

**Yonkers City School District**  
**Universal Pre-kindergarten Program**  
**Development Expansion Grant**

**Agency/Organization Application**

**2017-2018**

Program Name: Westchester Community Opportunity Program, Inc.

Address: 2 Westchester Plaza, Elmsford NY 10523

Name of Person/Title completing this application: Janette Pereira

E-mail Address: Jpereira@westcop.org

Chief Executive Officer: John Savage

Contact Person/Title: Janette Pereira/Education Outcomes Coordinator

*If you have any questions about this application, please call:  
Christine Montero,  
Assistant Superintendent for Elementary Instruction and Administration  
(914) 376-8066*

*One original hard copy and one electronic copy of the application must be delivered to:  
Ms. Christine Montero  
Yonkers Public Schools  
One Larkin Center – 4<sup>th</sup> Floor  
Yonkers, New York 10701*

*Note: The application process may include a site visit  
to your agency by district staff and an interview  
with your agency's administrative staff.*

**Agency name:** Westchester Community Opportunity Program, Inc.

If you need more space to complete this application, please use separate page(s). If you have more than one center/site and you are applying to collaborate at more than one site, please copy and complete pages one through three for each of your centers that will be applying as a Universal Prekindergarten Program collaborative.

**Site:** Yonkers Children's Place

**Address:** 10 St. Joseph's Avenue, Yonkers NY 10703

**Phone:** (914) 375-3911 Contact **person/title:** Griselda Rueda/Director

**Hours of operation:** 7:00am to 5:0pm **Number of days per week in operation:** 5

**Work to be performed**

The District's Universal Prekindergarten program will operate through the contractor, as eligible agency, in conformity with 8 NYCRR Subpart 151-1. The contractor shall provide instruction to eligible children enrolled in the District's Prekindergarten Program for 5 hours a day, 5 days a week and 180 days a school year.

**Budget**

The District shall pay to the contractor the yearly tuition six thousand and zero cents (\$6,000.00) or six hundred dollars and zero cents (\$600.00) monthly tuition for each student actually enrolled and attending the program. Students who fall below 85% for attendance will be paid the prorated amount of the monthly tuition based on their actual attendance. If the number of enrolled and attending students drops below the maximum number of students, the contractor may access the waiting list to enroll additional students. Monthly attendance sheets must accompany each monthly invoice.

1. Please indicate the number of children you wish to serve as part of the Universal Prekindergarten Program in the 2017-2018 school year: 36 X \$6,000 per child = \$216,000 Total Amount requested.

2. Please indicate below how you wish to spend the funding you are requesting.

<b>Budget Item</b>	<b>Amount</b>
Salaries: Teacher + Fringe	\$90,000
Salaries: Teaching Assistant/ School Aide	\$50,000
Instructional Materials	\$6,000
Trips	
Food/Nutrition	CACFP
Other (specify)	
Fringe Benefits for staff	\$42,000
Educational Coordinator (Partial salary)	\$28,000
Total	\$216,000

\*\* Universal Prekindergarten regulations specify that the nursery/daycare center cannot charge parents for the portion of its program that is paid for by Universal Prekindergarten funds. As a result, all participating families may be asked to sign a form verifying that they are paying a reduced rate (in the case of families whose child will remain at the nursery school/daycare center for additional hours beyond the full day) or no tuition at all (in the case of families whose child will only attend the Universal Prekindergarten at the nursery/daycare center). In addition, if an agency is reimbursed by an outside funding source (e.g, State, Federal and/or foundation funds) for a child, it cannot also accept Universal Prekindergarten funding for the portion of the day already being subsidize.

1. What does your agency charge parents for a half day, five day a week program?\* we do not charge UPK Parents.
2. What does your agency charge parents for a full day, five day a week program?\* We do not charge UPK parents.
3. Could your facility expand to include more 4-year olds?  X  Yes   No If yes, how many more 4-year olds could you accommodate? 18 Would you need to add additional 4-year old classrooms? Yes If so, how many? 2

**Compliance with SED Approved Program**

The contractor's instructional program will comply with State Education Department approved prekindergarten guidelines to be provided by the District. Contractor will produce weekly plans and make them available at the program location.

Supervision, by the contractor, will be provided on-site by the Education Director. The contractor agrees to be supervised by the District and/or its designee, and will comply with District guidance and direction in conformity with the contractor's response to the RFP and activities from the RFP responses.

Inclusion of children with disabilities and cooperation with the itinerant staff is required.

The contractor agrees to present documentation of all records, procedures and policies required by SED and the school system.

The Yonkers City School District is responsible for training the contractor where necessary to ensure compliance with District Policy.

The District will periodically review the contractor's performance of its obligations under this Agreement. District concerns with the contractor's performance will be put in writing and communicated to the contractor. Upon receipt, the contractor must address such concerns to the satisfaction of the District.

