



**HIGHLAND PARK
PUBLIC SCHOOLS**
www.hpschools.net
435 Mansfield St, Highland Park
NJ, 08904

OFFICE OF THE SCHOOL BUSINESS ADMINISTRATOR

DENISE M. DeROSA

(732) 572-2400

May 22, 2026

VIA EMAIL: opra+request-90667-fd325416@requests.opramachine.com
Anonymous

Re: OPRA Request dated April 28, 2026

Dear Anonymous:

As custodian of records for the Highland Park Board of Education ("Board" and/or "District"), I am writing this letter in response for your request for records pursuant to the Open Public Records Act ("OPRA") submitted and received via email on Tuesday, April 28, 2026.

OPRA allows custodians to seek extensions of time within which to respond, pursuant to N.J.S.A. 47:1A-5. Specifically, the OPRA states that, in the event a records custodian needs additional time to fulfill the request, the custodian shall be entitled to a reasonable extension of time and shall notify the requester of the time extension. In regards to your request, this office requested such an extension until Friday, May 22, 2026.

More specifically, the Board's responses to your requests are set forth below:

"Policy and procedure records

Any and all written policies, procedures, rubrics, scoring criteria, guidelines, or staff guidance documents governing admission to the Irving Primary School Pre-K (preschool) program, including any documents identifying or defining all priority categories, tiebreakers, or weighting factors used to determine admission, currently in effect or in effect during the SY25-26 or SY26-27 admissions cycles.

**Any and all written policies, procedures, or guidelines governing the Irving Pre-K waitlist, including how waitlist position is determined, how openings are filled from the waitlist, and how waitlisted families are or are not notified of status.
The Pre-K application form(s) used during the SY25-26 and SY26-27 admissions cycles."**

Attached is a document entitled "Copy of Highland Park-PEA22.23NFOFinalApplication".

"Aggregate admissions data

Any existing reports, spreadsheets, summaries, dashboards, presentations, or other records that contain aggregate (non-identifying) counts of Pre-K applicants for the SY25-26 and SY26-27 admissions cycles, including but not limited to: total number of applications received; number of applications broken out by applicant age (3-year-old vs. 4-year-old); number of applicants meeting Priority 1 (free/reduced lunch); number of applicants meeting Priority 2 (sibling at Irving); number of applicants meeting neither

Priority 1 nor Priority 2; number of applicants admitted, broken out by age and priority status; and number of applicants waitlisted, broken out by age and priority status. If no aggregate report responsive to item 4 exists, then the underlying admissions log, tracking spreadsheet, decision log, application roster, or equivalent record(s) used by staff to manage the SY25-26 and SY26-27 Pre-K admissions cycles, with all personally identifying information about applicants and families redacted (see note below). Any records reflecting the total number of Pre-K seats available, seats filled by current three-year-olds advancing, seats reserved for students with special needs, and seats available to outside applicants for SY25-26 and SY26-27."

Attached are documents entitled "Document Submission", "NO NAMES-Preschool Classes 26-27 - class lists", "Preschool Accepted survey", "Preschool Information 25-26 APPLIED", "Preschool Information 25-26 PRE-K 3 LOTTERY", "Preschool Information 25-26 PRE-K 4 LOTTERY", "Preschool Information 26-27 Applied", "Preschool Information 26-27 PRE-K4 LOTTERY", "Registration Details for Pre-School-English and Spanish 25_26", and "Registration Details for Pre-School-English and Spanish 26_27" which have been redacted to protect confidential student information pursuant to N.J.S.A. 47:1A-1.1 and -5, N.J.S.A. 47:1A-9, N.J.A.C. 6A:32-7.1, et seq.; the Family Educational Rights & Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99); and L.R. v. Camden City Pub. Sch. Dist., 238 N.J. 547 (2019).

"Communications

Any and all emails sent or received by the following individuals, regarding the subjects of "preschool admission(s)," "Pre-K admission(s)," "preschool lottery," "Pre-K lottery," "preschool priority/priorities," "Pre-K priority/priorities," "preschool waitlist," "Pre-K waitlist," "Irving preschool registration," or "Irving Pre-K registration," between January 1, 2026 and the date of this request:

**Dr. Kristina Susca, Superintendent
Michele Rodrigues, Director of Curriculum & Instruction
Megan McNally, Principal, Irving Primary School
Christine Gappa, Pre-K- PIRS, Irving Primary School
Anna Vargas, Pre-K- PIC, Irving Primary School**

Any and all emails sent or received by the same five individuals listed in item 8, regarding the same subjects listed in item 8, between January 1, 2025 and June 30, 2025 (covering the SY25-26 admissions cycle).

Notice and limitations

I am NOT seeking any personally identifiable information about any applicant, student, family, or household. I will accept all records in redacted form sufficient to remove names, addresses, dates of birth, contact information, household financial details, and any other information identifying any specific child or family. To the extent any record contains both responsive aggregate or policy information and personally identifying information, I request the record be produced with the personally identifying information redacted, with each redaction accompanied by the specific lawful basis as required by N.J.S.A. 47:1A-5(g).

I am willing to accept records in any of the following: aggregate counts, de-identified summaries, or redacted underlying documents. I understand under N.J.S.A. 47:1A-5(g) the District is not required to create new records; this request is for existing records that contain or can be redacted to reveal the requested information."



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DENISE M. DeROSA

(732) 572-2400

Per my correspondence of May 7, 2026, I requested an extension of time to respond to your request to permit the Board to retrieve the documents and redact any non-disclosable information. Based on a review of the Board's files a large number of documents which are potentially responsive were identified. Accordingly, pursuant to N.J.S.A. 47:1A-5.i, which allows custodians to seek extensions of time, an additional extension of time until on or before Friday, June 5, 2026 is required. The extension is necessary due to the number of documents and the amount of time required to review the documents and redact them as necessary, in order to protect confidential information that is exempt from disclosure under the OPRA.

As the documents identified above are being provided to you in electronic format only, there is no charge associated with your request.

Thank you for your anticipated courtesies in regard to the extension.

Sincerely,

Denise M. DeRosa
Business Administrator/Board Secretary

Preschool Education Aid FY 2023-2024 (PEA) Award Proposal Title Page

Title of Program: Preschool Education Aid 2023-2024

Division: Early Childhood Services

Office: Preschool Education

District Name: Highland Park

County Name and County Code: Middlesex County Code: 2150

District Name and Code: Highland Park; 2150

Address: 435 Mansfield Street

City: Highland Park State: NJ Zip: 07724

Primary Contact: Megan McNally

Telephone Number: (732) 572-1205 x1001 Fax#: (732) 572-3709

Email: mmcally@hpschools.net

Business Administrator: Denise DeRosa

Telephone Number: (732) 572-5811 Fax#: (732) 572-5502

Email: dderosa@hpschools.net

Duration of fiscal period from: 9/1/2023 to 06/30/2024 (mm/dd format)

Total Amount of PEA Funds Requested: ECPA \$240,216 + PEA \$799,524 = \$1,039,740

Proposed Program Implementation Date: October 2, 2023

Date of Board Resolution: Special Board Meeting on August 28, 2023

Attach the Board Certified Resolution or provide the date of expected board resolution.

Proposal Certification: To the best of my knowledge and belief, the information contained in the proposal is true and correct. The document has been duly authorized by the governing body of this agency and we will comply with the attached assurances if funding is awarded. I further certify that the proposal is complete.

Signature of Chief School Administrator

Print Name

Date

Applicants must upload required application documents via New Jersey Homeroom, no later than 12:00 p.m. on Friday, August 11, 2023. The Department *will not accept a late proposal*.

Theresponsibility for a timely submission resides with the applicant. The applicant district will not be eligible for an award if the proposal is incomplete or received after the due date.

V. Application Narrative

The purpose of the 2023-2024 PEA Application is to provide a comprehensive description of how the school district will implement each required component of a high-quality preschool program for three- and four-year-old children as detailed in N.J.A.C. 6A:13A and in the Department, Division of Early Childhood Services Preschool Implementation Guidelines.

A school district's plan should be built around the Preschool Program Implementation Guidelines, N.J.A.C. 6A:13A: Elements of High-Quality Preschool Programs, the Preschool Classroom Teaching Guidelines, preschool program assessments including the Early Childhood Environment Rating Scale-Third Edition (ECERS-3), curriculum-specific program assessment tools (where appropriate), Grow NJ Kids, New Jersey's Quality Rating and Improvement System (QRIS), and any other data source specific to the school district's preschool program.

5.1 Operational Plan Overview (5 points)

Provide a general overview of the district's FY2024 proposed preschool program operational plan. Listed below are questions the district must address in the narrative:

1. Describe your current preschool program, including demographics and community services/resources offered to the preschool children and families. **Note: Five priority points will be given to current ECPA or ELLI districts whose base score is 70 or higher.**

Our current preschool program came into existence in 2001 and serves the families of Highland Park with a morning and afternoon session that runs for 2 hours and 25 minutes. The preschool program is play based and uses Creative Curriculum for instruction. Students learn classroom routines and develop school readiness skills in preparation for kindergarten. Students enjoy outdoor playtime each day to develop gross motor skills. Our preschool students tend a garden and are responsible for school wide composting. Preschool students participate in special activities such as Scooter Day, Water Fun and a bubble party celebrating neurodiversity. The year culminates with a preschool show where the students perform for families, friends and the school community. Current services and resources include a full time guidance counselor, access to the district Teen Counseling Center, Intervention and Referral Services and ESL support and monitoring. Despite the success of our preschool program, the 2 hour and 25 minute session has impacted many families' ability to access the program. This has resulted in many students coming to kindergarten without the benefit of a high quality preschool program.

2. What is the vision of your preschool program? How would additional funding support it?

Our vision for our preschool program is a program that teaches our youngest learners how to learn through both structured activities and play with a goal of developing social skills, self-regulation and academic readiness skills prior to kindergarten.

Students will spend extended periods of time with other children and adults outside their families and engage in activities with their peers. In doing so, they will learn through experience how to respond and behave when minor conflicts occur. These conflicts can provide “teachable moments” and teachers can encourage children to notice how their behavior impacts others and practice interpersonal problem-solving skills. Preschool graduates leave class with emotional skills they will carry with them for the rest of their lives. Our program will also help build the foundations for literacy and language skills, mathematical and cognitive thinking, motor skills, and curiosity for learning by adopting the curriculum *Tools of the Mind*. *Tools of the Mind* gives teachers the tools to ensure that every child becomes a successful learner developing the underlying cognitive, social and emotional skills needed to reach their highest potential. Because of the diverse needs of the community, Highland Park Public Schools recognized the need for a curriculum that is not only academically rigorous but also meets the social and emotional needs of their students, and the professional development needs of their teachers. *The Tools of the Mind* curriculum was chosen after an exhaustive committee search and visits to see the program in action in neighboring school districts. The program is structured in a way that students will make choices on a daily basis and have the chance to take care of themselves and others. Our goal is for students to learn to work within structures, share, and to follow routines prior to the more structured kindergarten setting.

The biggest impact the additional funding will provide is to allow us to expand from a 2 ½ hour program to a full day program, permitting us to better meet the needs of our diverse population and give access to fully funded, high-quality Preschool opportunities for our families of highest need. Additional funding supports the goals for our preschool program by allowing us to update the curriculum to *Tools of the Mind* and provide the required materials to fully implement the program. The increase in funding will allow for expanded professional development for teachers to create a more cohesive preschool program and deliver a commonality of experiences and instruction for all students.

3. Does your district include preschool in your Title I need assessment?

Yes

5.2 Outreach, Recruitment, Enrollment and Facilities (10 points)

1. Describe the strategies the district has in place for serving eligible preschool students, with a five-year plan to serve 90 percent of the universe of three- and four-year-old's. What efforts will the district implement to recruit and place preschool children, especially the hardest to reach families (e.g., recent immigrants, low-income, teen parents, etc.) and work towards serving the universe?

The District has a long standing relationship with the Reformed Church here in Highland Park. The Pastor works diligently to help recent immigrants and those who have financial hardship or have struggled with domestic issues. Through Interfaith-RISE (located in Highland Park), they facilitate and support the self-sufficiency and community integration of refugees and asylees from across the world through affordable housing, English language proficiency, and cultural assimilation, and by providing access to social, mental health, and healthcare services in Central and Southern New Jersey. They work with the school District on registering children and supporting families in understanding the schools and the supports available to the families in need. This is one way we will be recruiting preschool children, by making the community aware of our efforts and continuing these important partnerships, already in place.

Our families receive information through Genesis (our Student Information System) and correspondence that goes home from the school regarding our pre-school information evenings, and registration information and timeframes in order to recruit younger siblings. Those students already in the program and are free and reduced will receive a personalized phone call from the school to determine any other siblings that may be school aged. Since we are all small school District, this is able to happen and we did reach out to these families this past school year in the same manner.

