

Self-Assessment Validation System (SAVS)
for Abbott Preschool Programs - Revised
2008-2009

New Jersey Department of Education
Division of Early Childhood Education
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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 will be rated by placing a check mark in only one of the boxes. Explanations of ratings will be 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. The role of the fiscal specialist should be to help private providers develop their program budgets, to monitor compliance with the contract, and to be responsible for collecting and reporting teacher tracking and certification information.

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

Indicators:

- As of September 2008, 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.
- 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.
- 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).

Sources of Information:

- Resumes
- Credentials
- Evidence of ongoing early childhood professional development attendance
- Evidence/examples of issues identified and addressed through ongoing communications with members of the school community
- Evidence/examples of consensus building in collaborative settings
- Written plans, policies, systems developed as outcomes
- Surveys
- Data analyses
- Evidence/examples of engagement with community provider directors
- E-mails, logs, meeting minutes
- Evidence/examples of comprehensive professional development opportunities resulting from individual and collective planning.
- Evidence of attendance by administrators, community provider directors, staff, teachers at various early childhood meetings, trainings.

- Meeting agendas and minutes.

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

Indicators:

- 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..
- Individual and collective planning with staff by early childhood administrators results in delivery of a professional development program.
- Teacher evaluations completed by community provider directors and principals support the professional growth of teachers.
- 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.
- Early childhood supervisors attend DOE-sponsored workshops and meetings.
- Early childhood administrators provide feedback to teachers specific to curriculum implementation.

Sources of Information:

- Databases
- Written and verbal examples
- Workshop evaluations
- Director Surveys
- Memos
- Action plans
- Professional Development Plan

Admin 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>	

The following criteria should be the responsibility of the fiscal specialist or designee assigned to such tasks (e.g. business administrator). 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.

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:

- The fiscal specialist has prior experience with professional accounting standards, or in analyzing public school, or nonprofit budgets and financial statements.
- The fiscal specialist has auditing, budgeting and accounting experience pursuant to N.J.A.C. 6:13A-4.7.

- The fiscal specialist 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).
- The fiscal specialist is familiar with the requirements of the program, including the Abbott decisions, administrative code, program implementation and budget guidelines, and the preschool contract.
- 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.

Sources of Information:

- Resume
- Evidence of meetings with providers
- Evidence of analyses performed

Admin 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: 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:

- 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 (include statement about state operated districts). These analyses compare actual spending to budgeted appropriations to ensure that monies are spent as intended.

- ❑ The fiscal specialist can provide examples of analyses performed on submitted preschool budgets to ensure conformity with DOE regulations (FTE/salary analysis, indirect costs, materials/supplies, etc).
- ❑ 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. provide formal notification to supervise, seek additional information/documentation, alert appropriate DOE/DHS authorities, develop and monitor progress of corrective action plans as a result of an audit or limited review examination).
“Fully met” would require documentation of follow-up to CAP and quarterly reports.
“In progress” would require evidence of CAP’S.
- ❑ The fiscal specialist provides training and assistance to providers on budget development, accounting, and expense reporting (i.e. template for quarterly reports & formatting).

Sources of Information:

- Quarterly financial reports
- Evidence of meetings with providers
- District-developed corrective action plans
- Evidence of follow-up/monitoring of corrective action plans

Admin 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: 	

Recruitment and Outreach:

Rationale: All three- and four-year-old children, including children with disabilities residing in the Abbott districts, are eligible for services. Issues such as toilet training, immigration status, and other individual circumstances cannot prevent a child from receiving services. In fact, the mandate is to serve all eligible children. 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:

- Public awareness strategies such as fliers, phone 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.
- 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).
- 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.
- District serves at least 90% of universe of Abbott eligible children

Sources of Information:

- Samples of strategies/materials used for outreach and recruitment
- Early Childhood Advisory Council minutes
- Enrollment forms/registration packets
- Child Find outreach activities
- Recruitment and outreach section of the 2008-09 and 2009-10 program plans.

Recruit. & Outreach Criterion 1 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:	

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

Indicators:

- A preschool enrollment form is used during registration. Age and residency are the primary factors used to determine a child’s eligibility.
- Translators or forms are available in native languages for those whose first language is not English.
- 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 enrollment at the provider level.

