

# GREATER JOHNSTOWN SCHOOL DISTRICT

Administration Center

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*Nicole Panton*

Director of Curriculum and Professional Development

## **MEMORANDUM**

TO: Early Childhood Program Directors  
FROM: Nicole Panton  
DATE: May 2019  
RE: Universal Prekindergarten Program Request for Proposal

New York State enacted the Universal Prekindergarten Program in 1997 which enables school districts and other providers to offer all four year olds an opportunity to participate in a high-quality early education program at a school or other appropriate community-based facility.

The Greater Johnstown School District is soliciting applications for the collaboration provision of UPK services during the 2019 - 2020 school year for four year old students who reside in the Johnstown School District. This district will be setting up one AM and one PM program at Pleasant Avenue School and one half day program at the home of the agency. All programs will be run by the agency under the direction of the school district. Additional programs will be at the discretion of the agency. For the program at Pleasant Avenue School, the district will provide furnishings.

Please review the attached information and submit the application as follows:

Return application to	Greater Johnstown School District Att: Nicole Panton 1 Sir Bills Circle, Suite 101 Johnstown, NY 12095
Deadline for submission	May 23, 2019
Copies to submit	One original

Greater Johnstown School District  
Universal Prekindergarten Program  
Agency/Provider Application

**REQUEST FOR PROPOSAL  
2019-2020**

Deadline for Submission: May 23, 2019

Return Application to: Mrs. Nicole Panton  
Director of Curriculum and Professional Development  
1 Sir Bills Circle, Suite 101  
Johnstown, NY 12095

Johnstown School District and provider agree as follows:

- The program will be 2 ½ hours per day, 5 days a week, at least 180 days per year, following the school district calendar.
- Activities identified in the program include: diversity integration; social, cognitive, linguistic and physical development; developmentally appropriate child community involvement; health and nutrition; services to children with disabilities; language development to children who speak other than English; continuity with early elementary grades.
- The teacher must hold a NYS Teaching Certificate valid for service in early childhood or a NYS Teaching Certificate valid for students with disabilities. If they are not certified, they must have an education plan that will lead to obtaining NYS teacher certification for Birth – Grade 2 within five years. If a teacher is not certified, they must be supervised by an on-site certified teacher.
- Children must reside in the Johnstown School District and be four years of age on or before December 1<sup>st</sup> of the year in which he or she is enrolled or who will otherwise be first eligible to enter public school kindergarten commencing with the following school year.
- The curriculum must ensure strong instructional content aligned with K-12 and State Learning Standards and ensure continuity with instruction in the early elementary grades and be integrated with the district's instructional program in kindergarten through grade twelve.
- The provider will use the district programming at all locations.
- Early literacy and emergent reading instruction must be provided and be based on effective evidence-based practices.
- All UPK enrollees must be screened as new entrants to develop a baseline so that progress of all children can be followed.
- Student placement will be determined by a lottery. Students who do not receive a lottery placement or who apply after the lottery date will be placed on a waiting list.
- Children cannot be denied participation on the basis of race, color or national origin, sex or disability. Children with limited English proficiency must have

equal access to the program and opportunities to achieve the same goals as other enrolled children.

- Active parent engagement in the education of their children must be ensured

Programs must meet the requirements set forth Subpart 151-1, Universal Prekindergarten Regulations, as well as the Greater Johnstown School District Universal Prekindergarten Program Plan.

Please answer the questions in the space provided.

Agency/Provider Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_ E-mail \_\_\_\_\_

Name and title of person completing application \_\_\_\_\_

Describe your organization's history of providing quality early childhood programs. Please include information regarding services provided to children with disabilities.

Describe the services to be provided to children for the 2019-2020 school year.

Describe how your program will meet the goals and objectives of the district's Universal Prekindergarten Program Plan (attached). Provide any information which demonstrates the quality of the educational program you provide.

Describe your willingness to use the curriculum currently used in the Universal Pre-kindergarten program. Address the essential elements as outlined in the attached district's Universal Prekindergarten Program Plan.

What staff development opportunities do you presently offer your staff? Would your staff be willing to attend staff development opportunities made available by the Johnstown School District?

Describe parent activities/events that you plan yearly. How do you encourage parental involvement and ensure all parents have ease of utilization and access to services?

Describe how Prekindergarten services will be staffed, including information regarding staff qualifications and child-staff ratio.

Explain the administrative structure of your organization and the supervisory structure, including the qualifications of the supervisor(s).

**Greater Johnstown School District  
Universal Prekindergarten Program Plan**

**Universal Prekindergarten Program Goals and Action Steps**

**Goal – To provide the components of the New York State Prekindergarten Foundation for the Common Core**

**Action Steps** - Utilize evidenced-based as well as developmentally appropriate curriculum that is aligned with the NYS Learning Standards and domains which provides instructional strategies for the essential components of reading, including:

- Build background knowledge
- Vocabulary development, including the development of expressive/receptive vocabulary
- Develop appropriate listening skills
- Develop appropriate grammar skills
- Develop knowledge of phonemic awareness and alphabetic principle
- Building skills for becoming an effective communicator
- Develop Language Arts and pre-writing skills in accordance with CKLA curriculum, using specific activity books with each topic
- Language Arts learning centers