2. Note that districts are highly encouraged to contract with community childcare programs and pursuant to N.J.A.C. 6A:13A, districts are required to contract with any willing and able Head Start agencies within the local catchment area, to offer a high-quality preschool program within a mixed delivery system to serve eligible children. **Note: Districts who contract with Head Start and/or private providers will be given ten (10) priority points if the base score is 70 or higher.**

Please address the specific items below:

- a. The program will begin operation no later than January 2, 2024. Please note the projected start date, if earlier.

October 2, 2023

- b. What methods will the district use to attract hard-to-reach families, and how will the district commit to serving a large proportion of low-income children?

1. Back in January 2023, all "marketing" materials were designed in English and Spanish and also offered a QR Code that led parents to the Irving website and allowed for them to find important information about our Pre-School Information Session and Registration information.
2. Using our Student Information System (Genesis), parents received information about the Pre-School Information evening and to please spread the word to the community.
3. The Mayor's Office sent an intel message to the community and also put the information on their website.

4. Our local reformed church and temples received the information and invitation to attend the session to learn more about our proposed program; we also asked that this information be shared among its members.
5. Our High School adult program printed both postcards and posters to bring to all local businesses in town including restaurants, the Post Office, Rite Aid, the library, and Stop and Shop. We tried to choose places that all go to in order to reach those that are hard to reach and do not have kids in the school already.
6. Our commitment to serving a large population of low-income children is being done by the following:
 - a) all applicants had to fill out a Free/Reduced lunch application and provide paperwork as part of the registration process
 - b) the business office went through all of the applications and were present on the Registration days to help with filling them out as needed; every application required this form be completed. Our Free/Reduced lunch families were all granted a spot first.

- c. Please provide documentation to demonstrate what collaborative arrangements the district will make with community child care programs and/or Head Start to provide services to eligible children? If the district is not collaborating with local licensed programs to serve eligible preschool children, please provide a detailed explanation of the reason(s). Districts can obtain local program information from: [Licensed Child Care Locator](#).

Starting back in December of 2022, we started to contact providers both through email and phone. Some meetings were set up and the Principal and Superintendent both attended. We looked at space/locations to possibly build as well as private provider locations. CDC Parker, due to them having a Board and students from various towns, felt PEA wasn't for them at this time. Yellow Brick Road had space but it is not up to code and not large enough to have a properly set-up preschool classroom. Noah's Ark currently has a class from New Brunswick but may be willing to give up more space in the upcoming year. We also spoke with the local Head Start program, Acelero Learning, but they do not have a center close enough to accommodate our families. There is documentation of our due diligence.

For the upcoming year we plan to have a meeting with all of the Pre-K Directors (from the six providers) in Highland Park to explain PEA further and answer any questions. This will be in hopes to excite more Directors into wanting to partner with us.

- d. If the district is unable to contract with a local Head Start program, please indicate why. Please provide documentation of the outcome of the discussion on partnering with the local Head Start agency.

On 7/18/23, Megan McNally (Principal) met with Amanda Colon, VP of Head Start Services. At this time a contract is not feasible due to Highland Park being a walking town and there is not space near enough where it would make sense for us to partner in the 2023-24 school year. We will revisit in the future if parents express a willingness to transport their children or have them bused to the Head Start Center in North Brunswick. Similarly, Amanda will keep us informed if any space closer to the Highland Park area becomes available.

- e. Provide evidence that the plan is based on knowledge of community needs.

Highland Park is a walking community where many families choose to live here for the convenience of public transportation, there is a bustling downtown with many conveniences, and an excellent school District. The community has a large rental population and the current free and reduced population is 42%. Our parent population is vocal and participatory at Board Meetings and decisions made that affect their children.

Two times a year a climate survey is conducted and sent to all families at the school level. This survey allows for parents to reflect and respond to our programming, academics, and their overall experience with the school and our community. It is there where families will mention their needs or desires and what they would like to see out of our school community. A full-day Preschool program is sought after and will allow us to welcome our highest need families that normally would not have sent their child to Preschool.

Preschool Universe

N.J.A.C. 6A:13A, Elements of High-Quality Preschool Programs, defines the *preschool universe* as all three- and four-year-old general education children eligible for preschool pursuant to the School Funding Reform Act (PL 2007, c. 260). The preschool universe is calculated as twice the first-grade enrollment in the district's traditional public, charter and renaissance school projects. Note: When applicable, districts can use a lottery system for enrollment, consideration should be given to children whose families are income eligible.

3. Please provide enrollment projections for the general education students for the next five years in the Enrollment Projections table below.

Enrollment Projections for General Education Students

School Year	Universe	Projected Enrollment	Percentage of Universe Projected
2023-2024	222	60	27%
2024-2025	252	90	35%
2025-2026	263	140	53%
2026-2027	266	170	64%
2027-2028	280	254	90%

4. Planned recruitment efforts.

Add an X or ✓ in column 2 for all that apply	
Develop promotional materials (e.g., flyers, postcards, bookmarks, magnets, signs)	X
Direct outreach to community locations (e.g., churches, grocery stores, daycare centers, etc.)	X
Engage community leaders to help get the message out	X
Engage local service clubs and organizations (e.g., Rotary, Elks) to help promote your program	X
Write a feature news story or media announcement for the local newspaper	
Convene the Early Childhood Advisory Council (ECAC) in planning your outreach	X
Participate in special community events to help promote your program	X
Identify different segments of the community to target your communications	X
Utilize billboards and transit advertising	
Conduct an open house, tour, or another kick-off event	X
Schedule speaking engagements for program leaders	X
Produce and distribute public service announcements to local media	
Utilize social media (e.g., Facebook, Twitter, Instagram) in your outreach efforts	X
Devote more staff time to your outreach efforts	
Respond promptly to telephone, website and social media inquiries	X
Provide additional information and training sessions for staff to help get the message out	
Seek resources from the community (e.g., marketing consultation)	X
Seek businesses or nonprofits in your community willing to help you promote your program	X
Locate available resources for advertising your needs and developing an outreach plan	
Other (please specify):	

Facilities

Please complete the facilities chart below for all preschool general education/inclusion classrooms. Do not include preschool self-contained classrooms.

All district and provider classrooms must meet facilities requirements of 950 square feet (inclusive of closets, bathroom, and built-in units) or at a minimum of 750 square feet of instructional space. Districts will be required to provide the total square footage for all projected PEA-funded preschool classrooms in-district and at provider and at contracted provider sites as part of the application.

District must submit floor plans identifying the total square footage for each classroom that will be used for PEA funded preschool classrooms. (Add x or ✓ in column)

Yes	x
No	

Facilities Chart

Site (School, Childcare Private Provider and/or Head Start) (i.e., name of provider or district building)	Class number (i.e., Classroom #1)	Class size* (i.e., total sq. footage of usable space inclusive of closets, shelving and bathroom if applicable)	Bathroom in classroom (Y/N)	Bathroom In line of sight if not in the classroom Y/N/NA *In line of sight – is the bathroom directly visible from the classroom?	Floor level
School	120	1056	Y	In the classroom	1
School	122	1056	Y	In the classroom	1
School	134	1081	Y	In the classroom	1
School	135	1057	Y	In the classroom	1

5.3 Community Collaboration and Family Engagement (10 points)

Refer to the section on Family and Community Involvement in N.J.A.C. 6A:13A and in the Preschool Program Implementation Guidelines.

Pursuant to N.J.A.C. 6A:13A-4.6 (c)1, the membership of the Early Childhood Advisory Council (ECAC) shall consist of stakeholders in the community, as well as parents, contracting private providers, and the local Head Start agency, if applicable, with new representation added as needed; and 2. Elected co-chairs shall preside at quarterly council meetings.

1. Please describe your plan for creating an ECAC when responding to the questions below. If your district has an equivalent entity, provide the mission statement, membership roster, and collaboration with the community. Additional information about the Early Childhood Advisory Council can be found in the Preschool Program Implementation Guidelines (page 22).

- CPIS: Staff and convene the ECAC; they will be responsible for organizing and scheduling meetings, taking notes, sharing notes and reporting back to the Building Principal. They will also coordinate work with other school District professionals, agencies and providers, as needed.
- We will use a community needs assessment to help us define the issues and needs that affect the early childhood program. The assessment will include an analysis of census data, surveys of the entire preschool community and have focus groups, as needed.
- We will prioritize the needs in order of priority and identify the resources best equipped for resolving and remediating, followed by reaching out to stakeholders that can provide support and resources.
- Plan for creating: input from Head Start, parents, community stakeholders, school district personnel and our school CPIS members.
- Following the creation of the ECAC, we will design an evaluation method to assess the efficacy of the ECAC.

2. In the Family Engagement Staff table below, please provide the name, and title for each of the in-district family services professionals, including the required positions of Community Parent Involvement Specialist (CPIS) and Social Worker, working directly with preschool families:

Family Engagement Staff

Title	Name	Indicate if the individual is serving in multiple roles in the program
PIRS	Christine Gappa	Yes; PIRS and 50% of the CPIS Position
PIC	Anna Vargas	Yes; PIC and 50% of the CPIS Position

3. Describe how the needs of preschool families will be assessed throughout the school year.

Assessing the needs of preschool families throughout the school year is crucial for providing effective support and ensuring a positive educational experience for both children and their parents. Methods to assess the needs of preschool families will include:

- Surveys and questionnaires to gather feedback from parents regarding their needs, concerns, and suggestions as well as overall satisfaction, identify areas for improvement, and evaluate specific aspects of the preschool program. They will be distributed at the beginning, middle and end-of-the year of the school year.
- Regular Parent-Teacher conferences to have one-on-one discussions about the child's progress, behavior, and any specific needs or challenges they may be facing.
- Informal conversations to encourage open lines of communication between teachers and parents. For example, informal conversations at drop-off or pick-up times can help teachers gauge the needs and concerns of families.
- Parent workshops on various topics related to early childhood development, parenting strategies, or specific concerns raised by parents. These events will provide valuable insights into the needs and interests of preschool families while equipping them with useful knowledge.

- Inviting parent volunteers and committees to actively participate in preschool activities and/or committees. By involving them in decision-making processes and/or school events helps us to gain a better understanding of their needs and preferences.
- Utilizing digital platforms for newsletters, class websites, and dedicated online forums to share information, resources, and updates with parents. These platforms will allow parents to voice their concerns or provide feedback conveniently. They also provide translation for our families that need this.
- Regular observations and assessment of children's behavior, progress, and interactions within the preschool environment. By closely monitoring their development and identifying any challenges, will help to gain insight into the needs and concerns of their families.

4. List the proposed activities, meetings, and trainings offered to preschool families in the 2023-2024 school year.

Activities: Math Game Night, Neurodiversity Bubble Party, Earth Day Celebration, Garden Clean Up, Book Fair, Art Show, School Picnic, Water Play Day, Musical, Scooter Day, Field Trip to Karsey Park, Movie nights, Spring Fling dance

Meetings: Pre-K Open House, Coffee with the Principal, ECAC Meetings, Conferences, Math Night

Trainings: Conscious Discipline, Tools of the Mind, continued work with Play Therapist, Christian Bellissimo

5. How will the district identify families who may need referrals to resources in the community?

Families will be identified in several ways including, but not limited to: Attendance, Assessment results, observations

Family Surveys: Will be distributed to families to gather information about their needs, challenges, and any support they may require. The surveys will include questions about household income, housing stability, access to healthcare, nutrition, and other relevant areas. Analyzing the survey responses helps identify families who may benefit from community resources.

Teacher and Staff Observations: Teachers and other school staff members interact with students and their families regularly. They may notice signs that a family is facing challenges, such as a student frequently arriving at school without breakfast or inadequate clothing. School staff can maintain open lines of communication with families and provide a supportive environment where concerns can be shared.

Attendance and Academic Performance: Regular absenteeism or declining academic performance of a student may indicate underlying issues within the family. We will be tracking attendance and academic data to identify students who may be at risk. Our teachers and school counselors can then initiate conversations

with the student and their family to understand the underlying causes and offer appropriate support and referrals.

Parent-Teacher Conferences and Communication: Parent-teacher conferences provide an opportunity for teachers to interact with families and gain insights into their circumstances. By maintaining open and regular communication with parents and guardians, teachers can develop a better understanding of their needs and concerns. This dialogue can help identify families who may benefit from community resources.

Student Support Teams: We have student support teams/intervention teams consisting of teachers, the counselor, administrator, and other school professionals. These support teams meet regularly to discuss student progress and address any concerns. By sharing information and observations, we can collectively identify families who may require additional resources and referrals.

Once families in need are identified, we can connect them with community resources such as food banks, healthcare providers, housing assistance programs, counseling services, and other relevant support systems. Collaborating with local organizations and maintaining open lines of communication is key to effectively identifying and referring families to the appropriate community resources that are available.

6. What will be the process for families to request support and/or referral to local and state-wide social service agencies? Please provide specifics.

This will be indicated in our Pre-School Handbook that will go home to all of our families. The process will be as follows:

1. The parent may reach out to our PIRT/PIC since both will be leading the charge of the CPIS role.
2. Once the needs are assessed with the nurse, counselor, teacher, etc. the family will be provided with the necessary agencies to best support them.
3. Depending on the needs presented, we may also reach out to our local Head Start for resources that we may not know of or have.