Sources of Information:

- Early Childhood Advisory Council minutes
- Parent surveys and handbooks
- Enrollment forms/registration packets
- Residency verification
- Recruitment and outreach section of the 2008-09 and 2009-10 program plans
- Sign-in sheets for translators

Recruit. & Outreach 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: 	

Facilities:

Rationale: Facilities that provide safe and healthy learning environments are educationally adequate, and meet the *Preschool Teaching and Learning Expectations: Standards of Quality, 2004* and the **New Jersey Preschool Program Implementation Guidelines, August 2008** are one of the elements of a high-quality preschool education. The physical environmental affects both the behavior and development of children, and the adults working in that environment.

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:

- The district plan does not supplant currently contracted child care providers who meet the provisions of high-quality preschool education and related services.
- The LRFP provides for full inclusion of children served by federally funded Head Start programs (who are willing and able).

Sources of Information:

- Facilities assessment based on a needs assessment (Indicators and Standards for Improving Schools-ISIS) conducted by the district board of education.
- LRFP (relevant sections pertaining to preschool)

Facilities 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 II: Curriculum and Classroom Practices

Curriculum and Program:

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 program.

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

Indicator:

- The preschool curriculum is research based and approved in the district’s preschool plan by the New Jersey Department of Education.
Fully-met” would require districts to have implemented High Scope, Creative Curriculum, and Tools of the Mind, Bank Street or Curiosity Corner or as indicated in January 2008 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:

- 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.
- 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.
- Teachers/master teachers receive professional development from both the curriculum developer and other district staff that enables them to implement the curriculum as intended.
- 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), Tools of the Mind Fidelity Checklist, Preschool Quality Assessment (PQA), or the Creative Curriculum Implementation Checklist demonstrates level of curriculum implementation.

Sources of Information:

- Lesson plans
- Curriculum developer reports
- Master teachers logs
- Professional development plan

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 dictates 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:

- Classrooms are equipped with literacy materials in the home languages of the children in the class,
- Lesson plans show strategies for supporting the home language of each child in the classroom.
- Lesson plans show intentional activities to scaffold ELL children's learning of English.
- Structured classroom observations are used as planning tools to support English language learners in the classroom.
- Administrative support ensures that all directors, building principals and classroom teachers receive results of the home language survey.
- 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).

Sources of Information:

- Lesson plans and observations
- Structured program observation instruments
- Classroom inventory lists
- Photographs
- Classroom materials (purchased, hand-made or borrowed) and supply orders
- Child portfolios
- Current SAVS Improvement Plan
- Home language survey or results

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:

- 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.
- The master teacher 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 for a regular master teacher who has received specialized training to provide support for teachers in this area.
- 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.

Sources of Information:

- 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:

- Parents are made aware of the importance of maintaining both languages and are provided with examples of tools and techniques to extend this learning at home.
- 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.

Sources of Information:

- Samples of parent communication (ex. newsletter)
- Parent workshops/classes

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 and family members, early childhood administrators and dedicated early childhood intervention professionals have a unique opportunity to successfully identify preschoolers at risk, and work with their teachers and families. In addition, as more children are enrolled in preschool, teachers are reporting an increase in challenging behaviors exhibited by children. Specific support from preschool intervention specialists in strategies and interventions to reduce these behaviors will allow more preschoolers to successfully participate in a regular 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*.

Indicators:

- An established protocol requesting assistance from the PIRT 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.
- The preschool intervention and referral team’s role and responsibilities are clearly articulated and do not entail direct therapeutic services to children.
- Preschool intervention and referral team members collaborate with the general education teachers and master teachers, supervisors, and other professionals (special education, nurses, school based social worker etc).
- The preschool intervention and referral team assists with transitions from one program to another for students that required PIRT assistance.
- According to N.J.A.C. 6A:13A-4.4 (e), the district board of education annually reports to the DOE the number of children served by the PIRT and the number of children referred to the child study team for formal evaluation in its five-year preschool program plan and annual updates.
- All preschool intervention and referral specialists have early childhood experience or education and have received training in a developmentally-appropriate, research-based model approved by the DOE (e.g. Positive Behavior Support).
- All funded positions on the preschool intervention and referral team are fully staffed.

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
- Meeting minutes and agendas
- Sign-in sheets for training (ex. PBS)
- Professional development plan showing PD 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:

- Observes, consults, provides feedback and models appropriate strategies and interventions to teachers and master teachers.
- Writes clear intervention plans that are followed by the teacher and modifies the intervention plans as needed throughout the year.
- Coordinates and provides professional development for all preschool staff to facilitate the success of all children in the general education classroom in accordance with the early childhood professional development plan.

