

Division of Early Childhood Services

# Self-Assessment Validation System Former Abbott’s, Charter Schools and Preschool Education Aid (PEA) Districts

Due: April 11, 2025

Kevin Dehmer  
Acting Commissioner

New Jersey Department of Education

Contact:

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Division of Early Childhood Services

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## District Information

Please complete the information listed below.

County:

District name:

Early childhood contact:

Contact email:

Contact phone number:

Please indicate the number of classrooms and students where all (PEA) children are served in the table below as of March 31, 2025.

| **Location** | **Current number of PEA classrooms** | **Current number of general education students enrolled** | **Current number of students with an IEP enrolled in PEA classrooms** |
| --- | --- | --- | --- |
| In-district |  |  |  |
| Contracted Head Start |  |  |  |
| Contracted Private Providers |  |  |  |

## Purpose, Directions and Submission

### Purpose

As noted in N.J.A.C. 6A:13A-8.1, *Elements of High-Quality Preschool Programs*, districts are required to participate in a process of continuous quality improvement. The Self-Assessment Validation System (SAVS) has been developed to help districts identify areas of improvement in the overall preschool program implementation. The SAVS is completed each year and should help to inform the development of the districts submitted annual preschool program plan. A validation visit by the SAVS team shall occur at least once every three years.

### Directions

The district shall complete this document by providing a rating, and documentation for each criterion. Comments are required for indicators when the required documentation is not able to be provided. Comments and documentation should include information directly related to the district’s current practices.

### Submission

The district shall complete and submit the document in Microsoft Word format. The district should upload the completed document in Homeroom under the category *Early Childhood Materials* by April 11, 2025.

Please address any questions related to the SAVS to your district liaison or [doeearlychild@doe.nj.gov](mailto:doeearlychild@doe.nj.gov).

## SAVS Rating Procedures

**Not Met:** This criterion is not met. There is little evidence that this statement accurately describes the program, but plans may have been developed.

**In Progress:** The criterion is partially met. There is some evidence that this statement accurately describes the program. Plans have been developed and initiated, but the full realization is not yet accomplished.

**Fully Met:** The criterion is completely met. There is a great deal of evidence that this statement accurately describes the program.

**Not Applicable:** This is marked when the criterion does not apply to the program.

## Documentation Submission

Link to all required documentation accessible to the SAVS validation team: (insert link here)

**If district provided links are not accessible to the SAVS validation team, hard copies of all documentation will be required to be on site and available for review the day of the validation visit.**

## Section I: Administration, Program Planning, Staff, and Qualifications

Rationale: A key to successful high-quality preschool programs is having knowledgeable and experienced administrators, appropriately certified instructional staff and facilities that are designed to meet the needs of all preschool children.

### Administration

#### Criterion 1

Administrators overseeing the preschool program facilitate the development, articulation, and implementation of the Department of Education (DOE) approved program plan in all locations.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 1. A vision statement has been developed for the preschool program. | The preschool program vision statement.  Confirmation of sharing with stakeholders/community (e.g., website, policy handbook). |  |
| 2. There is evidence of ongoing collaboration with district departments including, but not limited to, curriculum and instruction, special education and multilingual education that informs decision-making and results in continuous preschool program improvement. | Two meeting agendas and/or meeting minutes with district departments showing collaboration related to preschool program implementation. |  |
| 3. In-district administration meets regularly with the preschool program staff to discuss program implementation, best practices, and planning for continuous improvements.  (e.g., Preschool Instructional Coach (PIC), Preschool Intervention and Referral Specialist (PIRS), Community and Parent Involvement Specialist (CPIS), Social worker, Nurse) | Three meeting agendas and/or meeting minutes with preschool program team. |  |
| 4. An in-district Early Childhood administrator conducts regular classroom visits to district, provider, and Head Start settings at least three times per year. | Spreadsheet or log documenting the date and time of the administrators conducting regular classroom visits.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 5. An early childhood program administrator attends Office of Preschool DOE meetings, professional development, or other events when offered. | Provide dates within the current year that administration attended Office of Preschool DOE specific offerings.  Insert dates: |  |

#### Rating: Administration Criterion 1

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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#### Criterion 2