7. For districts that propose to partner with providers. How will the district collaborate with the family workers in contracted child care and Head Start programs? Please include training and other supports offered to these individuals.

We will not be contracting with providers for this school year, but will look to the following year.

8. What will be the primary responsibilities of the Early Childhood Advisory Council (ECAC)?

The primary responsibilities of the Early Childhood Advisory Council are to review preschool program implementation and serve as advisory support for the district's preschool program and support transition as the students move from preschool to grade 3. The Primary Responsibilities will be, but not limited to:

- facilitating the community needs assessment
- staffing and quarterly convening the Early Childhood Advisory Council, (ECAC)
- organizing and scheduling meetings, taking notes, sharing notes with members, reporting back to the EC Supervisor/Principal, and coordinating work with other school district professionals and community agencies and providers.
- To be involved with the budgeting, participating in the development of the District Operational Plan and reviewing the preschool budgets proposed by the District and the information found from the self-assessment.
- The ECAC will also be involved in the community and community events for recruitment purposes and making the Pre-School program known and understood.
- The group will be part of the Title I monitoring/group to update our yearly plan with regards to transition programming and opportunities for students.

9. Will the ECAC collaborate with the local County Council for Young Children and/or any other community stakeholder group? (i.e., Human Services Advisory Council, Central Intake Advisory Council) (Add x or ✓ in column)

Yes	
No	x

If yes, list community stakeholder groups:

n/a

10. List the proposed ECAC membership roster in the ECAC Membership Roster table. Please include agency/family member/stakeholder titles and identify the leaders of the council. Stakeholders can include community institutions, local businesses, community colleges, houses of worship, and health agencies.

ECAC Membership Roster

Name	Title and Organization	Indicate if district employee or stakeholders
Megan McNally	Principal/Highland Park Public Schools	District/Leader
Christine Gappa	PIRS and CPIS/Highland Park Public Schools	District/Leader
Anna Vargas	PIC and CPIS/Highland Park Public Schools	District/Leader

Gina Kosinski	PTO President	Stakeholder
TBD	Youth Officer/Highland Park Police Department	Stakeholder
Brooke Drasher	CST/Highland Park Public Schools	District
TBD	Reformed Church of Highland Park	Stakeholder
TBD	Highland Park Library	Stakeholder
TBD	Raices Cultural Center	Stakeholder

11. What are the plans for the recruitment of ECAC members? Please describe planned activities:

Recruitment will be done in a few ways:

1. All pre-school parents will be made aware of the ECAC at the open house in September for our Preschool families. Our leaders will speak to each class of parents and explain the importance and what the overall goals are. From there we will allow parents to sign up to join us for our kick off meeting.
2. After this first push for parents, we will reach out to other stakeholder groups in the community with regards to our mission and invite them to our kick off meeting. This will include the Reformed Church, temples, the Mayor's Office and school Board officials.
3. At our parent meeting in January (regarding Pre-School Expansion and the registration process), the ECAC will be discussed to make all new parents and community members aware.
4. To round off the school year, all parents of accepted students will have the opportunity to sign up and join us for our June meeting.

12. Describe how the ECAC will ensure parents are informed and engaged in the work of the council.

Parents will be informed and engaged in the following ways:

1. At each meeting there will be an agenda on important topics as noted from the needs assessment. Minutes will be taken and all pertinent information will be shared with our families by our PIC/PIRT through their monthly newsletters and the teaching staff.
2. During our planned family evenings and events, parents will be invited to see a snapshot of the great work happening.
3. For the quarterly Coffee with the Principal meetings, the work of the council will be spoken about and what we are working on or tackling. This will also be a good time for discussion and interaction about suggestions for good outlets in the community.

13. What method of assessment and evaluation of the effectiveness of the ECAC will be used?

First, the ECAC will need to come up with goals and objectives for the meetings in order to design an effective method of assessment and evaluation for the efficacy of the council. Following this, sub groups will be created to work on issues relevant to their expertise. Lastly, all stakeholders and subgroups will work in tandem to make sure projects and identified needs are addressed effectively. There will be checkpoints throughout the school year as to how the council is performing and what additional work needs to be done. This will allow for evaluation and reflection.

5.4 Transitions (5 points)

Refer to the section on Transition in N.J.A.C. 6A:13A, and in the Preschool Program Implementation Guidelines. NOTE: All school districts should have a transition team.

1. Who will make up the district transition team, and what are their positions/roles?

The district transition team will be composed of the principal, the PIRT and PIC roles, preschool and kindergarten teacher representatives, guidance counselor, interventionist, ESL teacher and school nurse.

2. How will the district ensure collaboration among preschool administrators and other areas (i.e., special education, bilingual, K-third grade teachers, nurses, family workers, social workers, Head Start, and contracted providers)?

All grade levels have Common Planning at least once a month, faculty meetings, Professional Learning Communities and Intervention and Referral Services meetings.

3. What strategies will be in place for preschool and kindergarten alignment of curriculum, standards, assessment, and professional development?

Our curriculum is monitored by administration and updated according to State mandates and standards. Professional development is determined based upon curricular changes or any other topics that administration deems appropriate for the staff having to do with building level goals. Our Director of Curriculum will oversee any new Standard mandates along with the Building Principal.

4. How will the district use Title 1 funds for transition activities from preschool to kindergarten and kindergarten first grade?

Title 1 funds will be used for a summer kindergarten transition program to insure a smooth transition from preschool to the kindergarten classroom. The two week program introduces students to kindergarten classroom routines, materials and expectations. Children are selected based on teacher recommendation, assessment scores and parent request. Transition from kindergarten to first grade is facilitated by enrollment in the SHIP program (Summer Holistic Intervention Program) that supports social emotional learning and academic achievement. Students are selected for the program using benchmark assessment data, teacher recommendation and parent request. Title I funds will also be used to host Family Math and Literacy nights where families learn the standards and grade level expectations while engaging in creating and playing games designed to increase academic achievement.

5. List projected transition activities for each category. Please be as specific as possible.

The Projected Transition Activities

Category	Children	Families	Teaching Staff
From early intervention to preschool	PIC and PIRT to provide any instructional or behavioral support; collaboration with Case Manager	IEP meeting, if needed	IEP meeting, if needed
From self-contained to a preschool inclusion class	PIC and PIRT to provide any instructional or behavioral support; collaborations with Case Manager	Change of Program through the IEP	Working with previous teacher to best support student; prior classroom visits; working with families to prepare child
From home to preschool	Welcome and Meet the Teacher; video introduction of the school and Pre-School program; family evenings	Viewing of the introduction video; Welcome and Open House; Home Language Survey	Weekly Newsletters from the Pre-K Team
From a nursery school/day-care program to your program	Welcome and Meet the Teacher; video introduction of the school and Pre-School program; family evenings	Viewing of the introduction video; Welcome and Open House; Home Language Survey	Records review, Meet the Teacher, school tour
From preschool (district-operated, child care, and Head Start) to kindergarten	Summer Transition Program, Kindergarten buddies and classroom visits	Kindergarten Orientation, Back to School Night, conferences, family evenings	Records review, vertical articulation meetings with prior year's teacher

5.5 Preschool Administration and Health and Safety (10 points)

Refer to the section on Administrative Oversight in N.J.A.C. 6A:13A, and in the Preschool Program Implementation Guidelines.

Note: The appointed supervisor/administrator responsible for the preschool program must hold the appropriate New Jersey Supervisor's Certificate or New Jersey Principal's Certificate and have experience in preschool education. Refer to N.J.A.C. 6A:13A-4.1(a) for administrative ratio requirements.

1. Fill in the "Administrative Oversight" table below for each administrator, including the appointed supervisor(s) as described above, who will be involved in overseeing the preschool program. Please note the primary program administrator and any additional site supervisors.

Administrative Oversight

Title	Name	Email Contact Information	Certification	Number of years of preschool experience	Other district responsibilities unrelated to preschool	Primary Preschool Program Administrator (Y/N)
Principal	Megan McNally	mmcnally@hpschools.net	Standard Principal	10	Kindergarten and First Grade	Y

2. Describe each listed preschool administrators' background and experience in preschool.

Megan McNally has been the Principal for five years of the Pre-K through 1 building. Prior to going into administration she taught at the middle school and Elementary levels. Early in her career she taught preschool at a private school before going into public education.

Over the last five years she has been completely involved in all aspects of recruitment, registration, training, Professional Development, Intervention and Referral Services and working collaboratively with our Child Study Team to ensure all students and staff are supported and prepared for their roles. She attends the Early Childhood Summit each year and works with local Principals and Early Childhood Supervisors to make sure that the preschool program is robust and meets the needs of the students.

3. Describe the training that all listed administrators will receive in the selected curriculum.

The administrator will attend all of the Professional Development provided by Tools of the Mind. A few of the training sessions will include:

- Leading edge research and the underlying Vygotskian theory that will unify and guide teaching practices to assist all the meeting the needs of all learners
- How to embed self-regulated learning into all activities in the classroom
- How to plan make believe play (Pre-K) to build background knowledge, self regulation, content area, concepts and skills
- Classroom management techniques and how to assist teaching staff to build an inclusive classroom culture, facilitate productive interactions and maximize time for learning
- Use of Assessment tools and monitoring effective progress

Teachers and other staff are qualified as required: preschool classroom teachers hold a bachelor's degree and, at a minimum, a certificate of eligibility or certificate of eligibility with advanced standing for preschool through grade three or other equivalent preschool certification as set forth in N.J.A.C. 6A:9B.

4. Please describe changes to staffing or plans for new hires:

All staff are properly certified and will be receiving the same training.

Health and Safety

Refer to the section on Health and Nutrition in N.J.A.C. 6A:13A, and in the Preschool Program Implementation Guidelines.

Note: Pursuant to N.J.A.C. 6A:13A, the following services should be provided to preschool children and their families:

- Health screenings (vision, hearing, dental, height, and weight screenings)
 - The Department recommends that screenings occur upon enrollment. Families should be notified of the screenings at the beginning of school.
5. List the 2023-2024 proposed schedule of health screenings for preschool children of the Health Screening table below:

2023-2024 Proposed Schedule of Health Screenings

Health Screening	Projected completion Date
Vision	October 31, 2023
Hearing	October 31, 2023
Dental	October 31, 2023
Height/Weight	October 31, 2023

5. How will the district ensure that nurses are employed at a ratio of 1:300 children for preschool children enrolled in provider, Head Start, and district classrooms?

Along with the one nurse on staff (we currently have an enrollment of 310), we will be hiring an additional nurse to come in 1-2 times per week so our nurse can properly attend to the needs of the preschool students, their health screenings and the mandatory tasks for the flu vaccinations.

6. Please list the proposed health-related family education programs (e.g., nutrition, lead screening, and asthma) and the proposed schedule for 2023-2024?

The proposed health-related family schedule will be as follows:

1. In September, the Back to School Welcome Event, the nurse will be going over the influenza vaccination, free clinics, dental check-ups and she will review the screenings she will be doing on each of the students in the first 30 days.
2. In November, the nurse will focus her newsletter on the importance of well-balanced nutrition. For this month we also do a collection in tandem with the PTO to collect food and gift cards for our highest need families. Families are encouraged to reach out to the nurse if they have a need for additional food for the holidays.
3. In January, the nurse focuses her newsletter to families on asthma and how to get through the winter months when it is dry and flare ups can occur. She also reminds families of the importance of letting her know about nebulizer treatments and anything related to bronchial needs.
4. In April we have an Earth Day event as a school and the nurse hands out information (in a few home languages) regarding bee-stings, ticks, and tetanus concerns.

7. Please list the professional development the nurses will provide to classroom teachers and children within the 2023-2024 school year.

For the school year the nurse will:

1. Visit each of the classrooms and introduce herself and what a school nurse does and is there for. She will share the story "Welcome to the Nurse's Office." This will be done within the first week of school.
2. For the month of October, since it is National Dental Hygiene Month, the students will have a visit from a local dental office.
3. For the month of December, she will go into the classrooms to talk about the importance of handwashing and doing an activity with the students for national school handwashing month.
4. In February for National Heart Month, the students will be learning about healthy eating and taking part in an activity to make "healthy people" using pictures of healthy food to make up the limbs and body.
5. For April, our nurse focuses on Neurodiversity and how we are all different. She does yoga with the students and this is in conjunction with the bubble party the whole school takes part in.

8. Does your district participate in the National School Breakfast Program and the National School Lunch Program? (Add an X or ✓ to indicate your choice.)

Yes	✓
No	

If no, please explain.

5.6 Coaching Supports: Preschool Instructional Coach, PIRS/PIRT (10 points)

Refer to the sections on Preschool Instructional Coaches (PICs) in N.J.A.C. 6A:13A (c)(d) and in the Preschool Program Implementation Guidelines.

Note: Preschool Instructional Coaches should dedicate their time to classroom visits, coaching and supporting teachers through the reflective cycle, and dialogue with teachers regarding learning and instructional practices.

Preschool Instructional Coaches (PICs) should not have any teacher, supervisory or evaluator responsibilities.

