

CHAPTER 13A
ELEMENTS OF HIGH QUALITY
PRESCHOOL PROGRAMS

Authority

P.L. 2007, c. 260.

Source and Effective Date

R.2008 d.189, effective June 13, 2008.
 See: 40 N.J.R. 4348(a).

Chapter Expiration Date

Chapter 13A, Elements of High Quality Preschool Programs, expires on June 13, 2009.

Chapter Historical Note

Chapter 13A, Elements of High Quality Preschool Programs, was adopted as special new rules by R.2008 d.189, effective June 13, 2008. See: Source and Effective Date.

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SUBCHAPTER 1. GENERAL PROVISIONS FOR A HIGH QUALITY PRESCHOOL PROGRAM

6A:13A-1.1 Purpose and applicability of rules

(a) State-funded preschool programs in each school district shall include the elements established in this chapter as essential for the implementation of a high-quality preschool program as a condition of receipt of preschool education aid. This shall include, but not be limited to, all positions, supports, services, materials and supplies. The school district shall ensure that preschool programs offered in-district and by contracted private providers and local Head Start agencies receiving preschool funding meet all applicable requirements.

(b) The purpose of these rules is to implement high-quality preschool programs pursuant to P.L. 2007, c. 260. These rules shall supercede N.J.A.C. 6A:10 and 6A:10A, where inconsistencies occur.

(c) The district board of education shall ensure the inclusion of preschool children with disabilities in general education settings to the maximum extent possible.

6A:13A-1.2 Definitions

The following words and terms, as used in this chapter, shall have the following meanings:

“At-risk children” means children who are eligible for preschool programs as defined by age- and income-eligibility pursuant to P.L. 2007, c. 260, section 12(a).

“Child and Adult Care Food Program” or “CACFP” means the Federally assisted meal program operated in regulated child care settings.

“Classroom quality assessment instrument” means a reliable and valid tool approved by the Department with a set of criteria and a rubric for scoring used to evaluate components of classroom quality ranging from the nature of teacher-child interactions to the availability of materials and activities that support early learning and development.

“Community and parent involvement specialist” or “CPIS” means a position to coordinate family/school partnerships for the preschool program.

“Comprehensive curriculum” means a preschool curriculum that addresses all domains of learning and is aligned to the New Jersey Preschool Teaching and Learning Expectations: Standards of Quality, also defined in this section.

“Comprehensive preschool educational program” means the delivery of the school district’s comprehensive curriculum articulated in the approved five-year preschool program plan that occurs within the school day and that provides the comparable teacher/child contact time in private provider and local Head Start agencies as is provided in-district.

“Consultation model” means an approach for specialists from various disciplines to guide classroom teachers in the use of enhanced methods and strategies for working with children.

“District-wide” means the school district’s entire preschool program as implemented across all in-district, private provider and local Head Start agency settings.

“Early childhood advisory council” or “ECAC” means an advisory group of community stakeholders interested in the education and welfare of children in preschool through grade three that is convened by the school district.

“English language learners” or “ELL” means a child whose home language is not English or who primarily speaks a language other than English in the home.

“Fiscal specialist” means a district board of education position for managing the financial aspects of the school district’s contractual obligations with private providers and local Head Start agencies.

“Five-year preschool program plan and annual updates” means the school district’s programmatic plan beginning with the 2009-2010 school year with annual updates, to implement the preschool program, meeting the provisions set forth in this chapter.

“Full-day preschool” means a preschool program consisting of a six-hour comprehensive educational program and day in accordance with the school district’s grade one through 12 daily school calendar and not exceeding the 10-month academic period.

“Head Start” means a Federally funded national program that promotes school readiness by enhancing the social and cognitive development of children through the provision of

educational, health, nutritional, social and other services to enrolled children and families.

“In-district” means that portion of a school district’s preschool program staffed by district board of education employees as opposed to a contracted private provider or local Head Start agency.

“Limited review examination” means an examination limited in scope to a review of specific financial statement items or particular risk areas.

“Master teacher” means a position for modeling, coaching, observing and providing feedback to teaching staff in preschool programs.

“Multidisciplinary team approach” means a comprehensive, integrated and coordinated effort by team members from different specialties.

“National School Breakfast Program” means the Federally assisted meal program operated in public and private non-profit schools administered by the U.S. Department of Agriculture, Food and Nutrition Service pursuant to 42 U.S.C. §§1771 et seq.

“National School Lunch Program” means the Federally assisted meal program operated in public and private non-profit schools administered by the U.S. Department of Agriculture, Food and Nutrition Service pursuant to 42 U.S.C. §1751.

“New Jersey Preschool Teaching and Learning Expectations: Standards of Quality” (Expectations) means the early learning standards and corresponding teaching practices as adopted by the New Jersey State Board of Education and located at www.nj.gov/education/ece/code/expectations.

“Newly-contracted classroom” means any private provider or local Head Start agency classroom approved by the Department to serve preschool students in the upcoming school year that was not under contract in the prior school year.

“One-Year Preschool Operational Plan” means the one-year operational plan that school districts, that received Early Childhood Program Aid (ECPA) in 2007-2008, may submit to the department by May 30, 2008 to request approval to expand their preschool programs in the 2008-2009 school year.

“Performance-based assessment” means an ongoing assessment of all learning outcomes in each domain identified in the Expectations designed to measure individual preschool children’s progress and connected to the school district’s preschool curriculum.

“Preschool Education Aid” means State aid provided to district boards of education to implement high-quality preschool programs as required by P.L. 2007, c. 260 and described in this chapter.