The Business Administrator (BA) and/or Fiscal Specialist or designee from the finance office applies General Accepted Accounting Principles (GAAP) and possesses the proper training and skills to perform rigorous analyses of preschool district, provider and Head Start budgets and required financial statements. The BA and/or Fiscal Specialist is responsible for overseeing the development and implementation of the program-wide preschool budget.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 6. The BA and/or Fiscal Specialist meet with providers regularly to address fiscal matters. | Two meeting agendas with BA/Fiscal Specialist and contracted locations with evidence of fiscal matters discussed. |  |
| 7. Evidence that the Early Childhood Program Administrator and BA and/or Fiscal Specialist meet about enrollment projections and the preschool budget. | Evidence of two meetings between BA and/or Fiscal Specialist and Early Childhood Program Administrator discussing program enrollment and budget development. |  |
| 8. The BA, Fiscal Specialist or designee attends Office of Preschool DOE meetings regarding fiscal matters when offered. | Provide dates within the current year that BA/Fiscal Specialist attended Office of Preschool DOE meetings.  Insert dates: |  |

#### Rating: Administration Criterion 2

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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### Program Planning

#### Criterion 1

The district is intentionally planning and implementing recruitment strategies to reach all eligible preschool students.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 9. The district employs strategies for recruitment and outreach that are based on unique community needs and engage the use of community partners. | List of recruitment and outreach plan that indicates completion date.  One sample of a recruitment document provided in all predominate languages that includes Child Find information.  Note: In addition to the above documentation, the district website will be reviewed for registration information. |  |
| 10. 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. | Data to show that research of recruitment methods has been conducted and utilized to inform the recruitment process. |  |
| 11. Districts have established a comprehensive plan to serve at least 90% the preschool universe and are implementing the plan. | Documentation of a comprehensive plan to increase enrollment to at least 90% of the preschool universe.  Or  Preschool and first grade enrollment data as of the date of the SAVS submission to show that they have served at least 90% of the universe.  \**Universe is defined as two times the first-grade enrollment* |  |

#### Rating: Program Planning Criterion 1

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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#### Criterion 2

The district has a registration process in place that verifies program eligibility and is family friendly using a variety of modes, including in-person and electronic options.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 12. The district verifies program eligibility based on age and residency. | Documentation explaining the registration process clearly indicating eligibility requirements.  If applicable, policy that reflects serving non-resident children. |  |
| 13. The district has multiple enrollment options including in-person and electronic. | Electronic and hard copy enrollment forms and registration packets in English and additional home languages as applicable.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 14. District has a plan in place for addressing absenteeism. | Policy and/or handbook that addresses how the district, providers, and/or Head Start address absenteeism.  Plan for addressing absenteeism.  Plan is communicated to parents. |  |

#### Rating: Program Planning Criterion 2

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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#### Criterion 3

An assessment of long-term preschool facilities needs is regularly conducted, and improvements are ongoing.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 15. Measures are in place to assess, reduce substandard space, and increase appropriate classroom space to meet the universe of preschool children that are eligible for the program. | Chart confirming all indoor facility requirements are met.  or  Preschool facilities plan to mitigate all substandard indoor space.  Waiver approvals for all substandard space currently in use.  If applicable, evidence must be inclusive of private providers and/or Head Start. |  |
| 16. All preschool children have access to a developmentally appropriate, easily accessible outdoor playground at all district locations including contracted provider and Head Start sites. | Playground assessment.  Plan to improve any gross motor space not appropriate for preschool.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |

#### Rating: Program Planning Criterion 3

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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#### Criterion 4

The district contracts with all willing and able Head Start and private providers to serve eligible children.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 17. The district currently contracts with Head Start or has provided reasons why a partnership is not feasible. | Documentation of meeting with all Head Start programs within the catchment area of the district. |  |
| 18. The district currently contracts with private providers in the immediate or adjacent area. | Documentation of meeting with private provider programs with the district. |  |
| 19. Regular and ongoing communication and meetings occur with district program administrators and contracted Head Start/Providers regarding program implementation. | Two agendas from meetings between district administration, Head Start and Private Providers. |  |
| 20. The BA or Fiscal Specialist conducts onsite visits of providers and Head Start to check enrollment, supplies, staffing, etc., as part of their monitoring and oversight of budgets. | Spreadsheet that tracks on site visits to provider and Head Start locations by the BA or Fiscal Specialist. |  |
| 21. All required positions in contracted Head Start and Private Providers meet qualifications and are staffed. (e.g., instructional staff, family workers, site directors) | Head Start and Private Provider staffing charts showing qualifications and positions filled. |  |

#### Rating: Program Planning Criterion 4

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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### Staffing and Qualifications

Please complete charts in this section based on positions held that correlate with PEA funded positions approved in the current year budget. If positions were not filled indicate “OPEN POSITION”. Add rows as needed. To be rated as *Fully Met,* districts must have no vacant positions.