The contractor agrees to provide all equipment, supplies and facilities necessary to provide a prekindergarten program compliant with 8 NYCRR Subpart 151 -1.

#### **Enrollment**

4. What is your projected enrollment of Yonkers students for 2017-2018?

➤ 4 years old in 2017                      36

5. How many of the projected Yonkers 4-year old children are:

28      Hispanic  
7        African-American  
1        Caucasian  
0        Other ethnic backgrounds

6. How many of the projected Yonkers 4-year old children:

12%    Receive special education and/or related services  
70%    Have English as a Second Language

7. Please provide proof of eligibility within 2 weeks of the start date. Yes

## Facility

1. What is the average square footage per preschooler in your facility? 35 Sq. ft
2. Do you have an indoor gross motor space?      Yes   \_\_\_ No
3. Do you have an outdoor gross motor space?      Yes   \_\_\_ No
4. If you answered yes to either question, please describe the space and the equipment that is available for the children's use. Both areas have portable equipment. Our outdoor area is a large treated service (11,340 sq. feet). Indoor is smaller and can accommodate 1 class at a time 1,200 ft.
5. What are the fire drill procedures followed by the staff and children in your center(s)? How is that determined and documented?

One fire drill per month as required by OCFS state licensing. All children and staff are evacuated from the building and records are kept as to time.

## II. Staffing Patterns

1. What was your child-to-staff ratio for 4-year olds last year?                     1:8
2. What was your class size for 4-year olds last year?                                 17
3. Do you use volunteers, student placements, etc., in your 4-year old classrooms?  Yes   \_\_\_ No
4. If "Yes", please explain. We have foster grandparents and parent and community volunteers.

## Staff Qualifications

**Staff Selection:** An N-6 certified or Birth- Grade 2 certified teacher must be present on location during the Prekindergarten program. The contractor must provide the District with a copy of all employee teaching certifications and must notify the District of any staffing changes that occur during the school year.

Please indicate the total number of staff in each degree area employed by your center.

- 1 NYS Certified Teacher N-3 or N-6
- NYS Certified Teacher N-3 or N-6 with Early Childhood Annotation
- NYS Certified Teacher N-3 or N-6 with Bilingual Annotation
- B.A./B.S. Early Childhood Education
- 1 B.A./B.S. Other- Head Teachers
- 4 CDA- Assist Teachers
- 1 Associate's Degree- Co-Head Teachers
- High School or GED with 6 hours college credit
- High School or GED only
- Less than High School

<b>Administrative Qualifications</b>
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Please indicate the total number of administrators in each degree area employed by your center.

- 1 NYS Certified Teacher N-3 or N-6
- NYS Certified Teacher N-3 or N-6 with Early Childhood Annotation
- NYS Certified Teacher N-3 or N-6 with Bilingual Annotation
- B.A./B.S. Early Childhood Education
- 1 B.A./B.S. Other
- CDA
- 1 Associate's Degree
- 2 Master's Degree
- SBA (School Based Administrator)
- SDA (School District Administrator)

**Training:** Where necessary in the sole discretion of the District. The contractor's employees are required to attend training and staff meetings called by the Yonkers City School District. Every effort will be made to plan such activities in advance so they will not be a burden to the contractor.

**Evaluations:** Both the Yonkers City School District and the contractor will carry out necessary monitoring and evaluation of activities to ensure compliance with the program. All parties are subject to SED evaluation.

**Report and records:** The contractor agrees to submit such documents and reports as may be required by the Yonkers City School District. Included may be program process and finances.

The contractor must submit monthly attendance reports to Yonkers City School District in order to receive payment for that month from the district.

A) The contractor agrees to submit monthly attendance reports. The report must include the names of the enrolled prekindergarten students, the absentee list and the reason for the absence. The submitted monthly attendance report must be signed by the contractor's Executive Director.

B) Information, such as: attendance lists, waiting list, immunization records, special education information, volunteer data, children's portfolios and lesson plans must be organized and accessible for ease of review by the District. The contractor will also retain all financial, personnel and administrative records and permit District inspection thereof upon reasonable notice, not to exceed two weeks, unless doing so would violate applicable law or regulation.

C) No later than the 3rd day of each month, the District must receive the contractor's payment voucher(s) itemizing the costs for services provided in the previous month. Any person retained by the contractor for the performance of services under this contract shall be paid for services rendered solely from the funds granted to the District for universal pre-kindergarten purposes. It is understood by the parties that the services provided by the contractor to the District shall in no way involve the expenditure of any of the District's own funds or other funds dedicated to the District.

