

Universal Prekindergarten Planning and Implementation Grant Program

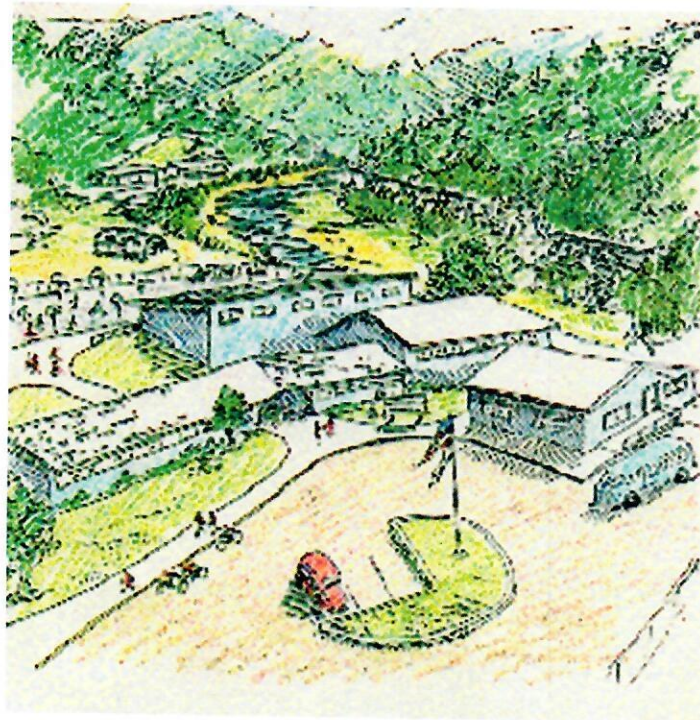
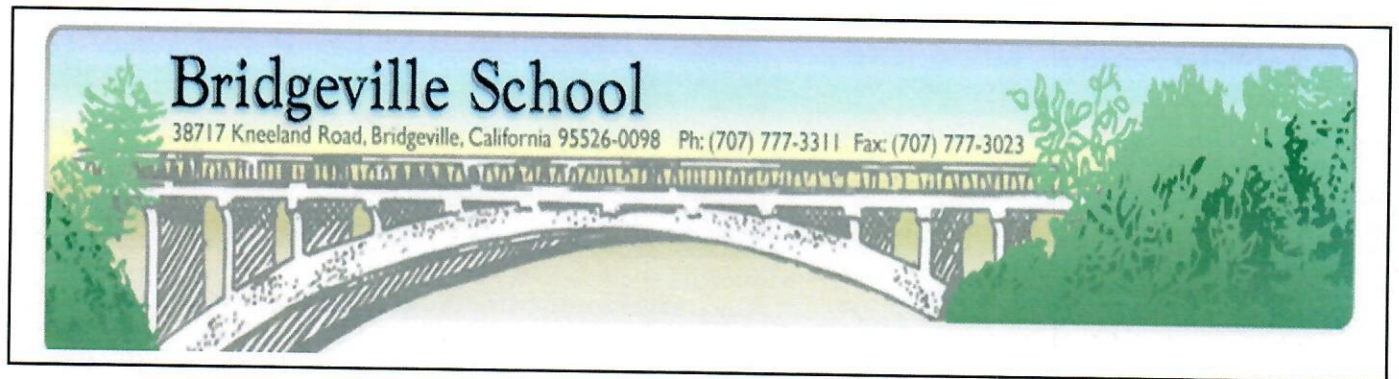


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Vision and Coherence

Vision for the Universal Prekindergarten Program

Bridgeville School's (UPK) program's vision is to prepare all of our students to be successful academically and socially in their Kindergarten experience and beyond. Children who attend quality preschool and transitional kindergarten programs are better prepared for elementary school. These programs help children learn how to learn. They help students learn to focus attention, stay on task, switch from one learning activity to another, comprehend directions, socialize and cooperate with peers, and learn foundational skills in math and literacy. Furthermore, preschool has long term impacts on school progress, graduation, and future life outcomes.

Projected Enrollment

Because the projections for transitional kindergarten sizes at Bridgeville School are very small we believe we will be able to include all incoming 4 year olds in our TK-1 classroom. As a result, our current staffing and facilities will be able to accommodate all incoming TK students throughout the implementation of UTK.