#### Criterion 1

The district meets all administrative staffing requirements set forth in N.J.A.C. 6A: 13A Elements of High-Quality Preschool Programs.

Early Childhood Administrator/Supervisors for the District

| **Name** | **Title** | **NJ Supervisor Endorsement or Principal Certificate** | **Years of experience in general preschool education or list relevant early childhood training, coursework, and professional development** |
| --- | --- | --- | --- |
|  |  |  |  |
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BA and/or Early Childhood Fiscal Specialist (if applicable)

| **Name** | **Title** |
| --- | --- |
|  |  |
|  |  |

#### Rating: Staffing and Qualifications Criterion 1

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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#### Criterion 2

All Preschool Instructional Coaches (PIC) and Preschool Intervention and Referral Specialists (PIRS) meet the requirements set forth in N.J.A.C. 6A: 13A Elements of High-Quality Preschool Programs.

PIC (1:20 classroom ratio required)

| **Name** | **Number of assigned classrooms** | **Date PIC Seminar Completed (Formerly Master Teacher Seminar)** | **Number of years of preschool general education teaching experience** | **Degree and Certifications** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
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PIRS (1:20 classroom ratio required)

| **Name** | **Number of assigned classrooms** | **Date PIRS Seminar Completed** | **Years of experience in preschool education or list relevant early childhood training, coursework, and professional development** | **Degree and Certifications** |
| --- | --- | --- | --- | --- |
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#### Rating: Staffing and Qualifications Criterion 2

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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#### Criterion 3

All Community and Parent Involvement Specialist (CPIS), Social Workers and Nurses meet the requirements set forth in N.J A.C. 6A: 13A Elements of High-Quality Preschool Programs.

CPIS

| **Name** | **Degree and/or certification** |
| --- | --- |
|  |  |

Preschool Social Worker (1:300 ratio required for in-district students)

| **Name** | **Number of preschool students served in-district** | **Degree and/or certification** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
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Preschool Nurse (1:300 ratio required)

| **Name** | **Number of preschool students served** |
| --- | --- |
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#### Rating: Staffing and Qualifications Criterion 3

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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#### Criterion 4

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

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 22. The district tracks teacher and assistant teacher credentials for all positions in the preschool program ensuring requirements are met. | Electronic database of teacher credentials and assistant teachers who filled positions and qualifications.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |

#### Rating: Staffing and Qualifications Criterion 4

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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## Section 2: Curriculum and Classroom Practices

Rationale: Implementation of an approved research-based curriculum that is aligned to the New Jersey Preschool Teaching and Learning Standards (2014) is a required component in all state-funded preschool programs. Establishing program wide supports focused on developmentally appropriate practices and instructional staff’s use of the curriculum as it is intended is an important part of a high-quality preschool program.

### Curriculum

#### Criterion 1

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

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 23. The preschool curriculum is research-based and approved in the district’s preschool plan by the New Jersey Department of Education. | Indicate the districts chosen curriculum by checking the box below.  Connect 4 Learning  Creative Curriculum for Preschool  High Scope  Tools of the Mind |  |
| 24. While not recommended practice, if the district is implementing any curricular enhancement, DOE has approved the supplemental request form, and the district is evaluating its effectiveness annually. | Please complete the information listed below.  Curriculum enhancement:  DOE approval date of curriculum enhancement:  Data on curricular enhancement effectiveness. |  |

#### Rating Curriculum Criterion 1:

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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#### Criterion 2

The curriculum is being implemented as intended.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 25. The program annually plans measurable curricular goals to improve curriculum implementation and fidelity. | Annual goals for curriculum implementation. |  |
| 26. Lesson plans show that the curriculum meets the specific needs of the children in the district. For example, children with special needs and multilingual learners are naturally supported in the learning environment with adaptations and supports, as necessary. | Three samples of lesson plans indicating differentiation for the students served.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 27. The program structure is designed to implement all curricular components. | Three samples of classroom schedules. Samples must indicate location.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |

#### Rating Curriculum Criterion 2:

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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### Child Assessment