D) The District agrees and understands that individuals assigned by the contractor to perform the duties under this Agreement are employees of the contractor, not the District. The District shall have no responsibility for withholdings, Workers Compensation insurance, health insurance, retirement, benefits or any other emoluments of employment, such being the responsibility of the contractor. The District agrees that any and all complaints or other matters regarding the assigned personnel, their substitutes and replacements, will be referred to the contractor who shall have sole authority to discipline, terminate, or otherwise deal with such personnel. Those provisions notwithstanding, the District specifically reserves the right to refuse the services of said assigned personnel, their substitutes or replacements in the future, and to require the contractor to assign different personnel. The District's reserved right set forth in the preceding sentence will be exercised in a reasonable, non-arbitrary manner, with prior consultation with the Contractor. The contractor shall assume all responsibility for supervision of its employees utilized in relation to the services contemplated by this Agreement.

## **Program**

1. Please describe in detail your current program model for 4-year olds. Include in your description your program goals and philosophy.

**Common Core Alignment-** WestCOP is in full compliance with all Head Start performance standards. WestCOP uses *Teaching Strategies Gold* from the Creative Curriculum, which aligns with NYS Pre-K, the Common Core, and the Head Start Child Development and Early Learning Framework.

**Approved quality indicators of assessment-** WestCOP utilizes the validated assessments from *Teaching Strategies Gold*. Assessments are performed three times a year: fall, winter, and spring, and measures the progress of each child in seven domains.

**Curriculum Planning and Implementation-** WestCOP's Education Coordinator is responsible for curriculum planning and implementation. She is supported by Central Education staff which includes an Educational Trainer, who has earned a Masters in Early Childhood, and an Outcomes Coordinator, who measures results for individual children and classrooms to see where support is needed.

### **Child Screening and Assessment.**

**Health Screening-** A comprehensive physical assessment for each student is obtained prior to the child entering the program. Additional screenings are done within 45 days of entering the program including vision, hearing, BMI, height/weight, TB, Lead, Hematocrit/Hemoglobin, and audiometric screenings. Preventive and corrective treatments are identified based on the assessments.

**Developmental, Sensory, and Behavioral Screening-** The nurse, teacher, social worker, or family worker will acquire pertinent information about the student at enrollment or during the home visit. The child's parent/guardian will provide information regarding development milestones based on his/her recollections of the child's history. We will also obtain developmental summaries from hospital, clinic, health care provider, dental, and Health department Well child clinic records, as well as from teachers or previous child care or Head Start providers. We administer the *Brigance Developmental Screening for children* ages 3-5 within *forty-five calendar days* of the child's first day of attendance to obtain a sampling of the child's skills in key areas such as speech and language, motor ability, cognitive skills, and behavior. Parents are asked to complete the *Ages and Stages: Social Emotional Parent Questionnaire* within *forty-five days of the child's first day*. In addition, developmental checklists and classroom observations are completed to track social-emotional development.

**Special needs assessment.** WestCOP's process for identifying children with special needs begins with enrollment. With information obtained from parents during intake, and forty-five day screenings completed, the multidisciplinary center team meets to discuss each child. This team may include the Director, Teachers, and Social Service staff, Nurse, Disabilities Specialist, Mental Health Specialist, Education Coordinator and Central Office Nutritionist, as needed. If the center team feels that the services provided through Head Start are not sufficient for the child, parents are informed of the special services that are available to their children through the Department of Health of their local school district. With the parents' consent, the family is supported through the Early Intervention or the Committee on Preschool Special Education process (CPSE).

WestCOP offers comprehensive services in the least restrictive environment. Specialists in speech and language, special education and social work meet with the classroom staff to help identify the children's needs and plan interventions. When it is not clear that a child needs to be referred for special services, WestCOP uses the Recognition and Response approach. Specialists assist teachers in using the IEP goals to individualize for children with special needs. Teachers confer with parents, discuss screening results, and develop individual goals, plans and strategies to be implemented for children at home and in the classroom.

Center staffs attend the CPSE meetings with the family and advocate for the child and family. Parents are an integral part of the IEP process. If a child receives services in his/her Head Start classroom as a related service, or in an integrated or self-contained classrooms, Disabilities Specialist or other center staff member becomes the liaison, coordinating information among the Head Start teacher, providers, and parents. In addition, our center staff plans for transitions, both from Early Head Start (EI) into Head Start (CPSE) and from Head Start into kindergarten (CSE).

Each Head Start center has a disability liaison who communicates with the Disability/ Mental Health Coordinator concerning all special needs issues. Together they form the Disabilities Liaison Committee and meet to share center strategies, discuss current topics of concern, and receive training on current



trends in disabilities services. WestCOP works closely with other agencies and organizations to provide the full range of services necessary to meet each child's developmental needs.

**Gifted children.** Our Program is individualized, so gifted children will have the opportunity to advance. We use information from the child's assessment and teacher observations to individualize activities and instruction to challenge and scaffold children's learning to their highest level of ability. We work with families so they will have the tools to support their children's learning at home.

