2: There are regularly scheduled meetings with contracted providers and Head Start.

Indicators:

- A. Minutes are taken at each meeting and distributed for review.
- B. Professional development is provided for directors of centers.
- C. Providers meet regularly with district staff to discuss fiscal and program updates.

Required Sources of Information:

- Meeting dates
- Minutes
- Agendas
- Professional Development Plan

Community Collaboration, Criterion 2 Ratings

<p>District Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA__</p>	<p>Validate___</p> <p>Not</p> <p>Validate___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Criterion 3: The needs and goals of the community are being met.

Indicator:

- A. A community needs assessment and/or family survey is conducted annually.

Required Sources of Information:

- Community needs assessment
- Aggregated data from various surveys (e.g. family, teacher, ECAC etc.)

Community Collaboration, Criterion 3 Ratings

<p>District Rating</p> <p>Not yet___ In Progress___ Fully Met___</p> <p>NA___</p>	<p>Validator Rating</p> <p>Not yet___ In Progress___ Fully Met___</p> <p>NA___</p>	<p>Validate___</p> <p>Not Validate___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Parent Involvement:

Rationale: Supportive partnerships around the child provide the type of environment in which families, schools, and the community work together to achieve and sustain shared goals for children. On-going communication and interaction encourages appropriate and effective learning opportunities for children. A well-defined plan is required for incorporating a wide range of family involvement and educational opportunities into the preschool program. With systematic coordination between home and school, we can more meaningfully support all aspects of the child’s life. If educators and families work together, children have a greater chance of reaching their maximum potential.

Criterion 1: There are multiple opportunities for families to be involved.

Indicators:

- A.** District-wide family involvement activities are coordinated by the Community/Parent Involvement Specialist (CPIS), or other staff member, in conjunction with the family workers and social workers.
- B.** Family meetings and workshops are designed to accommodate the individual languages and cultures of the families in the community.
- C.** There are numerous ways for families to be involved, from family-teacher conferences, and volunteer opportunities to family workshops and participation on the advisory council.
- D.** Family meetings are offered at various times of the day, helping to ensure that all families have the opportunity to attend.

Required Sources of Information:

- Family worker/social worker weekly logs/reports
- Family volunteer schedule/sign-in sheet
- Family workshop agendas

Parent Involvement, Criterion 1 Ratings

<p>District Rating</p> <p>Not yet___ In Progress___ Fully Met___</p> <p>NA___</p>	<p>Validator Rating</p> <p>Not yet___ In Progress___ Fully Met___</p> <p>NA___</p>	<p>Validate___</p> <p>Not</p> <p>Validate___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Criterion 2: Direct communication with families takes place regularly.

Indicators:

- A. Flexible scheduling is available for family-teacher conferences.
- B. Families receive a procedure and policy handbook.
- C. Written communication related to the child is presented in the home language as necessary.
- D. Information about the child and feedback about the program is solicited from the family at school entry and throughout the year.
- E. Families are offered at least three annual home/personal/center visits by the family worker in provider sites.

Required Sources of Information:

- Parent/family handbook
- Parent/family teacher conference schedule/records
- Teacher log of family contacts
- Registration/enrollment form
- Family worker logs of family contacts

Parent Involvement, Criterion 2 Ratings

<p>District Rating</p> <p>Not yet___ In Progress___ Fully Met___</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet___ In Progress___ Fully Met___</p> <p>NA__</p>	<p>Validate___</p> <p>Not</p> <p>Validate___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Criterion 3: Family workers and/or social workers are active participants in the preschool program.

Indicators:

- A. An organized system is in place for family workers and social workers to collaborate and share information.
- B. There is a written system in place for families to request the services of family workers and social workers as needed.

Required Sources of Information:

- Family request form(s) for social service assistance
- Log/schedule of meetings between family workers and social workers
- Meeting minutes

Parent Involvement, Criterion 3 Ratings

<p>District Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA__</p>	<p>Validate___</p> <p>Not</p> <p>Validate___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Head Start:

Rationale: Pursuant to N.J.A.C. 6A:13A school districts may offer the preschool program within a mixed delivery system that includes in-district, private provider and local Head Start agency settings provided the provider and/or local Head Start agency program(s) with which the district board of education contracts comply with the school district’s program requirements, including the employment of appropriately licensed and qualified teaching staff.