The Preschool Instructional Coach must have the following qualifications and experience:

- A Preschool Instructional Coach appointed on or after September 1, 2007, shall, at a minimum, hold a preschool through grade three or equivalent preschool certification, as set forth in N.J.A.C. 6A:9B.
- Three years' experience teaching in preschool programs;
- Experience in implementing developmentally appropriate preschool curricula;
- Experience with a range of appropriate early childhood assessments, including performance-based assessment instruments and classroom quality assessment instruments; and,

- Experience providing professional development to classroom teachers.

1. Fill in the "District Preschool Instructional Coach" table below based on the total number of preschool classrooms in your program. Note that the position(s) should be filled at one full-time PIC ratio per 20 preschool classrooms. **Note: If necessary, indicate any positions for 2023-2024 that are unfilled at the time by entering "To be hired" in the name column.**

District Preschool Instructional Coach (PIC)

Name	Number of Assigned Classrooms	Indicate date of completion of PIC Fellow Seminar, if applicable.	Indicate if the PIC is serving in multiple roles in the program (i.e., CPIS, PIRS).	Please note the percentage of time that the individual will serve in the PIC role for the district.	Please indicate if the individual is a district employee, shared service with another district or outside contracted consultant.
Anna Vargas	4	On the waitlist.	CPIS	80%	District Employee

2. Please describe how the PIC role will be filled, including how they will provide expertise to support teaching and learning specifically in the chosen curriculum.

The role of the PIC was posted once a job description was Board Approved. The position was interviewed for and the person who will be put in the role has over 20 years of early childhood experience and previously completed the Master Teacher program.

The role of the PIC is to provide and maintain high levels of educational and program quality by helping and supporting preschool teachers; to visit classrooms and coach teachers using the reflective cycle practice to improve instruction; to encourage students' development of skills and knowledge; use performance-based assessment data to determine and support high quality curriculum implementation; model developmentally appropriate classroom practices and lessons; plan and provide professional development to teachers; and maintain professional competence and continuous improvement through in-service education and other professional growth activities. The PIC will be part of the chosen curriculum professional development and lead smaller sub-groups to hone in on particular skills and expectations. The role will also make sure the classrooms settings are functioning according to the set-up that is best practice for the chosen curriculum. This PIC will complete the ECERS-3 observations for each classroom as well.

3. If the district plans to contract with Head Start, what efforts will be in place to coordinate with the Head Start coach?

n/a

Preschool Intervention and Referral Specialist/ Pyramid Model Coach (PIRS) and Preschool Intervention and Referral Team (PIRT)

Every district must provide the services of a PIRS and a PIRT.

State-funded preschool programs are required to hire a PIRS/**coach** to support teachers in social/emotional and behavioral practices. The recommended ratio is no more than 20 preschool classrooms for each full-time PIRS/coach. The PIRS can be a combined position. The **PIRS** is the coach, a single individual with preschool experience, providing support to teachers to implement the Pyramid Model of behavioral support. As needed, the PIRS "consults" with a team of experts (PIRT) to provide support and suggest interventions to teachers so that all children can succeed within the general education classroom.

The **PIRT** can include preschool teachers, special education teachers, behavior specialists, psychologists, learning disabilities teacher-consultants, school social workers, speech and language pathologists, or other specialists supervised by the school district preschool administrator.

Roles/Responsibilities of the PIRS:

- **Coaching** preschool teachers on the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, aka, The Pyramid Model. ([National Center for Pyramid Model Innovations](#))
- A substantial amount of time, but less than that devoted to classroom visits, will be dedicated to planning for and providing professional development for classroom teachers.
- Provide ongoing professional development based upon the Pyramid Model for district staff.
- Conduct classroom observations using the Teaching Pyramid Observation Tool (TPOT) at least once per classroom per year.

Please note: New PIRS are required to go through the Pyramid Model e-module training and PIRS Seminar to turnkey the Pyramid Model training to district staff in 2023-2024.

4. Please provide the name for each PIRS, also indicating if they have attended and completed the PIRS seminar. **Note:** If necessary, indicate any positions for 2023-2024 that are unfilled at the time by entering "To be hired" in the name column.

Preschool Intervention and Referral Specialist(s) (PIRS)

Name	Number of Assigned Classrooms	Indicate date of completion of Preschool Intervention and Referral Specialist (PIRS) Seminar, if applicable.	Indicate if the PIRS is serving in multiple roles in the program (i.e., PIC, CPIS).	Please note the percentage of time that the individual will serve in the PIRS role for the district.	Please indicate if the individual is a district employee, shared service with another district or outside contracted consultant.

Christine Gappa	4	On the waitlist currently.	50% CPIS	50%	District Employee
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The primary role and goal of the PIRS and PIRT are to provide support and suggested interventions to teachers so that all children can succeed within the general education classroom.

5. Please describe how the role of the PIRS will be filled, including how they will provide expertise to support social-emotional learning and development.

The role of the PIRS was posted once a job description was Board Approved. The position was interviewed for and the person who will be put in the role has 24 years of early childhood experience and is a Teacher Leader through the State of New Jersey.

The Preschool Intervention Specialist will support classroom teachers in order to provide strategies for children who are exhibiting difficulty in the classroom as indicated through the screening process or the observation of the classroom teacher and master teacher. The PIRS provides support including written strategies for classroom staff, modeling strategies in the classroom when appropriate, providing professional development and providing consultation to classroom staff, parents, school nurses, administrators and master teachers.

Professional development and guidance will be provided in the areas of enhancing and practicing executive functioning skills, increasing verbal and communication skills, and labeling emotions. Teachers will be led in discussions and practices that will focus on nurturing relationships and teaching and reinforcing appropriate classroom behavior. The emphasis on teaching self-regulation skills will be a key component in the support of the classroom teachers and staff. Lastly, the PIRS will be conducting the TPOT observations in every classroom.

6. If the district will contract with Head Start, what efforts will be in place to coordinate with the Head Start coach?

n/a at this time

The district board of education shall conduct a **developmentally based** early childhood screening assessment for **each child** as recommended by the developer:

- Identify children with broad indicators of potential problems which may require further assessment; and
- Determine if a child needs a comprehensive diagnostic assessment.

7. What developmental screening tool will your district administer (i.e., Early Screening Inventory-R, Early Screening Inventory-3, Ages and Stages Questionnaire-ASQ)?

We will be using the revised version of the Early Screening Inventory-3.

8. Who will administer the screening tool?

The PIC will be administering the screening tool.

9. When will the screening be conducted?

It will be conducted within 60 days of the start of the pre-school classes. We are aiming to begin on October 2, 2023, so the screenings will be conducted by December 2, 2023.

5.7 Curriculum Implementation, Child Assessment, and Supporting ELL (15 points)

In the space below, please identify your district's preschool curriculum. If your district is not yet implementing an evidence-based, comprehensive curriculum that meets all of the Preschool Teaching and Learning Standards, please refer to the Department's Early Childhood Curriculum webpage. Aligned curricula starting in the 2023-2024 school year will include Connect4Learning, High Scope, Tools of the Mind, and Creative Curriculum.

Districts are encouraged to use the performance-based child assessment instrument that is tied to the comprehensive preschool curriculum, such as High/Scope's Child Observation Record (COR) and the Creative Curriculum's Teaching Strategies GOLD (TSG). Except for developmental screenings and diagnostic testing or random assessment as part of a Department-approved research design, no standardized testing should be administered on preschool children.

1. What curriculum are you planning to implement in your preschool program? (Select one by adding an X or ✓)

Creative Curriculum	
Connect4Learning	
High Scope	
Tools of the Mind	✓

2. If already in implementation, please note the curriculum choice (including edition), the number of hours of professional development in curriculum completed, and years of implementation.

This will be a new curriculum for us. There is built in professional development as part of the purchased package. The staff will start with two full days (12 hours) and have 15 additional hours throughout the school year during PLC time.

3. Please indicate the performance-based child assessment tool that the preschool program plans to utilize (i.e., Teaching Strategies GOLD, COR Advantage, Work Sampling, etc.).

We will be using work sampling in addition to the end of unit assessments through Tools of the Mind and the Teacher Reflections as part of the program.

4. How will classroom teachers use the performance-based child assessment data to plan for instruction?

1. Differentiate instruction by student readiness

Assessment data lets teachers know exactly where each student is performing and their current level of independent capability. Play Planning and benchmark assessments at the end of each unit will allow for this differentiation and provide a road map of how the teacher can get the students to meet their next benchmark.

2. Set academic goals

Student goals should be both ambitious and realistic, balancing what a student can reasonably achieve with the ambition that helps them make substantial growth.

3. Evaluate programs and target professional development

By using data to evaluate curricula and intervention programs through the Tools of the Mind curriculum, we can look at changes in instructional practices that may be needed, and target professional development accordingly.

5. How will the individual child assessment data be shared with families?

We have both spring and fall in person conferences with our families. At these conferences parents will be able to see their child's individual data and the teacher will review skills. Additionally, there will be end of unit reports going home to each parent indicating how their child performed in each area of the unit. Further, we will be sending semester report cards home in both February and June.

Supporting Multilingual Language Learners (MLL)

Refer to the section on Supporting English Language Learners in the Preschool Program Implementation Guidelines.

Note: The optimal classroom model for enhancing the learning and development of Multilingual Language Learners is through the support of both the child's home language and English.

The purpose of the Home Language Survey is to identify needed supports. Language proficiency screening tools are not appropriate for making placement decisions for three- and four-year-olds.

6. Will all preschool families be given the Home Language Survey at registration?

(Add an X or ✓ to indicate your choice.)

Yes	✓
No	

If no, please explain.

7. If applicable to your demographics, what percentage of bilingual preschool teaching staff will be employed in 2023-2024?

We do not have a bilingual program but we have three preschool staff members that are bilingual Spanish-English speakers. As we continue to expand we will specifically be looking to employ bilingual teachers whose languages support the home languages of our families as we grow and the need present.

8. List the three primary strategies the district will use to ensure that MLL receives needed support in preschool classrooms.

In order to ensure that MLLs receive needed support in preschool classrooms, the English as a Second Language (ESL) teachers will follow the 2019 New Jersey Department of Education Division of Early Childhood Education Preschool Classroom Teaching Guidelines for children who are Dual Language Learners (DLLs). The English as a Second Language teachers will support the preschool teachers in how to pronounce students' names correctly, will provide a few key phrases and how to say alphabet letters and numerals in the home language. The preschool classrooms will have pictures and labels in the students' home languages. The ESL teachers will help provide books and songs in different languages. The teachers will encourage communication by supporting all language use, whether in English or the home language. They also will incorporate children's home languages and English by singing songs and listening to stories in multiple languages. In addition, children will be encouraged to use their language skills during play and supplement their oral communications with gestures using the props that are part of their play. Our bilingual Pre-School staff communicate with the children and families in their home language. All school correspondence sent home will reflect the home languages needed to support our families.

9. How will families of MLL preschool children be supported? Please provide specifics.

The families of the MLL preschool children will be supported by the district's Bilingual Parent Advisory Committee (BPAC). The BPAC meets four times a year and provides important information related to various school initiatives. For example, the English as a Second Language (ESL) teachers share information about parent teacher conferences, back to school nights, volunteering with the Parent Teacher Student Organizations, and other important district events. In addition, the ESL teachers teach the parents how they can monitor their children's progress through our Genesis system. We provide activities and ideas on how to support their child at home in the home language and academically. We also provide information to the parents about their rights under New Jersey's Bilingual Education Code. The BPAC meetings also serve as a way to create community among families of MLL preschool children. Families are provided with opportunities to make connections with other families that speak the same home language. In addition, ESL teachers establish a relationship with the families in order to support the school home connection. The ESL teachers attend parent teacher conferences, Intervention & Referral Meetings, and Individualized Educational Plan meetings to assist families in understanding their rights and to help explain as needed.

5.8 Inclusion of Children with Individualized Education Programs (15 points)

The district board of education shall ensure the inclusion of preschool children with disabilities in general education settings to the maximum extent possible **as set forth in N.J.A.C. 6A:14-4.2(a)1. Districts should be working towards a rate of a minimum of 50% of preschoolers with disabilities in the general education setting.**

Ensure that preschoolers with disabilities are included in general education classrooms with ratios guided by naturally occurring proportions. Naturally occurring proportions are defined as including the same percentage of children with disabilities in general education classrooms as the percentage of their presence in the general population of the preschool program (Policy Statement on Inclusion, 2015). **It is recommended that students with disabilities be dispersed per class throughout all general education classrooms.**

1. Outline the district's plan to ensure the inclusion of preschool children with disabilities in general education settings to the maximum extent possible. The program should be designed to provide appropriate support for preschool children with disabilities during the regular routine, such as adaptive activities and materials, adjusted schedules, and integrated therapies.

Our district is committed to ensuring the inclusion of preschool children with disabilities in general education settings to the maximum extent possible through our Inclusive Preschool Program. This program is designed to provide appropriate support for children with disabilities during the regular routine, incorporating adaptive activities, materials, adjusted schedules, and integrated therapies. Our vision is to prepare children for a more inclusive society and equip them to become lifelong advocates for inclusion.