**Transition to Kindergarten.** During these times, the staff functions to ensure a seamless passage for the children and their families. Direct run and delegate agencies offer support, information, referrals to families leaving the Head Start program. Transition activities are documented on the transition form. Transition planning begins for each child and family at least six months prior to the child's moving to Kindergarten. Children entering Kindergarten participate in activities which may include children, staff, and parents visiting prospective schools. Parent meetings are held to discuss school readiness and expectations. Meetings, are held, both individually and in small groups, to assist parents with the Kindergarten registration process. Forums for families, with guest speakers representing public school staff are provided. Referrals are made to the Committee on Special Education for children with disabilities, with parental permission. Staff members review and evaluate these activities annually to ensure the needs of parents and children are met. New ideas are added or modified as programs evolve.

A kindergarten skills checklist is administered at the end of the school year. It is given to the child's family who can share it with the school their child will be attending.

2. A developmental screen must be performed prior to or within the first two weeks of children's enrollment in the UPK program. One of the following will be selected by the district.
  - a) Ages and Stages Questionnaire (ASQ-SE)
  - b) Early Screening Inventory (ESI)
  - c) The Early Childhood Screening Assessment (ECSA)
  - d) Preschool Kindergarten Behavioral Scale (PKBS)

Three times during the year, teachers will complete a formative assessment for each student. The results of the assessment will be used to inform teachers' individualized instructional support and programmatic decision.

The district will select one of the following valid and reliable tools:

- a) The Work Sampling System (WSS)
- b) Teaching Strategies GOLD
- c) The High Scope Child Observation Record (COR)

WestCOP uses Teaching Strategies Gold for all 4 year olds.

3. Do you presently collaborate with any other agencies to provide programming for 4-year olds? If so, describe briefly.

We provide collabs in Mt. Vernon, Port Chester, New Rochelle, Greenburgh and Peekskill. We also collaborate and do joint programming with Head Start and the Department of Social Services, as well as collaborate with the Department of Community Mental Health for Special Needs Services.

5. Describe the curriculum you presently use for 4-year olds and indicate what developmental areas it addresses? Also please indicate how it addresses the needs of ELL students and students with Special Needs.

We use Creative Curriculum Gold.

***Strengthening their cognitive skills-*** They learn math and science while using puzzles and manipulative, as well as many other appreciate activities. Examples follow.

***Mathematics- Number Concepts & Quantities and Number Relationships & Operations-*** Teachers will: help children develop counting ability by singing number songs; help children develop one-to-one correspondence by providing meaningful experiences, such as giving out napkins at snack, cups for milk, or paintbrushes for paint cups; create activities where children can compare groups of objects; encourage children to help to set the table.

***Mathematics: Geometry & Spatial Sense, Patterns, Measurement & Comparison.*** Teachers will: provide time to use materials that allow children to experiment with shapes, (geo boards, pattern blocks and cards) etc. Set up activities that encourage seriation and sorting (matching games, nesting toys, junk boxes) etc.; encourage the use of measurement during cooking activities; make patterns with songs, sounds (clapping), children's bodies (a line of children, one sitting, one standing, one sitting, one standing), and materials (beads) etc; encourage measurement of areas such as block structures, children's height; use different units of measurement(hands, feet, unifix cubes) Etc.

***Science-*** Teachers will: ask children open-ended questions; encourage children to make predications (what do you think will happen?); plan and conduct investigations, such as watching ice melt, growing plants, test materials to which magnets are attracted; include experiments with nature in activities; provide activities that experiences that promote discovery; allow children to explore and discover on their own, rather than always giving them answers; model a sense of wonder for children by exploring and questioning as well; chart and graph children's predictions and outcomes.

***Increase early literacy skills (reading, writing, speaking, listening and information processing).*** Vocabulary and language will be learned while children play.

***Literacy- Book appreciation and knowledge.*** Teachers will: read to the children throughout the day in many settings; spend time reading to children in pairs or small groups; foster children's interest in and enjoyment of reading by choosing interesting books and sharing them enthusiastically; allow children to select books (for the teacher) to read aloud; do author/illustrator studies with the children; provide a variety of books and allow children to browse through them frequently at free choice time; have children act out books or portions of books; include the children in telling stories when repetitive phrases are used; celebrate children's attempts at reading.

***Literacy- Early writing and Alphabet Knowledge.*** Teacher will: provide daily activities that allow children to experiment with writing tools such as pencils, paper, envelopes, crayons).etc provide daily experiences where children can represent their ideas through art (painting, drawing, collage,) sculpture (clay, play dough), (building blocks,

manipulative), and dramatic play; encourage children to tell stories about their representations; write down and post their dictations; create a classroom writing center equipped with paper, pencils, rubber stamps, envelopes, index cards; post children's names at eye level (on artwork, cubbies, documentation charts) etc. whenever possible; encourage children to attempt to sign their name on their artwork; incorporate alphabet manipulatives and materials (puzzles, cookie cutters for play dough); encourage children to add written words to play area (signs to save block structures, "do not disturb" signs in the dramatic play area).