**Action Steps** - District developed prekindergarten math curriculum based on kindergarten Common Core Standards

- Use of math manipulatives
- Engaging, hands-on activities
- Provide language development that is key to laying a solid foundation in math
- Concrete examples that help children develop abstract and higher-order thinking skills
- Participate in math learning centers
- Develop numeric identification and counting, calendar skills

**Action Steps**

- Explore literature related to science, math, and social studies themes
- Provide learning centers that incorporate all subject areas
- Introduce computer technology and participation in directed computer lab activities utilizing the Internet and web based applications
- Incorporate the arts by including music appreciation, dance, dramatic play and/or art into the daily routine
- Participate in directed and independent learning centers
- Promote engagement of conversation with children and adults
- Learn appropriate manners at snack time and throughout the day
- Participate in class trips, assemblies and engage with guest speakers
- Provide activities that use of fine motor and gross motor skills

**Goal - To furnish ongoing assessments, monitoring and reporting to ensure students are provided appropriate teaching strategies that enable growth**

**Action Steps**

- Offer a system that provides annual administration of Brigance testing to inform classroom instruction
- Ensure ongoing routine assessments
- Structure mathematics assessments in line with the NYS Prekindergarten Foundation for the Common Core
- Provide SED required assessment reports, as required

**Goal - To offer a prekindergarten program that is learner centered and promotes the “whole child” ensuring that they are self-assured and independent**

**Action Steps**

- Participate in small/large groups independently, and with guidance
- Learn sharing and resolving of difficulties in a constructive manner
- Learn to play cooperatively, exhibiting courteous behavior
- Use of computer programs that enhance the kindergarten curriculum
- Learn to handle transitions appropriately
- Exhibit good self-concept/positive attitude
- Work towards independence
- Exhibit responsibility for self/others, follow classroom rules and show self-control
- Accept adult guidance and leadership
- Participate in character education programming
- Collaborate with other community and school based departments, such as fire, police, US post office, high school child care classes

**Goal - Provide a prekindergarten program that is rich in health, and nutritional well-being and promoting of physical skills**

**Action Steps**

- Provide for the early identification and prevention of health problems by promoting health and safety of all children, making use of community agencies and health providers
- Provide health screenings for hearing, vision, height and weight and physicals
- Enlist LPN to provide health referrals and first aid, monitor attendance, address health issues with parents, and make presentations to students on relevant health concerns
- Enlist school guidance counselor for age appropriate character building activities
- Consistent encouragement of hand washing before meals, after bathroom, and at other necessary times
- Provide children with a nutritional snack daily, in an environment that promotes interaction between staff and children

- Provide children with allergies appropriate snack modifications when needed
- Classroom cooking experiences, which include opportunities to explore concepts of measurement, textures and taste
- Provide opportunities for exercise
- Control and coordinate basic body movements
- Demonstrate fine and gross motor skills

**Goal - To provide active engagement of parents and/or guardians in the education of their children**

**Action Steps**

- Provide Opportunities for parents and children to work together with curriculum and non-curriculum based activities
- Provide volunteer opportunities for parents/guardians
- Provide parent conferences that offer an opportunity to establish communication between home and school
- Provide parent education materials to help with parenting skills and academics
- Provide opportunities for parents to join their child at school-based functions and on community based field trips
- Allow access to school Parent Resource Library

**Goal - To provide support services to the maximum extent possible**

**Action Steps**

- Offer services to parents and children in the language or mode of communication that they best understand
- Continue a relationship with community organizations such as Social Services and Health Link

**Goal – To provide staff development and teacher training for staff and teachers with the same integrality and in cooperation with staff development conducted for K – 12 teachers in the district**

**Action Steps**

- On-going, sustained professional development provide by district for a minimum of 10 hours per year related to curriculum standards and assessments as well as social issues
- Grade level meetings with prekindergarten staff among each other and in conjunction with early primary grade levels

## **Program Components**

The Prekindergarten in the Greater Johnstown School district provides four year old residents of the District the opportunity to access high quality programming that prepares them for future success. The program addresses and provides the following:

- instructional components, promoting reading literacy and math
- on-going assessments, including monitoring and reporting that ensures
- appropriate teaching strategies that enable growth
- social-emotional development, including fostering a positive sense of self, which considers the “whole” child
- physical well-being and skills, including appropriate health and nutritional aspects, gross and fine motor development
- active engagement activities for parents and guardians that allows participation in the education of their child
- staff development consistent with opportunities provided for K-12 staff

## **Staff Qualifications**

Staff qualifications will include the following:

- Teachers hold certification valid in early childhood education or have an education plan that will lead to obtaining NYS teacher certification for Birth – Grade 2 within five years
- Teacher aides providing support in a prekindergarten classroom will meet the same requirements as all aides in the District
- Staff will be involved in all professional development provided by the District and in accordance with the Professional Development Plan
- Teacher Mentors will be provided for those in their first year of the Professional Certificate

## **Program Design**

The program design will consist of half-day classes, five days per week, for a minimum of 180 days per year. The calendar will follow the District’s K-6 calendar. Snacks will be provided daily. Curriculum for prekindergarten students will dovetail with the district’s sequential K-6 instructional program, which follows the state curriculum.