Criterion 1: All eligible children served by Head Start are included in the district program.

Indicator:

- A. The district contracts with Head Start to ensure that all Head Start eligible children residing in the district are served.

Required Sources of Information:

- Enrollment tables

Head Start, Criterion 1 Ratings

<p>District Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validate__</p> <p>Not</p> <p>Validate__</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Criterion 2: Administrative supports are in place to facilitate collaboration with Head Start.

Indicators:

- A.** Joint professional development sessions are held to ensure curriculum and assessment articulation.
- B.** The school district supports Head Start’s need to enroll children at or below poverty level.
- C.** The school district and Head Start agency effectively collaborate to serve preschool children with disabilities.
- D.** Regular communication between the Head Start director/executive director and the school district staff take place.

Required Sources of Information:

- Professional Development Plan
- Meeting minutes
- Attendance records
- Enrollment forms

Head Start, Criterion 2 Ratings

<p>District Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validate__</p> <p>Not</p> <p>Validate__</p>
<p>District Comments</p>	<p>Validation Findings:</p>	

Section VI: Support Services

Health, Safety, and Food Services:

Rationale: “The provision of a safe and healthy environment is essential. No amount of curriculum planning or positive adult-child interaction can compensate for an environment that is dangerous for children. Safe and healthy early childhood programs prevent illness and accidents, and also educate children concerning safe and healthy practices” (NAEYC, 1998). Children must also receive proper nutrition and learn safety procedures and healthy eating habits within and outside of the classroom environment.

Criterion 1: The educational process is strengthened and facilitated by improving and protecting the health status of children.

Indicators:

- A.** Individual child health records are up-to-date and allergies or other health issues are clearly stated.
- B.** Nurses are available at a ratio of 1:300 students and maintain up to date health records.
- C.** Families and teachers receive a written policy related to child illness and school attendance.
- D.** Health screenings are conducted for each preschool child (e.g. blood pressure, vision, hearing, dental, height, and weight screenings).
- E.** Families are notified when documented health concerns are identified with their child. A follow-up referral is recommended and parents are assisted in locating medical and health resources.

Required Sources of Information:

- Policy handbook or family handbook
- Schedule A
- Total preschool enrollment numbers as of date of validation visit
- Sample of child health record with child’s name blocked out
- Evidence of referrals and correspondence to families
- Nurse log of completed health screenings

Health, Safety and Food Services Criterion 1 Ratings

District Rating Not yet ____ In Progress ____ Fully Met ____ NA__	Validator Rating Not yet ____ In Progress ____ Fully Met ____ NA__	Validate ____ Not Validate ____
District Comments: 	Validation Findings: 	

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Criterion 2: Supports and practices facilitate health, safety, and food services.

Indicators:

- A.** Emergency procedures are written, and appropriate training has been provided to staff and/or children, as needed.
- B.** Nutrition and health workshops are offered.
- C.** Written information on health, safety and nutrition is distributed to families.

Required Sources of Information:

- Policy handbook or family handbook
- Copies of workshop agendas for families on health & safety topics
- Evidence of referrals and correspondence to families related to health concerns

Health, Safety and Food Services Criterion 2 Ratings

District Rating	Validator Rating	Validate ___
Not yet___ In Progress___ Fully Met___	Not yet___ In Progress___ Fully Met___	Not
NA__	NA__	Validate ___
District Comments:	Validation Findings:	

Criterion 3: Children receive adequate nutrition.

Indicators:

- A.** Weekly/monthly menu outlining both meals and snacks meet the nutritional requirements recommended by the Child Care Food Program of the United States Department of Agriculture.
- B.** Weekly/monthly menus are available for families.

Required Sources of Information:

- Copies of menus indicating breakfast, lunch, snacks are offered
- Documentation showing menus are made available to families

Health, Criterion 3 Ratings

<p>District Rating</p> <p>Not yet___ In Progress___ Fully Met___</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet___ In Progress___ Fully Met___</p> <p>NA__</p>	<p>Validate___</p> <p>Not</p> <p>Validate___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Supporting References

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