***Language- Receptive/ Expressive Language/ Engagement in English Literacy Activities.***

Teachers will: help expand children's use of, and appreciation of oral language; model correct English; share a variety of books with children particularly those that positively reflect children's identities, home language, and culture; provide activities using movement, gestures and objects; involve parents to develop a list of commonly used words from their language; give multi-step directions in English with minimal cues or assistance; recognize that children often go through a silent periods before they begin to speak English; encourage children's attempts to learn the language and support their efforts; encourage families to support children's attempts to learn the language and support their effort; encourage families to support children's language development by sharing ideas that parents can apply at home; use consistent color-coding labeling of materials and equipment (i.e. use a different color for each language); encourage participation in songs rhymes and stories in English; provide an environment where children begin to have informal conversations with peers, and adults throughout the day; and tell a story in English with a beginning, middle and end from a book or about a personal experience.

***Literacy- Phonological Awareness.*** Teacher will: include a variety of rhymes throughout the day; have the children play with the rhymes; highlight the alliteration found in many nursery rhymes and songs; have the children substitute the sounds for "W" at the beginning of their name (for Melissa: Wallaby Willaby, Wilissa) etc.; use group settings that encourage interaction and maintain a sense of playfulness and fun; play word games with children; manipulate sounds at the beginning of words; have children clap, snap, or tap the rhythm of rhymes and songs; encourage children to make up nonsense words and invent rhymes and songs; read books with predictable text that incorporate rhyme, rhythm, and repetition, such as *Brown Bear Brown Bear, by Eric Carle*.

***Literacy: Print Concepts & Conventions.*** Teachers will: create print rich environment with the children; place meaningful print (e.g., children's names) around the classroom in a variety of places, such as on their cubbies, art work, helper charts, attendance charts, placemats, documentation charts, etc.; demonstrate how "talk" can be written down by writing down children's comments, ideas, stories, and dialogue on large chart paper hanging stories, on photographs, artwork, signs for block creations, etc. put books and literacy materials in all areas of the classroom; point out words and signs on stores and in the street when going on community walks; provide authentic literacy materials such as paper, pencils, newspapers, magazines, envelopes, etc.; incorporate authentic writing, such as thank you letters, class lists, get well letters, letters to parents, business, etc.

**Information processing.** Teachers will: provide the children with hands on experiences that build on their prior knowledge so that teachers scaffold their learning to the next level. Examples include: seeking multiple solutions to a question, task, or problem; recognizing cause and effect relationships; classifying, comparing and contrasting objects, events and experiences; using past knowledge to build new knowledge; engage in pretend play and acts out roles; and, recognizing the differences between pretend or fantasy situations and reality.

6. What does a typical full schedule look like for 4-year olds in your program? Be specific.

See attached Full Day Schedule

7. Universal Pre-K guidelines require that all children be served a healthy snack and meal family style during the program. What meals/snacks do you currently offer children?

**Agency's Meal Plan.** The program will serve breakfast, mid-morning snack, lunch and mid afternoon snack daily. All meals will meet the National School Lunch Program and School Breakfast Program requirements. Meal/Snacks will be provided in the classroom which is conducive to staff/child interaction. Sufficient time will be appropriated for eating and interaction and social emotional growth.

The goal of WestCOP's Nutrition Program is to meet the individual nutrition needs of each child, taking into account the child's cultural, religious and ethnic background. The unique requirements of special needs children as well as children requiring medically prescribed diets are met by tailoring the menu to include or exclude specific foods and by providing training to staff on specified feeding techniques, if indicated.

WestCOP's Nutrition Program meets the nutrition needs of children in a delicious, wholesome, socially, and culturally appropriate manner. We follow the nutrition standards for components and portion sizes set by the USDA through the Child and Adults Care Food Program and this is indicated in center menus and food record books. The New York State Department of Health Child and Adult Care Food Program (CACFP) is the primary source of funding reimbursement for meals and snacks. Other regulations regarding meal and snack scheduling, appropriate environmental conditions for food preparation, handling, and service are set by the Department of Social Services and the Westchester County Department of Health.

WestCOP's Nutrition Coordinator will administer the program to ensure delivery of the highest quality meals and snacks that conform to standards set by Head Start and CACFP. Nutrition is the major criterion that we take into account when planning menus. Meals served include a variety of foods from all the food groups represented in the food pyramid. Our meals are low fat, low sodium, and low sugar. Low-fat milk is provided for children more than two years old. In many centers, soups and sauces are prepared from scratch. High quality meats and low-fat dairy products are purchased, as well as a variety of fresh produce. High-fiber foods, such as whole wheat bread, brown rice, and bran cereals have been incorporated into our menus. Fresh fruits and vegetables, low-sugar cereals, and healthy snacks are served. Water is available at all times to the children. To ensure the procurement of top quality produce, meats, dairy products, and baked goods, periodic meetings with the food purveyors are held. These meetings have resulted

in an increase in the variety of menu items offered, such as pita bread, tortillas, and a variety of fish products.