#### Criterion 1

A performance-based assessment system aligned to the district’s chosen curriculum is used appropriately and regularly to support each child’s unique learning and development.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 28. Assessment tool is clearly aligned with the district’s chosen curriculum. | Insert the name of the performance-based assessment tool the district is utilizing: |  |
| 29. Information gathered about children is used when planning instruction and daily activities. | Assessment data for three students.  Three lesson plans that corollate to the planned instruction to address the above assessment data.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 30. Assessment data is used in communications with both parents and staff (e.g., Child Study Team (CST), special educators, and therapists). | Evidence of parent/teacher conference addressing student assessments.  Minutes from meetings with therapists and/or CST members discussing student assessment (if applicable).  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 31. Procedures are in place to ensure reliable collection of child assessment data. | Program protocol and procedures to ensure reliability of data collection (meetings, training, etc.).  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |

#### Rating Child Assessment Criterion 1:

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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### Preschool Instructional Coach

#### Criterion 1

The PIC fulfills the roles and responsibilities outlined in the N.J.A.C. 6A:13A Elements of High-Quality Preschool Programs.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 32. The PIC implements a reflective cycle of improvement, including a pre-conference, classroom visit, post conference and continuing support, with a focus on developmentally appropriate practice and the district’s chosen curriculum with instructional staff. | Six PIC logs evidencing ongoing use of the reflective cycle. (Identifying information should be redacted)  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 33. The PIC models lessons aligned to the approved curriculum for teachers. | Documentation of two demonstration teaching lessons modeled by the PIC.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 34. The PIC facilitates Professional Learning Community (PLC) meetings with teachers based on early childhood best practices. | Agendas of two PLC meetings facilitated by the PIC indicating instructional topics discussed.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 35. The PIC administers structured observation instruments in each classroom. | Three completed structured observation tools with identifying information redacted.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 36. The PIC provides direct professional development (PD) training/workshops for teachers and paraprofessionals. | Evidence of two trainings/workshops provided.  Agendas and sign in sheets indicating position and building location of each attendee for two PD sessions.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 37. The PIC supports the implementation of the child performance-based assessment system. | Two pieces of evidence from the PIC that specifically indicates discussion of child performance-based assessments.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 38. The PIC provides resources to teachers to support the instruction of the diverse population served in the program. | Two resources provided to instructional staff related to diverse populations. |  |

#### Rating Preschool Instructional Coach Criterion 1:

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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### Multilingual Learners

#### Criterion 1

All multilingual learners (ML) receive support for English language acquisition in their natural preschool environment.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 39. A home language survey is completed at the time of enrollment and shared with contracted providers, Head Start and in district instructional staff. | One copy of the home language survey that families complete.  Documentation of home language results.  Protocol of how and when results are shared. |  |
| 40. Lesson plans show intentional planned activities to scaffold ML children’s learning of early literacy skills in English. | Two lesson plans clearly indicating intentional planning for ML children’s learning. |  |

#### Rating Multilingual Learners Criterion 1:

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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## Section 3: Professional Development

Rationale: Staff development is an integral part of the state-funded preschool program. A data driven professional development (PD) plan directly related to the district’s mission and chosen curriculum should be implemented and updated on an annual basis.

### Professional Development

#### Criterion 1

A program wide PD plan for instructional staff is developed and implemented based on data from structured classroom observation instruments, performance-based assessments, and staff evaluations.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 41. A program wide PD plan to improve the district’s preschool program, inclusive of private providers and Head Start, has been developed.  The program wide PD plan includes opportunities for instructional staff to gain knowledge about meeting the needs of diverse populations, enrich their understanding of developmentally appropriate practices and the curriculum. | Program wide PD plan that incorporates all instructional staff and includes opportunities to receive training in all the following areas:   * diverse populations (ML, inclusion); * curriculum implementation; and * developmentally appropriate practices. |  |
| 42. The aggregated data from structured observations and instructional staff evaluations along with results of performance-based assessments are analyzed and used to plan for program wide PD. | Aggregated data from the structured observation instruments that connect to the program wide PD plan.  Aggregated student assessment data that connect to the program wide PD plan.  Aggregated data from in-district instructional staff evaluations that connect to the program wide PD plan.  District summary of program wide PD needs for contracted provider(s) and Head Start staff. |  |
| 43. The program wide PD plan for the preschool program has been implemented for instructional staff. | Database from current year that indicates the program wide PD plan for instructional staff is being implemented.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |

#### Rating: Professional Development Criterion 1

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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#### Criterion 2

A cohesive PD plan is implemented for non-instructional and administrative staff who support preschool program implementation.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 44. A PD plan is developed to meet the needs of non-instructional and administrative staff. | Program wide PD plan specific to the role and responsibilities of preschool non-instructional staff and administration (e.g., PIC, PIRS, CST, Supervisors, etc.).  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 45. The developed program wide PD plan for non-instructional and administrative staff has been implemented. | Database from current year that indicates the program wide PD plan for non-instructional and administrative staff is being implemented.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 46. Support staff, such as lunch assistants, security officers and related service providers, receive information about developmentally appropriate practices and the preschool program. | Database tracking preschool relevant information provided to support staff. |  |

#### Rating: Professional Development Criterion 2

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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## Section 4: Intervention and Support

Rationale: Interventions and supports for all children should be based on the individual needs of the child. The preschool program is responsible for conducting developmental screenings, implementing strategies and interventions that allow more preschoolers to successfully participate in general education settings.

### Screening

#### Criterion 1

A system of screening preschool students is in place. Screening instruments are developmentally appropriate, research based and implemented appropriately.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 47. Screening instruments are administered as intended by the developer, in the student’s home language and results are used to identify children who may need referrals for special services. | A copy of the screening protocol or district policy for screening that includes:   * Who administers the screen; * timeline for completion; * how the tool will be administered in the students home language; and * how the results and data will be used. |  |
| 48. Research-based screening instruments that follow developmentally appropriate practice are used. | Three sample completed screening instruments with identifying information redacted.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 49. Parents or guardians are advised as to the purpose and results of the screening and notified both before and after the screening takes place. | Sample pre-screening letter that is given to parent or guardian.  Sample post screening letter that is given to parent or guardian. |  |
| 50. Districts maintain an electronic database of screening data. | Electronic database including:   * Number of screens; * language of the screening tool; * date of screening; * date of entry into the program; * student results; * referrals to CST; and * outcomes of CST referral. |  |

#### Rating Screening Criterion 1:

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
| --- |
|  |

### Intervention and Support

#### Criterion 1

The PIRS fulfills the roles and responsibilities outlined in the N.J.A.C. 6A:13A Elements of High-Quality Preschool Programs.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 51. An established protocol requesting assistance from the PIRS clearly outlines who can request assistance, under what conditions, and what appropriate response will follow. | Written protocol to request the assistance of PIRS.  One completed Request for Assistance (RFA) form identifying information redacted. |  |
| 52. The PIRS coaches teachers using the Practice Based Coaching cycle based on the Pyramid Model and data from Teaching Pyramid Observation Tool (TPOT). | Three PIRS coaching logs demonstrating practice-based coaching.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 53. The PIRS and preschool support team members meet with families and caregivers to obtain necessary support, information, and documentation to support interventions and positive behavior supports plans (PBS) at home and school. | Two pieces of documentation providing evidence of collaborations with families. |  |
| 54. The district collects data on the number of children referred to PIRS and the number of children referred to special education after interventions and strategies are implemented by the general education teacher. | Tracking system for each PIRS member’s caseload and subsequent referrals to CST, which includes:   * Number of preschoolers being referred to PIRS, and; * Number of children being referred to CST after going through PIRS interventions. |  |
| 55. Aggregated results of the Teaching Pyramid Observation Tool (TPOT) instrument administered in all classrooms demonstrates a high level of implementation of the Pyramid Model for Young Children. | Aggregated TPOT data provided in a spreadsheet/chart.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 56. Clear intervention plans are written and followed by the general education teacher. Modifications of the intervention plans are completed as needed throughout the year. | Two positive behavior support implementation/intervention plans with identifying information redacted. |  |

#### Rating Intervention and Support Criterion 1:

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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### Inclusion

#### Criterion 1

Children with Individualized Education Programs (IEPs) are included in general education classrooms when noted in the IEP and receive required support within the activities and routines of the preschool day.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 57. Once a child is referred to the Child Study Team for evaluation, the general education classroom teacher participates in all meetings during the IEP process. | Two meeting sign in sheets from IEP meetings. |  |
| 58. A review of the preschool day is included as part of the IEP process as mandated by N.J.A.C. 6:14-3.7. | Two redacted IEP’s documenting the Review of the Preschool Day. |  |
| 59. 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. | Schedules for related service providers indicating that services take place within the preschool classroom. |  |

#### Rating Inclusion Criterion 1:

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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## Section 5: Community Collaboration, Program Evaluation and Family Engagement

Rationale: Effective collaborative relationships between schools, families and communities help to provide the resources and meaningful experiences that support all aspects of children’s learning.