Sources of Information:

- Weekly schedules, logs
- Meeting notes
- Professional development plan showing PD PIRT receives and delivers
- Positive Behavior Support Implementation Plan
- Intervention plans
- Case files

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: According to the *Individuals with Disabilities Act (IDEA)*, every child who is eligible for special education services is entitled to a free and appropriate education in the least restrictive environment (LRE). Therefore, preschool children with disabilities should be afforded the opportunity to participate and interact with their peers who do not have disabilities in natural settings. Such settings include, but are not limited to, home and family, play groups, child care, nursery schools, Head Start programs, kindergarten and neighborhood school classrooms. Many positive outcomes have been reported that support these practices, including increased performance of children with disabilities and improved classroom behavior, as well as, positive effects on the attitudes of typically developing students concerning children with disabilities.

Criterion 1: Children with individualized educational plans (IEPs) are included in general education classrooms and receive the supports within classroom activities and routines.

Indicators:

- Master teacher(s) with a specialization in inclusion are employed and have specialized knowledge in inclusion practices and provisions.
- Once referred, children with IEPs remain in their neighborhood preschool classroom and receive IEP supports within that setting.
- Master teacher(s) with a specialization in inclusion provide appropriate guidance and information to master teachers and other preschool staff.
- The general educators are trained to adapt curriculum and materials to meet the needs of children with IEP's.
- Support services are in place to support individual student needs within the context of daily routines and activities (e.g. occupational therapy, physical therapy, speech).
- The classroom teacher participates in all meetings of the IEP process and has ongoing access to the written IEP (Identification meeting, Eligibility meeting, IEP Planning and Development meeting, and the Annual Review meeting).

Sources of Information:

- October 15th count from Early Childhood
- December 1st count from Special Education
- Professional development plans
- Master teacher schedule and anecdotes
- Numbers from Early Intervention Agency concerning incoming 3's with IEPs
- Class lists
- Therapist logs and schedules
- Teacher Lesson plans
- 3-5 IEPs with student and family names removed

Inclusion, 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 inclusion.

Indicators:

- Meetings between early childhood and special education departments are regularly scheduled and held.
- Early childhood and special education departments collaborate to discuss all contracted services to ensure therapists are implementing developmentally appropriate strategies in a timely fashion.
- Opportunities for collaboration and consultation among teachers, therapists, and child study teams are built into the school schedule.

Sources of Information:

- Schedule of meetings
- Minutes
- Lesson Plans

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>
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District Comments:	Validation Findings:
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Transition:

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

Criterion 1: A plan has been developed for transition of children from the preschool program into kindergarten.

Indicators:

- There is on-going communication between the preschool and kindergarten programs.
- Results of performance-based assessments along with other information about the child are shared with the kindergarten teacher.
- 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 parents about kindergarten through meetings, workshops, written correspondence, etc.
- The transition plan is evaluated annually.

Sources of Information:

- Two-Year Report on Instructional Reports
- Parent Handbook
- Parent surveys, teacher surveys and analysis of those surveys.
- Written correspondence
- Meetings 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 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: Transition activities are planned for children entering the preschool program including early intervention and other settings.

Indicators:

- Flexible scheduling and planning provide different opportunities for families to learn about the preschool program, such as open houses, and individual meetings with families.
- 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.
- Access to general education classes is available to students who are three-years-old with IEPs who are transitioning from early intervention during the school year.

Sources of Information:

- Two-Year Report on Instructional Reports
- Parent Handbook
- Meeting dates
- Written correspondence
- 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

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

Sources of Information:

- Early Learning Improvement Consortium (ELIC) reports (aggregated from structured observations)
- Master teachers’ aggregated data from structured observations (i.e. ECERS- R, PQA, SELA, PCMI, Classroom Implementation Checklist)
- Curriculum implementation reports (i.e. cc.net)
- Results from curriculum developer visits

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: 	Valition Findings: 	

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

Indicators:

- The focus for professional development is to improve implementation of the district’s curriculum.
- A database is used to document teacher professional development for both in-district and provider teachers.
- 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 Expectations, performance-based assessment, evaluating and observing preschool teachers both formally and informally, and adult-child interaction.
- Support staff, such as lunch assistants and specialists, receive information about developmentally appropriate practices and are given an overview of the curriculum.