Every child receives a well-balanced meal and snack that will provide a minimum of two thirds of his/her nutritional needs as this is a full-time program. We visibly post menus in the kitchen, classrooms, and parent bulletin boards. Menus are available to parents before the first of each month. Menu changes and substitutions are noted, and indicated on the posted menus.

Children, staff, and volunteers eat together family style, setting the table, passing and sharing the food with each other, and cleaning up together in a relaxed, cooperative atmosphere. This allows for enjoyable, unhurried eating, socializing, and learning. Mealtimes are the perfect opportunity for reinforcing mathematics, literacy, and language skills with children. Children also learn by imitating the adults who sit and eat the same food along with them, and model healthy eating behaviors.

Children sit in small groups at small tables with a teacher or other adult present in comfortable, child-sized furniture, and use appropriately sized utensils and serving containers. We serve food in a form that is easily manageable for children. Some foods are cut into bite-size pieces and finger foods. We take special care to tailor the consistency of food to the age and ability of the child.

Participating in meal set-ups and socializing with their peers gradually introduces children to the idea of family style dining during the meal. At all stages, we avoid foods that pose a high risk of choking. Kitchen and classroom staff alerted to any food allergies specific children may have.

8. How does your center accommodate preschoolers with disabilities? Please be very specific.

**Services for children with disabilities-** WestCOP's offers comprehensive services in the least restrictive environment. These services include: occupational therapy, speech and language therapy, physical therapy, special education services and counseling. WestCOP's Disability Specialists with expertise in speech and language, and special education meet with the classroom staff to help identify the children's needs and plan interventions. Specialists will assist teachers in using the IEP (Individual Education Plan) goals to individualize for children with special needs. Working with the mental health partner (Family Services of Westchester), teachers will be trained to confer with parents, discuss screening results, and develop individual goals, plans and strategies to be implemented for children at home and in classroom.

**Disability Plan.** WestCOP's process for identifying children with special needs begins with enrollment and much information is obtained from parents during the intake process. A screening is completed within 45 days. After intake, the multidisciplinary team meets to discuss each child. This team may include the Director, Teachers, and Social Service staff, Nurse, Disabilities Specialist, Mental Health Specialist, Education Coordinator and the Nutritionist, as needed. If the center believes that the services provided through Head Start are not sufficient for the child, parents are informed of the special services that are available to their children through the county Department of Health or their local school district.

With the parents' consent, the family is assisted through the CPSE (Committee on Preschool Special Education) process for preschoolers. Center staff attends the CPSE meetings with the family and advocate for the child and family. Parents are an integral part of this process. In addition, our staff plans for transitions with parents. At least 120 days before the child turns 5 staff and the Department of Health EI Coordinator begin talking about the transition with parents. Ongoing communication through home visits, parent/teacher conference, telephone, and written communications will keep families abreast of their children's progress. In addition, for children entering our programs with special education services in place, we provide a seamless transition of services into our inclusive classrooms.

Children with disabilities have ongoing access to the services of a WestCOP Disabilities and Mental Health Specialist to address special needs issues. WestCOP works closely with other agencies and organizations to provide the full range of services necessary to meet each child's developmental needs.

9. How does your center address the linguistic needs of English Language Learners? Please be very specific.

***Services for children with limited English Proficiency.*** Staff is trained to work with English Language Learners. At least one teacher in every classroom speaks Spanish. Teaching strategies English Language Acquisition Assessment is monitored three times a year. Teaching materials are translated at the beginning of the year. By the middle of the year all programming is in English and almost all of your children enter Kindergarten as bilingual; fluent in both English and Spanish.

10. How do you provide staff development to your staff? Be very specific.

See attached Training Plan.

11. In what areas would you want assistance from the Yonkers City School District (excluding funding) to support Universal Prekindergarten Development Expansion Grant collaboration? (Check as many as apply.)

Staff development

Curriculum development

Parent/Family involvement

Support services

Room environment

Other, specify: \_\_\_\_\_

Universal Pre-K guidelines require that the program sessions run 5 hours each day for 180 days (minimum) per year. Please describe in detail (including hours of operation, weeks per year and location) the Universal PreK model you would like to implement at your center. Please attach your school program calendar.

WestCOP would like to layer the funding for Pre-K with our ongoing Head Start funding to provide services for a 9 hour day. At least 2 classrooms would be available to parents who work 12 months a year.