### Community Collaboration and Program Evaluation

#### Criterion 1

The Early Childhood Advisory Council (ECAC) includes diverse community representatives, meets quarterly, and is integrally involved in advising on the preschool program.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 60. The ECAC is coordinated by the CPIS and representative of the community and may include, but is not limited to, the following groups: parents, private providers, higher education, mental health agencies, private sector, kindergarten/first grade teachers, National Association for the Advancement of Colored People (NAACP), social service providers, Head Start agencies, and child and family advocates. | ECAC membership roster with individual names, titles, and organizations. |  |
| 61. Meeting minutes indicate that meetings occur quarterly and include program evaluation, advisement and community outreach and collaboration. | Three agendas with dates and times.    Accompanying attendance documents with names, title, and organizations.  Accompanying meeting minutes and evidence of minutes distributed to all members following meetings (e.g., email confirmation). |  |
| 62. The mission of the ECAC is conveyed to families and the district and neighboring communities. | Evidence of three methods of communication (e.g., email, flyer) shared with the district, families and community members regarding the Advisory Council.    Copy of the Advisory Council’s mission statement. |  |
| 63. The ECAC assesses and evaluates their role and work annually. | Copy of the tool used to evaluate the ECAC. |  |

#### Rating Community Collaboration and Program Evaluation Criterion 1:

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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#### Criterion 2

The district assesses the needs of the preschool community and uses the information to evaluate and implement on-going improvements.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 64. The district conducts an annual assessment to determine community needs. | Community needs assessment.  Aggregated data from various annual surveys (e.g. family, teacher, ECAC). |  |
| 65. Results from the aggregated data are used to inform and plan for program development (e.g. next steps). | Development plan. |  |

#### Rating Community Collaboration and Program Evaluation Criterion 2:

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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### Family Engagement

#### Criterion 1

There are multiple opportunities for families to be involved and are available to families at in-district sites, private providers, and Head Start programs.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 66. District-wide family involvement activities are coordinated by the CPIS, or other staff member(s), in conjunction with the family workers and social workers. | Three meeting agendas and accompanying minutes of CPIS and social worker/family worker collaboration meetings. |  |
| 67. District and provider family meetings and workshops support the individual languages and cultures of the families in the community. | Three family workshop agendas for in-district, provider and Head Start programs.  Three flyers for family involvement opportunities |  |
| 68. There are numerous ways for families to be involved, volunteer opportunities, family workshops/events, and participation on the ECAC. | Volunteer schedule/sign-in sheets, conference schedules. |  |
| 69. Family events are offered at various times of the day to ensure all families can participate. | Calendar of events for families with times indicated. |  |

#### Rating Family Engagement Criterion 1:

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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#### Criterion 2

The program has established multiple ways for communicating with and supporting families throughout the school year.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 70. Flexible scheduling is available for family-teacher conferences. | Three teachers conference schedules, indicating flexible scheduling.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 71. Families receive a procedure and policy handbook. | Family handbook from in-district.  If applicable, additionally provide one example of a family handbook from a private provider and one from Head Start. |  |
| 72. Information about the child and feedback about the program is solicited from the family at school entry and throughout the year. | Data from family surveys. |  |
| 73. Parents/guardians of ML students are valued as a part of the preschool program community and are provided the same opportunities as English-speaking parents/guardians to provide feedback and input on program improvements.  “Fully Met” would require districts to support the home language of all families in the program. | ML data of home language.  Parent surveys translated in languages appropriate to the population. |  |
| 74. Written communication related to the child is presented in the home language, as necessary. | Three examples of written communication about children in home languages (performance-based assessments reports, class newsletters, notes to families, etc.). |  |
| 75. Families are offered at least three annual home/personal/center visits by the family worker in private provider sites (if applicable). | Evidence of home visits (e.g., sign-in forms, and Family Worker logs). |  |
| 76. Families can request a meeting or assistance of the CPIS, social workers, and/or family workers as needed. | Copy of meeting and assistance request form for requesting support for families in need of assistance. |  |
| 77. The CPIS, Social Workers, and/or Family Workers have ongoing contact with families to discuss their needs. | One weekly log of CPIS’s family contact and/or meetings.  One weekly log of a family worker’s family contact and/or meetings.  One weekly log of a social worker’s family contact and/or meeting. |  |

#### Rating Family Engagement Criterion 2:

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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## Section 6: Support Services

Rationale: The health and safety of children is a priority in high-quality preschool programs.