Sources of Information:

- Professional development plan
- Agendas/Sign-in sheets
- Supervisors, principals, and directors’ observations/evaluations
- PDP’s
- Electronic Tracking System
- Certificates
- Visits to other districts implementing the same curriculum
- 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, August 2008*

Indicators:

- Master teachers provide direct professional development training/workshops for teachers and paraprofessionals.
- Master teachers 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 is the master teacher’s primary responsibility.
- Master teachers with specific expertise (e.g. inclusion, bilingual education, math curriculum) provide consultation to other master teachers.

Sources of Information

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

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 least at minimum, a high school diploma or the equivalent.

Not Yet

In Progress

Fully Met

Criterion 1: All teachers must have appropriate credentials and appropriate certification pursuant to N.J.A.C. 6A:9.

Indicator:

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

Sources of Information:

- Database
- Updated resumes of all teaching staff
- Certificates
- Mentoring plans

Staff Qualifications, 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: In-district and community provider teachers and assistants receive on-going evaluations and reviews.

Indicators:

- Steps and procedures to evaluate teacher and teacher assistant performance are in place and are clearly defined.
- Steps and procedures for removal from a position are in place and are clearly defined.

Sources of Information:

- Evaluation form
- Procedures for removal
- Employee handbooks
- Provider teacher contracts

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 database is used to document the credentials of assistant teachers and any professional development training received.
“Fully met” would require districts to have an electronic database.

Sources of Information:

- Database
- On-site training opportunities
- District tuition reimbursement policies
- Assistant teacher salary scale

Staff Qualifications, Criterion 3 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 4: All existing and new directors of private providers, at a minimum, have completed the DHS-required Director’s Academy.

Indicators:

- Database is used to track participation in the Director’s Academy sponsored by DHS, directors experience and education attainment.
“Fully met” would require districts to have an electronic database.
- All existing directors have completed the Director’s Academy with the exception of those who have received a waiver from DHS. *“Fully met” would require all new directors to be enrolled in the Director’s Academy. If a waiver has been granted by DHS for directors that possess credentials that meet, exceed or are equivalent to the Director’s Academy requirements, the district must have a copy of all waivers.*

Sources of Information:

- Database
- Director certificate

- Diplomas and transcripts
- Years of experience documentation

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 meet recommended qualifications.

Indicators:

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

Sources of Information:

- Master teacher qualifications/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 ___
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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 database is used to track the credentials of family workers.
“Fully met” would require districts to have an electronic database

Sources of Information:

- 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 required 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 approved holistic performance-based system is used appropriately and regularly to support each child's unique learning and development growth.

Indicators:

- 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.
- Observations of children are intentional and use some of the following techniques while documenting progress across domains: work samples, photography (with permission), narrative description, anecdotes, videotaping, and tape recording.
- Information gathered about children is used when planning instruction and daily activities. *Lesson plans should be evaluated for the connection between assessment and instruction. Look at examples of professional development that target how to inform instruction. Look for logs that show in-class support.*
- The collections and observations are used in communications with both parents and staff (e.g., child study team, special educators, and therapists). *Look at documentation from parent/teacher conferences, communication with therapists and/or child study team members.*
- 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). *Look at master teacher logs, and examine whether aggregated data has informed professional development and in-class support.*
- Items in children's portfolios are clearly aligned with the New Jersey *Preschool Teaching and Learning Expectations: Standards of Quality, 2004.*

- Procedures are in place to ensure reliable collection of child information through portfolio review meetings and professional development.

Sources of Information:

- Portfolios/folios
- Written observations
- Other Performance-based Assessments (e.g., Developmental Continuum, Work Sampling System, Child Observation Record)
- Written communications and plan
- ELAS training plans
- Procedures to ensure reliability
- National Association for the Education of Young Children “Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 through 8” (NAEYC Position Statement, November 2003)

Child Assessment and Screening, 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: A system of screening is in place. Screening instruments are carefully selected and used appropriately.

Indicators:

- Screening instruments are administered by classroom teachers upon entry to the program or within the first few weeks of school.
- Only research based screening instruments that follow developmentally appropriate practice are used (i.e. ESI-R).
- Screening is not used as a pre-test/post-test measure for child or program evaluation.

- Parents are advised as to the purpose and results of the screening, and notified both before and after the screening takes place.
- Screening instruments are given in a child’s primary language when possible.
- 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:

- Spreadsheet or table 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
- SAVS Improvement Plan 2008-2009
- National Association for the Education of Young Children “Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 through 8” (NAEYC Position Statement, November 2004)
- Electronic database of screening information

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.

Not Yet

In Progress

Fully Met

Criterion 1: The preschool program is evaluated annually.