**Liability:** The contractor, at its sole expense, shall procure and maintain a policy of professional liability insurance and general liability insurance naming the District as an additional insured against any claim for liability, personal injury and/or death occasioned, directly or indirectly, by the contractor in connection with the performance of its responsibilities under this Agreement. Each such policy shall provide a minimum coverage of one million (\$1,000,000.00) dollars subject to an annual aggregate of three million (\$3,000,000.00) dollars in the event of injury or death to more than one person as result of the same incident. The contractor will supply the District with proof of such insurance not later than September 1.

The contractor agrees that it shall defend, indemnify, and hold harmless the District, its officers, agents, or employees for all loss, costs, damages, and expenses, including reasonable attorneys' fees, judgments, fines and amounts paid in settlements in connection with threatened, pending or completed actions, suits or proceedings arising from any act, error, omission, misstatement, misleading statement, neglect or breach of duty by the contractor or any of its officers, directors, agents or employees, taken or made in the performance of their obligations undertaken or reasonably assumed with respect to this Agreement.

**Termination:** The School District may give written notice, to the contractor, specifying the effective day of termination and the reason for termination. The contractor may terminate the agreement upon providing 30 days written notice and the reason for said termination. Such notice shall be sent by registered or certified mail, postage prepaid, addressed to:

Superintendent of Schools  
Yonkers City School District  
One Larkin Center  
Yonkers, NY 10701

It is expressly understood that this agreement may be terminated at any time based upon a termination of funding from the NYS Education Department.


It is expressly understood that this Agreement shall not be assigned or transferred without prior written consent of the other party.

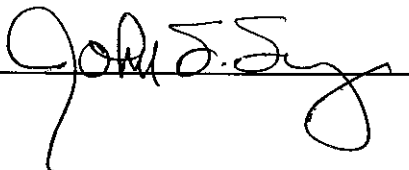
This Agreement and the rights and obligations of the parties hereunder shall be construed in accordance with, and governed by, the laws and regulations of the State of New York and applicable Federal laws and regulations.

Any dispute arising under this Agreement shall be litigated in the Courts of Westchester County, New York.

Should any provision of this Agreement, for any reason, be declared invalid and/or unenforceable, such decision shall not affect the validity of the remaining provisions of this Agreement. Such remaining provisions shall remain in full force and effect as if this Agreement had been executed with the invalid provision(s) eliminated.

The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce every provision of this Agreement.

Director signature:  Date: 7.25.17

Agency Executive Director/Owner signature:  Date: 7.25.17



CERTIFICATION

A materially false statement willfully or fraudulently made in connection with this Request for Proposal is sufficient cause for rendering the applicant not responsible with respect to the present proposal and future proposals, and in addition, may subject the applicant making the false statement to criminal charges, including but not limited to New York State Penal Law sections 175.35 (Offering a false statement for filing) and 210.40 (Sworn false statement) and/or Title 18 U.S.C. sections 1001 (False or fraudulent statement) and 1341 (Mail fraud).

Therefore, the APPLICANT hereby certifies via its authorized representative, that he/she has read and understands the questions contained in the attached PROPOSAL, and certifies that to the best of his/her knowledge the information given in response to each question is full, complete and truthful.

AND Applicant further certifies and agrees that if chosen it will satisfy, at its own cost expense, all applicable requirements imposed by local, state and federal laws, rules and regulations, including, but not limited to, the requirements of the New York State Education Law and the regulations of the New York State Education Department including without limitation, with respect to confidentiality and criminal background checks/finger-printing.

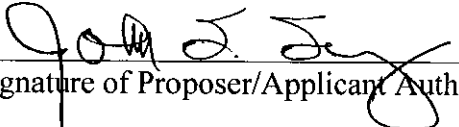
AND the Applicant further certifies that it understands that it will need to enter into an agreement with the Yonkers School District to memorialize the agreement regarding funding, number of students, etc., as well as to provide defense and indemnity to the School District and to the City of Yonkers

AND the Applicant further certifies that it is familiar with the laws, regulations, terms and obligations of the following and will be in compliance with same:

- Universal Prekindergarten Regulations
- New York State Preschool Development Expansion Grant
- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99);
- City of Yonkers School District policies, practices and procedures;
- All labor law requirements, including without limitation, prevailing wage, posting, training, pay-roll, filings.
- Title VI of the Civil Rights Act of 1964 as amended and Title VII of the Civil Rights Act of 1968 as amended; and
- Americans with Disabilities Act.

AND the Applicant recognizes that all information submitted is for the express purpose of inducing the City and the Yonkers School District to enter into a contract with said Applicant.

Holly Edelstein:   
Signature of Proposer/Applicant Authorized Representative

John S. Savage:   
Signature of Proposer/Applicant Authorized Representative

## Proposal Approval Process

All proposals received on-time by the Yonkers School District Office will be reviewed by the UPK Advisory Committee.