- Early identification and assessment through a comprehensive screening process. Collaborative work with parents and professionals to gain an understanding of each child's needs to develop individualized education plans.
- Extensive training and professional development for educators that focuses on inclusive pedagogy and differentiated instruction. Our classrooms follow the principles of Universal Design for Learning (UDL), ensuring accessibility and using diverse and inclusive learning materials.
- Teachers will implement adaptive activities and utilize assistive technology to meet the individual needs.
- Flexible schedules and routines to integrate therapies within the classroom, collaborating with therapists and specialists to embed therapy goals into daily activities seamlessly.
- Co-teaching between general and special educators. We maintain a multidisciplinary team approach, conducting regular meetings with teachers, therapists, and parents to share data and monitor progress.
- Related service providers and specialists are actively involved, working hand-in-hand with classroom teachers to provide necessary support.
- We promote regular communication and partnerships with parents, ensuring they are involved in their child's educational journey. Parent workshops and education sessions help families better understand and support their child's development.
- We continuously monitor and evaluate our program's progress through data collection and assessment measures.

- We allocate resources and budget accordingly. This involves identifying necessary materials, assistive technology, and aids for classrooms, as well as funding for professional development. Equitable distribution of resources is a priority, and we plan for long-term sustainability.

2. Outline the district's plan for special education staff, Preschool Instructional Coaches, and PIRS/PIRT and/or I&RS (Intervention and Referral Services) to consult with and support teachers to address goals. (It is not necessary to have special education teachers in each classroom.)

The preschool support teacher provides consultation and training to the general education teacher on effective strategies to support the child within the classroom setting. This includes providing information on differentiated instruction, accommodations, and adapting the curriculum to meet the child's needs. In some cases, the preschool support teacher may model effective instructional techniques in the classroom. This collaborative approach allows the general education teacher to learn and implement strategies that best support the child's learning.

The PIC and the PIRS will be collaborating with all of our teachers to design the classroom space, routines, and activities so they are adaptable and can be used by the children in a variety of ways. This proactive approach supports children's strengths and can be modified to address children's needs. Additionally, the special education staff will be working with the general education teachers in tandem to assist with the following:

- Adapting and modifying the curriculum, physical space, materials, and educational expectations so the child can participate as fully as possible in classroom routines and activities.
- Use of basic modifications such as providing an art easel, making sure plenty of board books are available and items for ongoing practice of muscles and fine motor skills.

The PIRS will be working in the classrooms on positive behavior supports to support not just the student but the teacher and paraprofessional as well. They will monitor the following aspects of the classrooms to address goals for the students and their needs:

- Environment: Arrange the classroom furnishings so all children—including children with visual or physical disabilities—can move and maneuver around the room and learning centers by themselves.
- Routines: The best routines have a predictable beginning, middle, and end. Use visual supports, such as pictures or props, to teach children routines, help them stay engaged, and aid them in transitioning between different activities. The *Tools of the Mind* curriculum does provide a lot of support in this area.
- Materials: Modifying materials in the classroom can have a big impact on independence. They will make sure the teachers have what they need to support the students. Administration will also be involved in the ordering, preparation and oversight of the classroom settings.

3. Describe the district's plan for providing integrated therapies to children. Pull-out services are not recommended and should be used on a minimal basis, if at all.

The district's approach to providing integrated therapies to children emphasizes the idea of inclusion and in the natural environment setting. We firmly believe in creating a seamless learning experience where therapy seamlessly blends into the daily routines and activities of the children, rather than isolating them through pull-out services. Our plan is centered around the principles of inclusion, collaboration, and maximizing each child's potential. Our primary focus is to embed therapy sessions within the general education classroom, ensuring that children receive support in the natural environment where they interact with their peers and engage in regular activities. By doing so, children with disabilities have the opportunity to participate fully in class activities, fostering social connections and enhancing their overall learning experience.

Our program fosters a collaborative team approach, bringing together classroom teachers, special educators, therapists, and parents to work collectively towards the child's progress. Each child with special needs has a personalized IEP that outlines their specific goals and the support required to achieve them. To ensure successful integration of therapy within the classroom, our teachers receive ongoing training and professional development on strategies for inclusion and adapting instructional methods to accommodate diverse learning needs. This empowers them to address the unique requirements of each child effectively.

Our classrooms are designed to be inclusive, the physical space and learning materials are tailored to accommodate diverse needs, ensuring that every child can actively participate in the learning process. Our integrated therapy approach allows for flexibility in providing targeted assistance to individual children. Some children may receive brief one-on-one therapy sessions during class, while others may benefit from small group activities. Progress monitoring and data collection are essential aspects of our program. Regular assessments help us make data-driven decisions about adjustments and improvements. Parents play a crucial role in their child's development, and we actively involve them in the process. Regular communication with parents supports that learning extends beyond the classroom, supporting the child's progress at home as well.

In conclusion, our district's plan for providing integrated therapies prioritizes inclusion and natural environment settings. Pull-out services are minimized, if used at all, as we believe that children with disabilities thrive best when they are immersed in their regular classroom settings with appropriate support and accommodations. By promoting collaboration, individualized planning, and a data-driven approach, we strive to create an inclusive learning environment where all children can flourish.

4. Describe how classroom teachers will participate in all meetings throughout the IEP process and provide input through the utilization of the Review of the Preschool Day.

General education classroom teachers actively participate in all aspects of the IEP process and provide valuable input, general education classroom teachers ensure that the IEP is a collaborative and comprehensive plan that supports the academic, social, and emotional growth of students with disabilities within the inclusive classroom setting. They are mandated meeting participants according to N.J.A.C. 6A:14. During the IEP development process, general education teachers collaborate with the team to identify appropriate instructional strategies and accommodations that will support the student's learning. They play a key role in implementing these strategies in the classroom and may provide insights into which accommodations work best for the student.

5. In the Two-Year Projection table below, complete a two-year projection on the inclusion of preschoolers with disabilities. **Two-Year Projection: Inclusion of Preschoolers with Disabilities**

School Year	Projected # of students on IEPs	Projected # of students on IEPs included in general education settings	Projected inclusion rate
2023-2024	25	6	24%
2024-2025	27	12	44%

Please note: the projected number of students with IEP's takes our Preschool Disabled and ABA Pre-Schoolers into consideration as well. Our goal is to steadily increase the inclusion rate over the next few years, ultimately lowering the amount of students in our Preschool Disabled class.

5.9 Program Evaluation and Professional Development (10 points)

Program Evaluation

1. Describe measurable methods of program evaluation and the effects on children. Include information about the district's planned program evaluation methods. Include evidence of the use of structured observation tools (i.e., Early Childhood Environment Rating Scale – Third edition, curriculum fidelity checklists, Teaching Pyramid Observation Tool, etc.). [See the Preschool Program Implementation Guidelines as a reference.]

In order to maintain and effectively evaluate a high quality Preschool Program we will be utilizing the following:

1. ECERS-3: this will be used to measure the preschool classroom quality and will be used to collect data for classroom or program improvement. We will look at the data over time and the ECAC will review the data from the rating scale. The team will be looking at the developmental needs of preschool aged children by reviewing the Cognitive, Social-Emotional, Physical, and Health and Safety of each of our classrooms using the rating scale. This information will be used for Professional Development and to pinpoint possible areas for improvement. The PIC will be completing the screenings using this tool.
2. The Teaching Pyramid Observation Tool (TPOT) will be used to monitor the implementation of the Pyramid Model and will primarily be used for coaching staff and looking at the data to best inform practices and determine areas of need for further professional development and improvement. The PIRS will be trained on and conduct the TPOT.

3. Through *Tools of the Mind* Preschool Teacher Self Reflection, we will be able to make sure we are maintaining a high level of curriculum implementation and make sure it is being done with fidelity. For the first year, all teaching staff will take part in the TREE Program through Tools of the Mind to support questions and practices on use of the curriculum.

2. Outline how data will be used to inform program planning and improvement. The program evaluation plan will result in valid Information that will be useful in program development and planning for individual children.

Data will be used to inform program planning and improvement in the following ways:

1. Using Structured Observation Instruments for Professional Development Planning: We will be analyzing the results of the teacher observations to determine the staff development needs of the district. Differentiated professional development is always an option for our staff and will continue to be moving forward. We have a Professional Development Academy through the District and staff are able to attend professional development outside of the District as well.
2. Using Structured Observation Instruments for Program Improvement: Data will be aggregated from the observation instrument (TPOT), for each domain and subscale. Further, we will also need to look at the disaggregated data in order to determine targeted planning and program improvement as needed. This will also provide an insight into areas we need to improve upon for optimal student learning. The focus will be upon what the scores mean. Ultimately, the scores should be used to illuminate practices and reflect how our program is working toward implementing best practices that are responsive to the needs of children enrolled in our Preschool program.

3. Outline the district's plan to participate in Grow NJ Kids. In-district programs and all contracted provider sites will be expected to enroll in Grow NJ Kids, complete the program self-assessment, develop and utilize a quality improvement plan, and then proceed through the rating process after one year of program implementation. Information on how to enroll can be found at <https://njccis.com/njccis/help>.

The District, in conjunction with the input of the ECAC, will use the information on the Grow NJ Kids website to assist in the necessary steps to enroll. We will start with following the Enrollment Request How-To. Once we determine the proper steps we will work on the Self Assessment. We will also analyze the aggregate data from the ECERS-3 and TPOT as part of our quality improvement plan.

Professional Development

4. Will the district use your Title 1 needs assessment to identify preschoolers' professional development (PD) topics?

(Add an X or ✓ to indicate your choice.)

Yes	✓
No	

5. Describe in detail the PD plan for the current school year. Include evidence that the professional development (PD) plan is systematic and comprehensive; the plan must address all preschool-funded staff, including support for ELL, inclusion, integrated therapies, appropriate assessment, as well as positions such as security guards, bus drivers, etc. [See the Preschool Program Implementation Guidelines as a reference.]

- **Curriculum through Tools of the Mind for Teaching Staff and Paraprofessionals:**
- Leading edge research and the underlying Vygotskian theory that will unify and guide teaching practices to assist all the meeting the needs of all learners
- How to embed self-regulated learning into all activities in the classroom
- How to plan make believe play (Pre-K) to build background knowledge, self regulation, content area, concepts and skills
- Classroom management techniques and how to assist teaching staff to build an inclusive classroom culture, facilitate productive interactions and maximize time for learning
- Use of Assessment tools and monitoring effective progress
- **ELL Staff:**
- In addition to the above, they attend the NJ TESOL conference and are part of the Philly Children's Movement that focuses on building racially just communities.
- **PIC and PIRS:**
- Any and all training put out by the DECE/DOE in addition to the training provided through *Tools of the Mind*

6. What data sources will the district use to inform the PD plan (e.g., performance assessment data, teacher and/or family survey data, ECERS-3, etc.)?

To inform our professional development needs we use local benchmark data, staff surveys, family surveys, and local discipline reports. The ECERS-3 will provide specific information on how students are performing and possibly point out specific areas where the Pre-School staff may need additional professional development. Additionally, the ECERS-3 and TPOT will indicate how teachers are performing and the child assessment system will indicate how students are performing; both will be used to inform our Professional Development, coaching and overall instruction.

7. What training will be provided to all staff to be aware of the various language, culture, and ethnic backgrounds of the families served?

All teaching staff members are trained in Sheltered Instruction. Over the last few years our staff have participated in the following training related to diversity, equity and inclusion: Understanding Bias, Racial Inequalities in Education, some staff took part in a book study with Author Robin DiAngelo regarding her book *White Fragility*, and all staff and paraprofessionals took part in virtual coaching sessions through Conscious Discipline on Assertiveness, The School Family and Creating an Inclusive Environment, and use of visual scheduling and reminders to assist all students. Training in this area is ongoing and we work closely with Rutgers University for many opportunities for our staff to receive training, attend training or be part of professional learning such as the Rutgers Community Engaged in Anti-Racist Curriculum writing.

8. Indicate PD topics differentiated for different preschool staff (e.g., Pyramid, TPOT, ECERS-3, Early Screening Inventory Revised or 3rd edition (ESI-R or ESI-3), health and safety-related to child development, etc.)

Specifically address PD offered to:

- Nurses

- Coaches
- CPIS and social workers
- Administrators, including school district, child care, and Head Start directors (if applicable)
- Families
- Bus drivers/cafeteria workers, etc. (related to specialty and including an overview of the preschool program and developmentally appropriate practices)

In September all district staff will come together to engage in state-mandated training. Moreover, Irving School staff will participate in training focused on literacy instruction, Social Emotional Learning and Mental Health, Climate Change Education, MultiTiered Support Systems, and Best Practices for PreK-2nd Grade educators. Para educators will also engage in Handle with Care De-escalation training.

The PIC and PIRT will be attending the training offered by the DECE/DOE.

Our nurse attends the State training in October and virtually participates in training put out by The State of New Jersey School Nurses Association on topics such as immunizations and mandates, working with students with disabilities, and making the nurse's office a warm and welcoming place.