Indicators:

- Minutes and correspondence demonstrate that the advisory council participates and assists in the analyzing of collected data (i.e. Community Needs Assessment, Early Learning Improvement Consortium (ELIC) Report and district formal evaluations).

Sources of Information:

- Parent and teacher surveys
- Minutes of staff and advisory council meetings
- SAVS Improvement Plans 2008-2009
- Evaluation report
- ELIC 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:

- The 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.
- The advisory council includes a representative of the DOE, Office of Early Childhood Education as an ex-officio member.
- The community and parent involvement specialist staffs the advisory council.
- Minutes are taken at every meeting and distributed for review.

Sources of Information:

- Advisory council membership roster
- Advisory council action plan (designated responsibilities)
- Advisory council bylaws
- Agendas
- Minutes
- Sign-In sheets
- Job description
- Minutes

Collaboration, Criterion 1 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:
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Criterion 2: There are regularly scheduled meetings with providers and Head Start.

Indicators:

- Minutes are taken at each meeting and distributed for review.
- Professional development is provided for directors of centers.

Sources of Information:

- Meeting dates
- Minutes
- Sign-In Sheets
- Agendas

Collaboration, 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:	

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

Indicator:

- A community needs assessment has been completed and is updated annually and/or as needed.

Sources of Information:

- Community needs assessment summary
- Collaboration agreements/joint initiatives with community agencies/organizations

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</p> <p>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 parents work together, children have a greater chance of reaching their maximum potential.

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

Indicators:

- District-wide parent involvement activities are coordinated by the Community/Parent Involvement Specialist (CPIS) in conjunction with the family workers and social workers.
- Parent meetings and workshops are culturally diverse and multilingual.

Sources of Information:

- Family worker/social worker weekly logs/reports
- Parent involvement plan
- Parent volunteer schedule/sign-in sheet
- Parent workshop agendas
- ECAC sign in sheets/minutes

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 parents takes place regularly.

Indicators:

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

Sources of Information:

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

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:

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

Sources of Information:

- Written System
- Weekly log/schedule
- Parent survey
- Meeting minutes
- Community resources and parent referrals

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>	

Section VI: Support Services

Head Start:

Rationale: As required by N.J.A.C. 6A:13A school districts should contract with every willing and able local Head Start Agency.

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

Indicator:

- The number of children served by the district contract is the full Abbott-eligible number of Head Start children residing in the district.

Sources of Information:

- Attendance records

Head Start, 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 collaboration practices with Head Start.

Indicators:

- Joint professional development sessions are held to address curriculum issues.

- The district has been provided with a copy of Head Start's classroom inventory in Head Start/Abbottclassrooms.

Sources of Information:

- Education service plan
- Minutes
- Sign-in sheets
- Attendance records
- Classroom inventories (materials and supplies)
- Teacher database

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>	

Health, Safety, and Food Services:

Rationale: “The provision of a safe and healthy environment is essential. No amount of good curriculum planning or positive adult-child interaction can compensate for an environment that is dangerous for children. Good-quality early childhood programs act to prevent illness and accidents, are prepared to deal with emergencies should they occur, 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:

- Individual child health records are up-to-date and allergies or other health issues are clearly stated.
- Nurses are available at a ratio of 1:300 students and maintain up to date health records.
- Parents and teachers receive a written policy related to child illness and school attendance.
- Health screenings are conducted for each Abbott preschool child (i.e. blood pressure, vision, hearing, dental, height, and weight screenings).
- Parents 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.

Sources of Information:

- Policy handbook or parent handbook
- ECERS- R
- Current license/inspection: DCF
- Evidence of referrals and correspondence to parents
- Health training for staff (CPR, fire safety, emergency evacuation)
- Needs assessment
- A comparison of ECERS-R, curriculum-specific and performance-based instrument data to the relevant Expectations

Health, 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>	

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

Indicators:

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

Sources of Information:

- Policy handbook or parent handbook
- ECERS- R
- Current license/inspection: DCF
- Evidence of referrals and correspondence to parents
- Health training for staff (CPR, fire safety, emergency evacuation)
- Needs assessment

Health, 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:	

Criterion 3: Children receive adequate nutrition.

Indicators:

- 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.
- Weekly/monthly menus are available for parents.

Sources of Information:

- Weekly menus indicating breakfast, lunch, snacks are offered
- Review log of menus

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

Office of Early Childhood Education – New Jersey Department of Education (2005). *Abbott Preschool Program Implementation Guidelines*. Trenton, NJ: New Jersey Department of Education.

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