### Evaluation Criteria

The scoring table below will be used to evaluate each proposal submitted. The significance with which your proposal achieves the Desired Characteristics, will determine the points it receives in each related Response Category.

<b>RESPONSE CATEGORY</b>	<b>DESIRED CHARACTERISTICS</b>	<b>MAXIMUM POINTS</b>	<b>SCORE</b>
<b>Written Application</b>	<b>In a clear, professional and rational manner the written Application for providing the required services must include the program structure as well as a description of the curriculum, pedagogy, assessments, professional development and family engagement strategies to be implemented.</b>	<b>15</b>	
<b>Organizational Capacity</b>	<b>Strong and unequivocal evidence that the organization's human, organizational, technical, and professional resources and abilities can support meeting the program's goals and student learning needs in all domains of development.</b>	<b>15</b>	
<b>Demonstrated Effectiveness</b>	<b>Evidence of prior successful experiences that is detailed directly related to meeting the program's goals and student learning needs in all domains of development.</b>	<b>15</b>	
<b>Site Visit</b>	<b>Site visit must reflect evidence of the Written Application, Organizational Capacity, Demonstrated Effectiveness and Safety &amp; Maintenance of Facility.</b>	<b>55</b>	
	<b>TOTAL MAXIMUM POINTS</b>	<b>100</b>	

## Half-Day Schedule

2 ½–3 hours

Preparation, arrival, and choice activities	<i>30 minutes (before and while children arrive)</i>
Group meeting	<i>20 minutes (9:00–9:20)</i>
Choice time	<i>60 minutes (9:20–10:20)</i>
Cleanup, handwashing, and snack	<i>20 minutes (10:20–10:40)</i>
Small groups	<i>20 minutes (10:40–11:00)</i>
Outdoor choice time	<i>30 minutes (11:00–11:30)</i>
Read-aloud	<i>15 minutes (11:30–1:45)</i>
Music and movement experience, group meeting, and departures	<i>15 minutes (11:45–noon)</i>

## Full-Day Schedule

9:00 a.m.–3:00 p.m.

Arrival, preparation, and choice activities	<i>30 minutes (before and while children arrive)</i>
Group meeting	<i>20 minutes (9:00–9:20)</i>
Choice time	<i>60 minutes (9:20–10:20)</i>
Cleanup, handwashing, and snack	<i>20 minutes (10:20–10:40)</i>
Small groups	<i>20 minutes (10:40–11:00)</i>
Outdoor choice time	<i>40 minutes (11:00–11:40)</i>
Read-aloud	<i>15 minutes (11:40–11:55)</i>
Lunch	<i>40 minutes (11:55–12:35)</i>
Rest and quiet activities	<i>45 minutes (12:35–1:20)</i>
Outdoor choice time	<i>30 minutes (1:20–1:50)</i>
Read-aloud	<i>15 minutes (1:50–2:10)</i>
Limited choices and small groups	<i>30 minutes (2:10–2:40)</i>
Group meeting and departures	<i>20 minutes (2:40–3:00)</i>
Teacher planning time	

## Central Training Plan

<b>Goal/ Training Need</b>	<b>Strategies</b>	<b>Resources</b>	<b>Timeline</b>
Teaching Strategies GOLD Observation and Assessment	Learn the assessment hardcopy and on the computer	Teaching Strategies GOLD	September ,2017 Individual Clusters October 2017
Continue training on Creative Curriculum seven part series.	Classroom Design Routine and Curriculum Implementation. Includes elements of CLASS dimensions incorporated into each session.	Creative Curriculum CLASS	October 2017 November 2017
Math -Number and operations and problem solving. -Geometry, spatial sense and representation.	Create three day Math training for staff.	Creative Curriculum Mathematics Training	January 2018  March 2018
Building Blocks Math Curriculum(pilot in 17 classrooms)	Teachers receive training and support to implement the curriculum and improve math scores.	Anne Lindstrom Mentor/Coach will train in the Mount Vernon/Mamaroneck/New Rochelle sites	August 2017 thru June 2018

<p>PBC Coach Training</p>	<p>Reflection and feedback for coaching education staff to improve staff competency and child outcomes.</p>	<p>Diane Trampler ECE Specialist NY state TTA</p>	<p>November 2017</p>
<p>Second Step</p>	<p>Train staff on implementation of new Second Step curriculum in their classrooms. Understand the components of Empathy, Emotion Management, Problem Solving and Executive Functioning techniques.</p>	<p>Second Step</p>	<p>November 2017</p>
<p>Facilitating Language Development -Working with Second Language Learners.</p>	<p>Have teachers practice different techniques to improve quality of feedback and expand language development throughout the day. Incorporate HELLP Strategies for ESL students.</p>	<p>Developmental Milestones HELLP CLASS Dimensions Quality Feedback Language Modeling</p>	<p>Individual Clusters</p>