Parents will be offered the following PD events for this school year: Guidance on how to use our Student Information System (Genesis), Health and Nutrition (given by our school Nurse) in conjunction with School Attendance (given by our Principal), What to Expect from a High Quality Preschool Program (this will be given by our PIC and PIRT), The School and Family Connection through Conscious Discipline (given by our Principal, PIC and PIRT), Math evening (given by our school staff). There will be multiple family evenings to celebrate reading, school connection and the joy of learning.

All cafeteria workers, the teaching staff and paraprofessionals will take part in Safe Serve training before school starts to review safety procedures and the proper serving of food to our students.

9. How will the district provide professional development on using structured observation tools (e.g., ECERS-3, TPOT, curriculum fidelity tools) for coaches to facilitate preschool inclusion?

Our PIC and PIRT (if needed) will also perform instructional observations. These two teachers will receive training on the ECERS-3 rating scale to facilitate quality instruction and to provide feedback to teachers, as appropriate. Additionally, the PIC will be trained on and conduct the ECERS and the PIRS will be trained on and conduct the TPOT, related to Positive Behavior Supports.

5.10 Monitoring and Budget Narrative (10 points)

1. In the Fiscal Oversight table below, indicate the Business Administrator and/or Fiscal Specialist(s) who will monitor and track all preschool expenditures, including district, provider budgets, contract compliance, and state fiscal reviews. **Not applicable is not an appropriate response.**

Fiscal Oversight

Title	Name	Email Contact
Business Administrator	Denise DeRosa	dderosa@hpschools.net

Principal	Megan McNally	mmcnally@hpschools.net
Superintendent	Dr. Kristina Nicosia	knicosia@hpschools.net

2. Provide a list of supports (budget development, expenditure guidance, etc.) that will be offered to private providers and Head Start to ensure contract compliance. (Districts that do not contract should skip this question)

n/a at this time

3. Describe one-time costs such as renovation, playground enhancements, and start-up costs for classrooms.

Start up costs for classrooms are as follows: Classroom 1: \$9,183.66; Classroom 2: \$9,132.50; Classroom 3 (full classroom): \$18,411.64; Classroom 4 (full classroom): \$18,411.64; Items needed to support curriculum for Classrooms 1 and 2: \$3,619.40. All of these start up costs are reflective of setting up high quality classrooms to reflect the Tools of the Mind curriculum. We worked with other Districts and Jason from Lakeshore to make sure the items chosen were for these purposes. Total classroom start-up costs are roughly \$60,000. (100-600)

For playground enhancements: we recently redid our playground but will be adding an additional play area for our preschoolers. The items chosen for this area include (from Play World): Play Structure-roughly \$30,000 installed (waiting on final quote); 2 Flower Climber-\$2,500; and 2 Spring Mates Turtles \$5,000; installation of all materials \$10,000. Total enhancement budget will be roughly \$55,000. (400-732)

4. Include a narrative of funded district positions and planned expenditures.

In order to accommodate an expanded preschool program, the District utilized 22-23 general fund monies to lease 4 modular classrooms to house our Kindergarten program with an estimated cost of \$475,000 so the preschool program could be housed on the first floor of our building as required.

The expanded preschool program will require the following **additional** staff members:

- Instructional staff members (teachers) = 1.5 FTE = \$166,305 (100-101)
- Instructional paraprofessionals = 1.5 FTE and .5 FTE Relief para = \$45,214 (100-106)
- Contracted Daily Instructional Substitute = \$29,138 (100-321) to cover absences and prep periods
- Family/Parent Liaison .5 FTE/CPIS .5 FTE = \$89,803 (200-173)
- Facilitator/Coach .5 FTE/CPIS .5 FTE = \$89,803 (200-176)
- Contracted Nurse (2 - ½ days per week) = \$32,000 (200-330)
- Supervisors of Curriculum to provide oversight to ensure program meets mandates .4 FTE = \$42,528 (200-102)
- Instructional supplies and materials (outlined in #s3&5) Lakeshore Learning \$60,000 and Tools of the Mind Curriculum \$18,596= \$78,596 (100-600)
- Para PD (Tools of the Mind) not included in curriculum supplies/materials = \$1,000 (200-580)
- Age appropriate playground enhancements (Playworld) = \$55,000 (400-732)

The District has incurred the cost of benefits for the employees in the ECPA program (roughly \$145,000) and will continue to do so. The District included in budget funding for the cost of benefits of added personnel, roughly \$170,000 (200-200), to help ease the burden since the cost of health benefits has significantly increased over the past two years.

5. Describe intentions to contract with Private Providers or Head Start, including associated costs. Please Note: Letters of intent to contract with private providers and Head Start must be included with your application.

n/a

6. Include costs for professional development, curricular materials, and family engagement expenses.

Tools of the Mind will be the curriculum we will use and the start-up costs are as follows: **Classroom 1:** \$3750 (includes Tools of the Mind manual and Professional Development costs) and \$899 for the Pre-K materials kit-totaling \$4649; **Classroom 2:** \$3750 (includes Tools of the Mind manual and Professional Development costs) and \$899 for the Pre-K materials kit-totaling \$4649; **Classroom 3:** \$3750 (includes Tools of the Mind manual and Professional Development costs) and \$899 for the Pre-K materials kit-totaling \$4649; **Classroom 4:** \$3750 (includes Tools of the Mind manual and Professional Development costs) and \$899 for the Pre-K materials kit-totaling \$4649. \$4649 x 4 classrooms = \$18,596 (100-600).

One paraprofessional is included in the Classroom costs above. The additional two paraprofessionals will be \$500/each to receive the training for a total of \$1,000 (200-580).

For family engagement, we have budgeted money from our Title funds bookmarked for this.

7. Include an itemized description of start-up costs necessary to implement a preschool program, not to exceed \$10,000 per classroom.

Please see above. The professional development and curricular materials are our necessary start up costs.



Megan McNally <mmcnally@hpschools.net>

26-27 PRE-K DOCUMENT SUBMISSION DATES

2 messages

Preschool Questions <preschoolquestions@hpschools.net>
Bcc: mmcnally@hpschools.net

Tue, Mar 3, 2026 at 3:29 PM

Dear Preschool Families,

Thank you for your interest in the 26-27 Irving Preschool Program. Please use the link below to select a date for document submission.

All Open Registration and Online Registration Forms must be completed to finalize application process. **Incomplete applications will not be processed.**

Please contact the main office for assistance should you have any questions or concerns.

26-27 PRESCHOOL DOCUMENT SUBMISSION CHECKLIST

Preschool Questions <preschoolquestions@hpschools.net>
To: Megan McNally <mmcnally@hpschools.net>

Thu, Mar 5, 2026 at 12:39 PM

----- Forwarded message -----

From: **Preschool Questions** <preschoolquestions@hpschools.net>
Date: Tue, Mar 3, 2026 at 3:29 PM
Subject: 26-27 PRE-K DOCUMENT SUBMISSION DATES
To:

Dear Preschool Families,

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26-27 PRESCHOOL DOCUMENT SUBMISSION CHECKLIST

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Megan McNally <mmcnally@hpschools.net>

Preschool Accepted Survey Preview

2 messages

Preschool Questions <preschoolquestions@hpschools.net>

Thu, Apr 16, 2026 at 4:36 PM

To: Megan McNally <mmcnally@hpschools.net>, Christine A Gappa <cgappa@hpschools.net>, Anna Vargas <avargas@hpschools.net>

Hello,

Click here to preview the survey. Let me know if you guys think it is good to go. I am not sending anything today. Both emails will be scheduled to be sent out tomorrow at 5pm. Thanks.

Gappa/Vargas,

Are you guys available to meet tomorrow morning at 9:30am for one last confirmation on all accepted names? We need to confirm that these are the names that have been added to the class lists and to match numbers of folders with names.

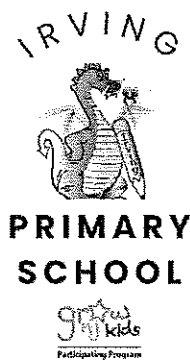
Megan McNally <mmcnally@hpschools.net>

Thu, Apr 16, 2026 at 4:39 PM

To: Preschool Questions <preschoolquestions@hpschools.net>

Cc: Christine A Gappa <cgappa@hpschools.net>, Anna Vargas <avargas@hpschools.net>

The survey looks perfect! Thank you so much for figuring it out.

**Megan McNally, M.Ed**

PRINCIPAL

732-572-1205

Highland Park Public Schools

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The Irving Primary School Community is a partnership of staff, families and community members committed to providing a safe, caring and nurturing environment for its students. Within this environment, children will be encouraged to become independent thinkers whose social, intellectual, emotional and creative abilities are developed to their fullest potential. Our goal is to be a caring community where diversity is embraced and kindness is encouraged.

[Quoted text hidden]

LAST NAME	FIRST NAME	GRADE LEVEL	LUNCH STATUS	ADMISSIONS STATUS	RESPONSE
		PRE-K3	FREE	ACCEPTED	YES
		PRE-K3	FREE/SIBLING	ACCEPTED	YES
		PRE-K3	FREE	ACCEPTED	YES
		PRE-K3	FREE	ACCEPTED	YES
		PRE-K3	FREE	ACCEPTED	YES
		PRE-K4	FREE	ACCEPTED	YES
		PRE-K4	FREE	ACCEPTED	YES
		PRE-K3	FREE/SIBLING	ACCEPTED	YES
		PRE-K3	DENIED	ACCEPTED	YES
		PRE-K3	DENIED	ACCEPTED	YES
		PRE-K4	DENIED	ACCEPTED	YES
		PRE-K3	DENIED	ACCEPTED	YES
		PRE-K4	FREE	ACCEPTED	YES
		PRE-K3	DENIED/SIBLING	ACCEPTED	YES
		PRE-K3	FREE	ACCEPTED	YES
		PRE-K4	DENIED	WAITLIST	WAITLIST
		PRE-K3	DENIED/SIBLING	ACCEPTED	YES
		PRE-K3	FREE	ACCEPTED	YES
		PRE-K3	DENIED/SIBLING	ACCEPTED	YES
		PRE-K3	DENIED/SIBLING	ACCEPTED	YES
		PRE-K3	FREE	ACCEPTED	YES
		PRE-K4	FREE	ACCEPTED	YES
		PRE-K4	FREE	ACCEPTED	YES
		PRE-K3	DENIED	ACCEPTED	YES
		PRE-K4	DENIED	WAITLIST	WAITLIST
		PRE-K3	FREE/SIBLING	ACCEPTED	YES
		PRE-K3	FREE	ACCEPTED	YES
		PRE-K3	FREE	ACCEPTED	YES
		PRE-K3	DENIED	ACCEPTED	YES
		PRE-K4	DENIED	WAITLIST	WAITLIST
		PRE-K3	FREE/SIBLING	ACCEPTED	YES
		PRE-K3	FREE	ACCEPTED	YES
		PRE-K3	FREE	ACCEPTED	YES
		PRE-K3	DENIED	WAITLIST	WAITLIST
		PRE-K3	DENIED	ACCEPTED	YES
		PRE-K3	DENIED	ACCEPTED	YES
		PRE-K3	DENIED	ACCEPTED	YES

PRE-K4	FREE	ACCEPTED	YES
PRE-K4	DENIED	WAITLIST	WAITLIST
PRE-K4	FREE	ACCEPTED	YES
PRE-K4	DENIED	ACCEPTED	YES
PRE-K4	DENIED	ACCEPTED	YES
PRE-K3	DENIED/SIBLING	ACCEPTED	YES
PRE-K3	DENIED	ACCEPTED	YES
PRE-K4	DENIED	WAITLIST	WAITLIST
PRE-K4	FREE	ACCEPTED	YES
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PRE-K4	DENIED	WAITLIST	WAITLIST
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PRE-K4	DENIED	WAITLIST	WAITLIST
PRE-K3	DENIED	ACCEPTED	YES
PRE-K4	DENIED	WAITLIST	WAITLIST
PRE-K4	DENIED	WAITLIST	WAITLIST
PRE-K3	DENIED	WAITLIST	WAITLIST
PRE-K4	DENIED	WAITLIST	WAITLIST
PRE-K4	FREE	ACCEPTED	YES
PRE-K3	FREE/SIBLING	ACCEPTED	YES
PRE-K3	FREE	ACCEPTED	YES
PRE-K3	FREE	ACCEPTED	YES
PRE-K3	DENIED	ACCEPTED	YES
PRE-K3	DENIED	ACCEPTED	YES
PRE-K3	FREE	ACCEPTED	YES
PRE-K3	DENIED	ACCEPTED	YES
PRE-K4	FREE	ACCEPTED	YES
PRE-K3	FREE/SIBLING	ACCEPTED	YES
TOTAL APPLICANTS = 64			

	LAST NAME	FIRST NAME	GRADE LEVEL		
1			PRE-K3		
2			PRE-K3		
3			PRE-K3		
4			PRE-K3		
TOTAL PRE-K3 LOTTERY = 4					
	These students are in order based on the Randomizer used for the lottery.				