### Criterion 1

The district implements practices that support the health and safety of children in the preschool program.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 78. Individual child health records are up-to-date and allergies or other health issues are clearly stated. | One sample of child health record with child’s name blocked out. |  |
| 79. Families and teachers receive a written policy related to child illness, school attendance and emergency procedures. | Copy of written policies regarding child illness.  Copy of written policies regarding school attendance.  Copy of written policies regarding emergency procedures.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 80. Health screenings including vision, hearing, dental, height and weight are conducted for each preschool child upon program entry. | Three nurse logs of completed health screenings.  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 81. Families are notified when health concerns are identified with their child and resources are provided. | Sample correspondence given to families with identifying information redacted.  Sample of recommended community health resources provided to families based on individual student needs. |  |
| 82. District ensures meals and snacks provided to children meet the nutritional requirements of the US Department of Agriculture National School Lunch Program and Child and Adult Care Food Program. | One monthly menu indicating breakfast and lunch.  Documentation showing menus are made available to families (e.g., pictures posted of menus in the classroom, website posting).  If applicable, evidence must be inclusive of private provider and/or Head Start. |  |
| 83. Nutrition and health information and workshops are offered to families. | Two flyers indicating workshops and information on nutrition and health. |  |

### Rating Support Services Criterion 1:

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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## Section 7: Transition

Rationale: Transition is an ongoing process that facilitates and maintains continuity between programs. It is critical that seamless support is provided for all children as they move into the preschool program, from preschool through third grade.

### Criterion 1

A plan has been developed outlining the transition of children from entry into the preschool program through third grade as outlined in N.J.A.C. 6A:13A Elements of High-Quality Preschool Programs.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 84. The transition team (composed of families, child-care/district leaders, early intervention staff, CPIS, PIRS, PIC and other school personnel including preschool, elementary, multilingual, and special education staff) meets on a regular basis. | Transition team roster.  Three meeting agendas and minutes of transition meetings. |  |
| 85. The transition plan establishes goals to ensure seamless support for all children and families as they move from preschool through third grade. | Transition Plan with specific goals which includes:   * Transition activities for students and their families; and * Opportunities to collaborate between administrators, preschool teachers, and elementary teachers. |  |
| 86. The transition plan is evaluated annually for effectiveness and is revised as needed. | One family survey of transition activities.  One teacher survey of transition activities.  Transition improvement plan based on collected data and long-term goals. |  |

### Rating Transition Criterion 1:

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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### Criterion 2

Transition meetings and activities are in place to support children entering the preschool program from early intervention, home, or other programs.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 87. Early childhood personnel are made aware of or participate in meetings of children entering the preschool program through Early Intervention (EI). | Three documents of communication between the child study team and preschool administration or staff referencing children entering through EI. |  |
| 88. The district facilitates activities that support the transition of all children and families into the preschool program. | Three meeting agendas.  Two flyers for events. |  |

### Rating Transition Criterion 2:

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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### Criterion 3

Children and families are supported in their transition from the preschool program into kindergarten as outlined in N.J.A.C. 6A:13A Elements of High-Quality Preschool Programs.

| **Indicator** | **District Required Evidence**  **Check box to indicate submitted document** | **District Comments** |
| --- | --- | --- |
| 89. Seamless support is in place for all children and families as they move from preschool to kindergarten. | Two flyers or notices for family events related to transitioning from preschool to kindergarten.  Two child specific transition activities. Protocol for information and data sharing between preschool and kindergarten teachers (i.e. performance-based assessment). |  |
| 90. Families are provided with resources to support their understanding of the kindergarten program. | Two examples of resources provided to families. |  |

### Rating Transition Criterion 3:

| **District Rating** | **DOE Validation Team Rating** |
| --- | --- |
| Not Met  In Progress  Fully Met  Not Applicable | Validated  Not Validated  If not validated, enter final rating determination:  Not Met  In Progress |

| **DOE Validation Team Comments and/or Recommendations** |
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