HCOE Projections—Includes students on interdistrict transfers

School Year	UPK/TK Class Size	Adult:Student Ratio	Additional Teachers Needed
2022 - 2023 HCOE projection	2 students	12:1	None
2022-2023 Actual Enrollment	1 student	12:1	None
2023 - 2024 HCOE projection	2 students	12:1	None
2024 - 2025 HCOE projection	3 students	12:1	None
2025 - 2026 HCOE projection	3 students	12:1	None

Service Delivery and Enrollment

Bridgeville School UPK program will implement a full day TK program for all four-year-old children. Classes will be fully inclusive of children with disabilities, providing access to the least restrictive environment for learning for all students. Students will attend class following the District's current school schedule: 8:30 am - 3:05 pm, Monday, Tuesday, Thursday, Friday and 8:30 am - 1:30 pm on Wednesday.

Bridgeville School does not currently operate a California State Preschool Program (CSPP) and does not plan to establish one.

Bridgeville School District plans to allow all four-year-old children that turn five within the school year to attend the TK program.

Community Engagement and Partnerships

Opportunities for Public Input on the UTK Plan

Bridgeville School District will provide the following opportunities for community input on the UTK Program:

- School Board Meetings
- Family or parent surveys
- School Site Council
- LCAP educational partners public hearings

Extended Learning and Care

Bridgeville School District will provide over nine hours per day of programming (classroom instruction and Extended Learning Opportunities) for all students whose families opt in. Our After School Program is available from the end of the school day until 6pm daily. Bridgeville School will have a designated playground for the TK-1st classroom to allow a safe play area designed specifically for younger aged students.

Workforce Recruitment and Professional Learning

Staff Recruitment and Development

Using current projections, staff recruitment and development will not be necessary. Bridgeville School currently offers a full day TK with a fully credentialed teacher and a teacher's aide who plans to obtain ECE units during the UTK implementation.

Should the need for more staff arise, the District will partnering with the Humboldt County Office of Education (HCOE)'s Universal Prekindergarten Planning and Implementation Grant Program to provide opportunities for staff development and teacher recruitment related to the UPK program.

The District will use the following strategies to support diverse and effective prospective TK teachers:

- Partner with HCOE to support a teaching residency/training program
- Support current staff holding less than a full credential to earn their credential
- Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
- Provide staff with information on credential requirements and options for how to meet these requirements
- Partner with Cal Poly Humboldt to provide mentor teachers and other services to candidates seeking to earn a Multiple Subject Teaching Credential
- Partner with a HCOE to provide other services to candidates seeking to earn a multiple subject credential

The District will use the following strategies to support diverse and effective prospective CSPP, to obtain a Child Development Teacher Permit:

- Partner with a Cal Poly Humboldt and College of the Redwoods, who offer eligible early childhood education or childhood development coursework
- Partner with an Cal Poly Humboldt, College of the Redwoods, and HCOE to support cohort models for educators working towards a Child Development Teacher Permit
- Provide information on scholarship and grant opportunities
- Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements

During the 2022-2023 school year, the District will offer professional learning opportunities:

- Powerful Early Intervention Strategies to help Young Children with Developmental Problems.
- Developmental Reading Assessment (DRA)

During the 2022-2023 school year, the District will offer professional learning opportunities on the following child observational assessments to site leaders and principals:

- Effective adult-child interactions
- Curriculum selection and implementation
- Creating developmentally-informed environments
- Serving children with disabilities in inclusive settings, including Universal Design for Learning

Curriculum, Instruction, and Assessment

English Language Learners

The District will provide English-only instruction with EL support for TK students who are English Language Learners. The District does not plan to open a CSPP.

Social Emotional Learning and Executive Function Skills

The District will support social emotional learning and the development of executive functioning skills by embedding and reinforcing them throughout the curriculum. The District will:

- Design developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)
- Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
- Use developmental observations to identify children's emerging skills and support their development through daily interactions
- Develop lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
- Provide staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
- Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

Students with Disabilities

The District will implement the following instructional practices to support children with disabilities in UPK programming:

- Provide training on Universal Design for Learning
- Provide adaptations to instructional materials
- Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
- Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
- Provide additional staff to support participation in instruction

Assessment

The District will implement the following assessments in TK and kindergarten:

- DRDP (for students on an IEP)
- LEA-based grade level benchmarks and a report card
- DIBELS

LEA Facilities, Services, and Operations

Facility Use

The District is able to house the UPK and K students in our existing TK-1 classroom. The space contains, or has the capacity to contain, any necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment.

The District's Facilities Master Plan adequately addresses the need for UPK programming.

The District currently does not need to make updates to facilities.