	LAST NAME	FIRST NAME	GRADE LEVEL
1			Pre-K4
2			Pre-K4
3			Pre-K4
4			Pre-K4
5			Pre-K4
6			Pre-K4
7			Pre-K4
8			Pre-K4
9			Pre-K4
10			Pre-K4
TOTAL PRE-K4 LOTTERY = 10			

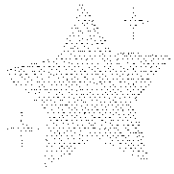
LAST NAME	FIRST NAME	GRADE LEVEL	LUNCH STATUS	ADMISSIONS STATUS	RESPONSE
		Pre-K4	FREE	ACCEPTED	YES
		Pre-K3	FREE	ACCEPTED	YES
		Pre-K4	REDUCED	ACCEPTED	YES
		Pre-K4	REDUCED	ACCEPTED	YES
		Pre-K3	FREE/SIBLING	ACCEPTED	YES
		Pre-K3	DENIED	ACCEPTED	YES
		Pre-K3	DENIED/SIBLING	ACCEPTED	YES
		Pre-K4	DENIED	WAITLIST	WAITLIST
		Pre-K3	DENIED	ACCEPTED	YES
		Pre-K3	DENIED	ACCEPTED	YES
		Pre-K3	FREE	ACCEPTED	YES
		Pre-K3	FREE	ACCEPTED	YES
		Pre-K4	DENIED	WAITLIST	WAITLIST
		Pre-K4	FREE/SIBLING	ACCEPTED	YES
		Pre-K3	DENIED	ACCEPTED	YES
		Pre-K4	FREE/SIBLINGS	ACCEPTED	YES
		Pre-K3	FREE	ACCEPTED	YES
		Pre-K3	DENIED	ACCEPTED	YES
		Pre-K3	FREE	ACCEPTED	YES
		Pre-K4	REDUCED	ACCEPTED	YES
		Pre-K4	FREE	ACCEPTED	YES
		Pre-K3	FREE	ACCEPTED	YES
		Pre-K4	REDUCED	ACCEPTED	YES
		Pre-K3	FREE	ACCEPTED	YES
		Pre-K4	FREE	ACCEPTED	YES
		Pre-K3	FREE	ACCEPTED	YES
		Pre-K4	REDUCED	ACCEPTED	YES
		Pre-K3	FREE	ACCEPTED	YES
		Pre-K4	FREE	ACCEPTED	YES
		Pre-K3	DENIED	ACCEPTED	YES
		Pre-K3	DENIED	ACCEPTED	YES
		Pre-K4	FREE/SIBLINGS	ACCEPTED	YES
		Pre-K4	DENIED	WAITLIST	WAITLIST
		Pre-K3	DENIED/SIBLING	ACCEPTED	YES
		Pre-K3	DENIED	ACCEPTED	YES

Pre-K4	DENIED		WAITLIST	WAITLIST
Pre-K3	DENIED		ACCEPTED	YES
Pre-K3	DENIED/SIBLING		ACCEPTED	YES
Pre-K3	DENIED		ACCEPTED	YES
Pre-K3	DENIED		ACCEPTED	YES
Pre-K4	FREE		ACCEPTED	YES
Pre-K3	DENIED		ACCEPTED	YES
Pre-K3	FREE		ACCEPTED	YES
Pre-K3	DENIED		ACCEPTED	YES
Pre-K3	DENIED		ACCEPTED	YES
Pre-K3	FREE		ACCEPTED	YES
Pre-K3	DENIED		ACCEPTED	YES
Pre-K3	DENIED		ACCEPTED	YES
Pre-K3	DENIED		ACCEPTED	YES
Pre-K4	FREE		ACCEPTED	YES
Pre-K3	DENIED		ACCEPTED	YES
Pre-K3	DENIED		ACCEPTED	YES
Pre-K4	FREE		ACCEPTED	YES
Pre-K4	DENIED		ACCEPTED	YES
Pre-K4	FREE		ACCEPTED	YES
Pre-K4	DENIED		WAITLIST	WAITLIST
Pre-K4	DENIED		WAITLIST	WAITLIST
Pre-K4	FREE		ACCEPTED	YES
Pre-K4	DENIED		WAITLIST	WAITLIST
Pre-K3	DENIED		ACCEPTED	YES
Pre-K3	DENIED		ACCEPTED	YES
Pre-K3	DENIED		ACCEPTED	YES
Pre-K3	DENIED		ACCEPTED	YES
Pre-K3	FREE		ACCEPTED	YES
Pre-K3	DENIED		ACCEPTED	YES
Pre-K3	DENIED		ACCEPTED	YES
Pre-K4	FREE		ACCEPTED	YES

	LAST NAME	FIRST NAME	GRADE LEVEL
1			Pre-K4
2			Pre-K4
3			Pre-K4
4			Pre-K4
5			Pre-K4
6			Pre-K4
7			Pre-K4
8			Pre-K4
9			Pre-K4
10			Pre-K4
11			Pre-K4
TOTAL PRE-K4 LOTTERY = 11			

These students are in order based on the Randomizer used for the lottery.
All of the students are pre-k 4 and did not meet Priority 1 or 2

Preschool Registration For 2025-2026 For PreK-3 & PreK-4



Email Questions To:

preschoolquestions@hpschools.net or call (732) 572-1205 x1002

All General Education preschool classrooms will be full-day classrooms with a maximum of 15 students per class. Classes are a mix of three and four year olds. Space is limited, and it is essential that you review the criteria and complete all requirements in a timely manner. **Please be aware that placement will not be granted on a first come, first served basis.** Admission decisions will be determined based on our two priority indicators: lunch status and having a sibling here at Irving.

Children currently attending a preschool program here at Irving during the current school year and will attend Pre-K 4 in the subsequent school year, do not need to register for Pre-K 4 as they are already enrolled in our preschool program. Special Education students who currently attend Irving do not need to register.

How to Complete Registration for Preschool SY 2025-2026:



Step 1: Registration opens on **February 14, 2025** at 9:00am. Complete the Open Registration Forms (please skip the appointment section). *If you do not have a computer, please call the main office to schedule a time to use one of the school devices.*

Step 2: After you complete the Open Registration Forms, you will receive an email from the school secretary. The email will confirm that you have completed the Open Registration Forms. Instructions for completing the registration process will be included in the email.

Step 3: Submit all required documents and complete the Free & Reduced Meal Application and supporting documents. **The dates for document drop off are March 5th from 8:30am-1:45pm (will be closed from 11:30-12pm for lunch), and March 13th from 4:30-7:30pm.** All families are required to submit the necessary documents and fill out the Free & Reduced Meal Application that will be available on the document drop off dates. **Completion of the meal application is a required part of the registration process (regardless of income status).** *If you cannot make the dates listed above please contact Ms. Ingram in the main office.*

Online Registration Forms

Student Information & Services

Residency Form

McKinney-Vento Act Form

Educational Services Form

Health Services Form

Home Language Survey

Records Release Form

Checklist Form

Step 4: Complete the online registration forms. Please complete the online registration forms (see above). Completion of all registration steps confirms your interest in enrolling your child in the 2025-2026 Pre-K3 and Pre-K4 full day program. **Completion of the registration process does not guarantee enrollment or placement in the program.**

Please Note: The deadline for completing the registration process is **Friday, March 28, 2025.** No registrations will be accepted after the deadline.

Step 5: Families will receive a placement decision on or before April 11, 2025.

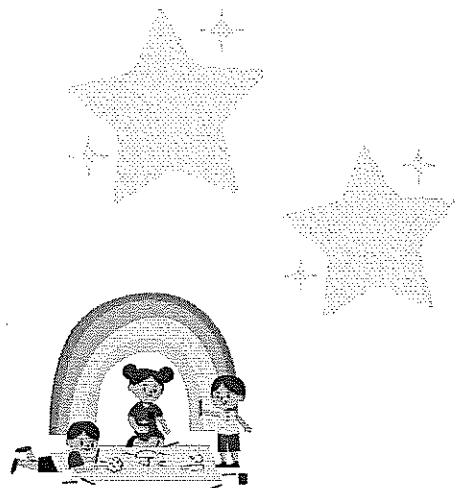
Registration Requirements:

- Prek-3 children must be 3 by October 1, 2025
- Prek-4 children must be 4 by October 1, 2025
- Children must live in Highland Park, NJ

Required Documentation: All documents must be submitted on the designated registration drop off dates (3/5 & 3/13). All documents must meet the requirements (listed below).

- **Proof of Age:** Original Birth Certificate (US Citizens), Passport (Non-US Citizens)
- **Parent Photo ID:** Current Driver's License or State ID
- **Immunization Records:** Immunization form should be the original document with the physician's name and address
- **Current Physical Examination Form:** The **Universal Health Form** or **Physicians Report** must be filled out, signed, and stamped by your pediatrician.
- **Proof of Residency :**
 - Mortgage Statement (Current)
 - Deed/Title (Owner)
 - Current Lease (HP Address, Terms Of Lease, Tenant & Landlord Signatures)
 - If you live with a family member or friend that rents or owns in Highland Park, a notarized affidavit must be completed and signed by the resident's landlord indicating the current living situation (**Tenant Form B**).
 - Three additional proofs of residency. All proofs must contain the full name of one or both parents/guardians, a current date (within the last 30 days or not expired), and the full Highland Park home address).

- Current Gas/Electric Bill
- Current Credit Card Statement
- Current Bank Statement
- Current Cable Bill
- Tax Return Statement
- Current Water/Sewer Bill
- Current Medical Bill
- Current Cell Phone Bill
- Auto Insurance ID Card
- Motor Vehicle Registration
- Current Pay Stub



Please contact the main office via the pre-k registration email or by phone (732-572-1205, Ext. 1002) if you need assistance

*****Registro de preescolar para 2025-2026 para PreK-3 y PreK-4*****

Preguntas por correo electrónico a:

preschoolquestions@hpschools.net o llame al (732) 572-1205 x1002

Todas las aulas de preescolar serán aulas de día completo con un máximo de 15 estudiantes por clase. Las clases son una mezcla de niños de tres y cuatro años. El espacio es limitado, es esencial que revise los criterios y complete todos los requisitos de manera oportuna. Tenga en cuenta que la colocación no se otorgará por orden de llegada. Las decisiones de admisión se determinarán en función de nuestros dos indicadores de prioridad: el estado del almuerzo y tener un hermano aquí en Irving.

Los niños que actualmente asisten a un programa preescolar aquí en Irving durante el año escolar actual y asistirán a Pre-K 4 en el año escolar siguiente, no necesitan registrarse para Pre-K 4 ya que ya están inscritos en nuestro programa preescolar. Los estudiantes de educación especial que actualmente asisten a Irving no necesitan registrarse.

Cómo completar la inscripción para preescolar SY 2025-2026:

Paso 1: La inscripción se abre el 14 de febrero de 2025 a las 9:00 a. m. Complete los formularios de inscripción abierta (sáltese la sección de citas). Si no tiene una computadora, llame a la oficina principal para programar un horario para usar uno de los dispositivos escolares.

Paso 2: Después de completar los Formularios de inscripción abierta, recibirá un correo electrónico de la secretaria de la escuela. El correo electrónico confirmará que ha completado los formularios de registro abierto. Las instrucciones para completar el proceso de registro se incluirán en el correo electrónico.

Paso 3: Envíe todos los documentos requeridos y complete la Solicitud de comidas gratis o a precio reducido y los documentos de respaldo. **Las fechas para la entrega de documentos son el 5 de marzo de 8:30 a. m. a 1:45 p. m. (estará cerrado de 11:30 a 12 p. m. para el almuerzo) y el 13 de marzo de 4:30 a 7:30 p. m.** Todas las familias deben presentar los documentos requeridos y completar la Solicitud de comidas gratis y a precio reducido que estará disponible en las fechas de entrega de documentos. Completar la solicitud de comida es una parte obligatoria del proceso de registro (independientemente del estado de ingresos). Si no puede asistir a las fechas indicadas anteriormente, comuníquese con la Sra. Ingram en la oficina principal.

Formularios de registro en línea

[Student Information & Services](#)

[Residency Form](#)

[McKinney-Vento Act Form](#)

[Educational Services Form](#)

[Health Services Form](#)

[Home Language Survey](#)

[Records Release Form](#)

[Checklist Form](#)

Paso 4: Complete los formularios de registro en línea. Complete los formularios de registro en línea (ver más abajo). La finalización de todos los pasos de registro confirma su interés en inscribir a su hijo en el programa de día completo de Pre-K3 y Pre-K4 2025-2026. La finalización del proceso de registro no garantiza la inscripción o la colocación en el programa.

Tenga en cuenta: la fecha límite para completar el proceso de registro es viernes 28 de marzo de 2025. **No se aceptarán registros después de la fecha límite.**

Paso 5: Las familias recibirán una decisión de colocación el 11 de abril de 2025 o antes.

Requisitos de registro:

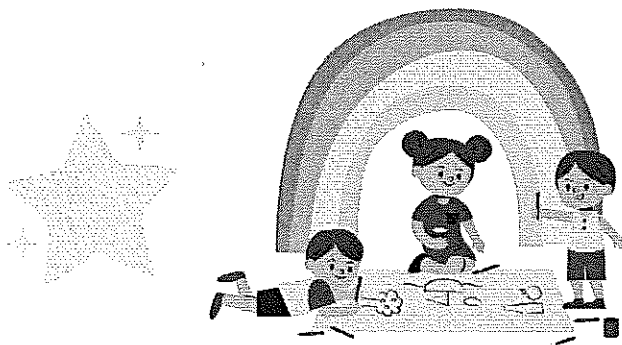
- Para Prek-3, los niños deben tener 3 años antes del 1 de octubre de 2025
- Para Prek-4 los niños deben tener 4 años antes del 1 de octubre de 2025
- Los niños deben vivir en Highland Park, NJ

Documentación requerida: Todos los documentos deben enviarse en las fechas de entrega de registro designadas (3/5 y 3/13). Todos los documentos deben cumplir con los requisitos (enumerados a continuación).

- Prueba de Nacimiento: Acta de Nacimiento Original
- Licencia de conducir o identificación estatal
- Registros de vacunación: El formulario de vacunación debe ser el documento original con el nombre y la dirección del médico.
- Formulario de Examen Físico Actual: **El Formulario Universal de Salud** debe ser llenado, firmado y sellado por su pediatra.

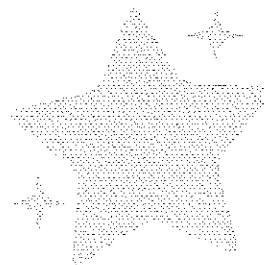
Prueba de residencia:

- Declaración de hipoteca (30 días al corriente)
- Escritura (propietario)
- Contrato de arrendamiento actual firmado (el nombre y la dirección del inquilino deben estar visibles)
- Si vive con un miembro de la familia, el residente de la Unión debe completar y firmar una declaración jurada notariada que indique la situación de vivienda actual. Declaración Jurada de Residente- 6C



Presente cuatro facturas de servicios públicos actuales diferentes con nombre y dirección. Las facturas deben estar dentro de los 45 días de la fecha de presentación.

- Factura actual de gas
- Factura de la tarjeta de crédito
- Factura de cable actual
- Factura de electricidad actual
- Informes médicos
- Factura de agua actual
- Declaración de beneficios
- Factura actual de celular
- Factura de alcantarillado
- Tarjeta de identificación del seguro de automóvil
- Póliza de seguros
- Recibo de pago reciente



Comuníquese con la oficina principal a través del correo electrónico de registro de prekínder o por teléfono (732-572-1205, Ext. 1002) si necesita ayuda

Preschool Registration For 2026-2027 For PreK-3 & PreK-4



Email Questions To:

preschoolquestions@hpschools.net or call (732) 572-1205 x1002

All General Education preschool classrooms will be full-day classrooms with a maximum of 15 students per class. Classes are a mix of three and four year olds. Space is limited, and it is essential that you review the criteria and complete all requirements in a timely manner. **Please be aware that placement will not be granted on a first come, first served basis.** Admission decisions will be determined based on our two priority indicators: lunch status and having a sibling here at Irving.

Children currently attending a preschool program here at Irving during the current school year and will attend Pre-K 4 in the subsequent school year, do not need to register for Pre-K 4 as they are already enrolled in our preschool program. Special Education students who currently attend Irving do not need to register.

How to Complete Registration for Preschool SY 2026-2027:



Step 1: Registration opens on **February 13, 2026** at 9:00am. Complete the Open Registration Forms (please skip the appointment section). *If you do not have a computer, please call the main office to schedule a time to use one of the school devices.*

Step 2: After you complete the Open Registration Forms, you will receive an email from the school secretary. The email will confirm that you have completed the Open Registration Forms. Instructions for completing the registration process will be included in the email.

Step 3: Submit all required documents and complete the Free & Reduced Meal Application and supporting documents. ***The dates for document drop off are March 12th from 4:30-7:30pm, March 20th from 9:00-12:30pm, and March 24th from 4:30-7:30pm.*** All families are required to submit the necessary documents and fill out the Free & Reduced Meal Application that will be available on the document drop off dates. **Completion of the meal application is a required part of the registration process (regardless of income status).**

Online Registration Forms

Student Information & Services

Residency Form

McKinney-Vento Act Form

Educational Services Form

Health Services Form

Home Language Survey

Records Release Form

Checklist Form

Step 4: Complete the online registration forms. Please complete the online registration forms (see above). Completion of all registration steps confirms your interest in enrolling your child in the 2026-2027 Pre-K3 and Pre-K4 full day program. **Completion of the registration process does not guarantee enrollment or placement in the program.**

Please Note: The deadline for completing the registration process is **Friday, March 27, 2026. No registrations will be accepted after the deadline.**

Step 5: Families will receive a placement decision on or before April 17, 2026.

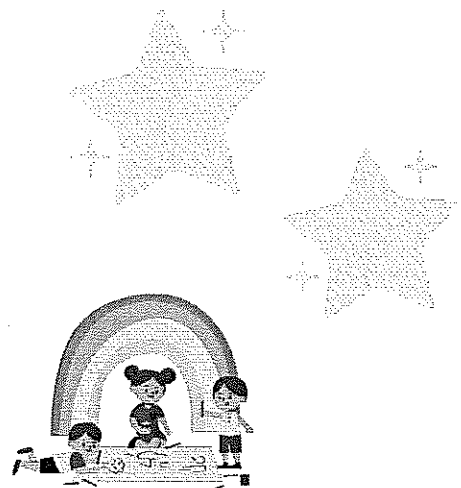
Registration Requirements:

- Prek-3 children must be 3 by October 1, 2026
- Prek-4 children must be 4 by October 1, 2026
- Children must live in Highland Park, NJ

Required Documentation: All documents must be submitted on the designated registration drop off dates. All documents must meet the requirements (listed below).

- **Proof of Age:** Original Birth Certificate (US Citizens), Passport (Non-US Citizens)
- **Parent Photo ID:** Current Driver's License or State ID
- **Immunization Records:** Immunization form should be the original document with the physician's name and address
- **Current Physical Examination Form:** The **Universal Health Form** or **Physicians Report** must be filled out, signed, and stamped by your pediatrician.
- **Proof of Residency :**
 - Mortgage Statement (Current)
 - Deed/Title (Owner)
 - Current Lease (HP Address, Terms Of Lease, Tenant & Landlord Signatures)
 - If you live with a family member or friend that rents or owns in Highland Park, a notarized affidavit must be completed and signed by the resident's landlord indicating the current living situation (Tenant Form B).
 - Three additional proofs of residency. All proofs must contain the full name of one or both parents/guardians, a current date (within the last 30 days or not expired), and the full Highland Park home address).

- Current Gas/Electric Bill
- Current Credit Card Statement
- Current Bank Statement
- Current Cable Bill
- Tax Return Statement
- Current Water/Sewer Bill
- Current Medical Bill
- Current Cell Phone Bill
- Auto Insurance ID Card
- Motor Vehicle Registration
- Current Pay Stub



Please contact the main office via the pre-k registration email or by phone (732-572-1205, Ext. 1002) if you need assistance

*****Registro de preescolar para 2025-2026 para PreK-3 y PreK-4*****

Preguntas por correo electrónico a:

preschoolquestions@hpschools.net o llame al (732) 572-1205 x1002

Todas las aulas de preescolar serán aulas de día completo con un máximo de 15 estudiantes por clase. Las clases son una mezcla de niños de tres y cuatro años. El espacio es limitado, es esencial que revise los criterios y complete todos los requisitos de manera oportuna. Tenga en cuenta que la colocación no se otorgará por orden de llegada. Las decisiones de admisión se determinarán en función de nuestros dos indicadores de prioridad: el estado del almuerzo y tener un hermano aquí en Irving.

Los niños que actualmente asisten a un programa preescolar aquí en Irving durante el año escolar actual y asistirán a Pre-K 4 en el año escolar siguiente, no necesitan registrarse para Pre-K 4 ya que ya están inscritos en nuestro programa preescolar. Los estudiantes de educación especial que actualmente asisten a Irving no necesitan registrarse.

Cómo completar la inscripción para preescolar SY 2026-2027:

Paso 1: La inscripción se abre el 13 de febrero de 2026 a las 9:00 a. m. Complete los formularios de inscripción (omite la sección de citas). Si no tiene computadora, llame a la oficina principal para programar una cita y usar uno de los dispositivos de la escuela.

Paso 2: Después de completar los formularios de inscripción, recibirá un correo electrónico de la secretaria de la escuela. El correo electrónico confirmará que ha completado los formularios de inscripción. Las instrucciones para completar el proceso de inscripción se incluirán en el correo electrónico.

Paso 3: Envíe todos los documentos requeridos y complete la solicitud de comidas gratuitas o a precio reducido y los documentos de respaldo. ***Las fechas para la entrega de documentos son el 12 de marzo de 4:30 p. m. a 7:30 p. m., el 20 de marzo de 9:00 a. m. a 12:30 p. m. y el 24 de marzo de 4:30 p. m. a 7:30 p. m.*** Todas las familias deben presentar los documentos necesarios y completar la solicitud de comidas gratuitas o a precio reducido, que estará disponible en las fechas de entrega de documentos. Completar la solicitud de comidas es un requisito del proceso de inscripción (independientemente del nivel de ingresos).

Formularios de registro en línea

[Student Information & Services](#)

[Residency Form](#)

[McKinney-Vento Act Form](#)

[Educational Services Form](#)

[Health Services Form](#)

[Home Language Survey](#)

[Records Release Form](#)

[Checklist Form](#)

Paso 4: Complete los formularios de inscripción en línea. Por favor, complete los formularios de inscripción en línea (ver arriba). Completar todos los pasos de la inscripción confirma su interés en matricular a su hijo/a en el programa de jornada completa de Pre-K3 y Pre-K4 para el año escolar 2026-2027. Completar el proceso de inscripción no garantiza la admisión ni la asignación de una plaza en el programa.

Nota: La fecha límite para completar el proceso de inscripción es el viernes 27 de marzo de 2026. No se aceptarán inscripciones después de esta fecha.

Paso 5: Las familias recibirán la decisión sobre la asignación de plaza a más tardar el 17 de abril de 2026.

Requisitos de registro:

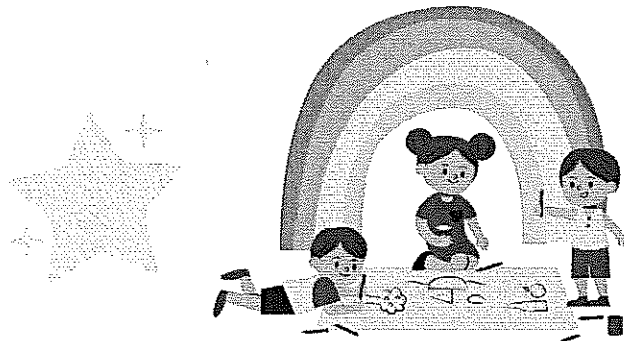
- Para Prek-3, los niños deben tener 3 años antes del 1 de octubre de 2026
- Para Prek-4 los niños deben tener 4 años antes del 1 de octubre de 2026
- Los niños deben vivir en Highland Park, NJ

Documentación requerida: Todos los documentos deben enviarse en las fechas de entrega de registro designadas (3/5 y 3/13). Todos los documentos deben cumplir con los requisitos (enumerados a continuación).

- Prueba de Nacimiento: Acta de Nacimiento Original
- Licencia de conducir o identificación estatal
- Registros de vacunación: El formulario de vacunación debe ser el documento original con el nombre y la dirección del médico.
- Formulario de Examen Físico Actual: **El Formulario Universal de Salud** debe ser llenado, firmado y sellado por su pediatra.

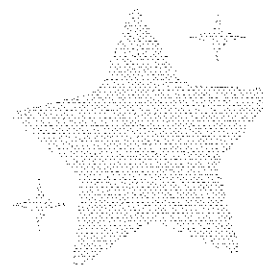
Prueba de residencia:

- Declaración de hipoteca (30 días al corriente)
- Escritura (propietario)
- Contrato de arrendamiento actual firmado (el nombre y la dirección del inquilino deben estar visibles)
- Si vive con un miembro de la familia, el residente de la Unión debe completar y firmar una declaración jurada notariada que indique la situación de vivienda actual. Declaración Jurada de Residente- 6C



Presente cuatro facturas de servicios públicos actuales diferentes con nombre y dirección. Las facturas deben estar dentro de los 45 días de la fecha de presentación.

- Factura actual de gas
- Factura de la tarjeta de crédito
- Factura de cable actual
- Factura de electricidad actual
- Informes médicos
- Factura de agua actual
- Declaración de beneficios
- Factura actual de celular
- Factura de alcantarillado
- Tarjeta de identificación del seguro de automóvil
- Póliza de seguros
- Recibo de pago reciente



Comuníquese con la oficina principal a través del correo electrónico de registro de prekínder o por teléfono (732-572-1205, Ext. 1002) si necesita ayuda