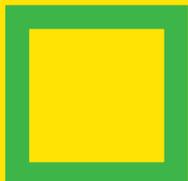


3-K for All Handbook Addendum

for District Schools and Pre-K Centers



Introduction

Through your efforts, we have tripled the number of children in free, full-day, high-quality pre-K, growing to approximately 70,000 students. Now, we are doing even more.

3-K for All brings free, full-day, high-quality education to three-year-olds in New York City. 3-K programs lay a critical foundation for children to grow, learn, and explore the world around them.

We have begun the path to *3-K for All* in School Districts 7 (South Bronx) and 23 (Brownsville). Our goal is to partner with state and federal leadership to bring 3-K to every community school district in New York City.

Starting in fall 2018, the DOE will offer new programs in two additional school districts each year until 2020, for a total of 8 districts. The new districts that will be introduced are:

- In 2018-19: District 4 (East Harlem) and District 27 (Broad Channel, Howard Beach, Ozone Park, Rockaways)
- In 2019-20: District 9 (Grand Concourse, Highbridge, Morrisania) and District 31 (Staten Island)
- In 2020-21: District 19 (East New York) and District 29 (Southeast Queens)

The District School and Pre-K Center *3-K for All* Handbook Addendum will serve as a critical resource for understanding policy and guidance that specifically pertains to *3-K for All* classrooms. The information in the Addendum includes policy and guidance that is either new for *3-K for All* programs or modified from *Pre-K for All* policy to meet the developmental needs of *3-K for All* students. The Addendum does not repeat policy and guidance applicable across age groups. All policies in the District Handbook are applicable to *3-K for All* students, except as expressly stated in this *3-K for All* Handbook Addendum.

We thank you for your partnership. Delivering free, full-day, high-quality *3-K for All* and *Pre-K for All* to children across the city would not be possible without your ongoing collaboration.

We value your input and feedback and want this to be an effective resource for your 3-K program. If you have any questions or feedback, please contact EarlyChildhoodPolicy@schools.nyc.gov.

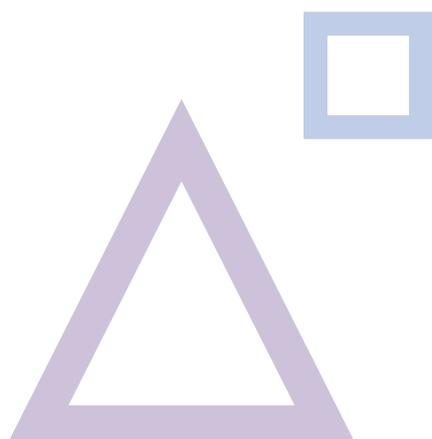


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Safety and Security: Plans and Procedures

District Schools and Pre-K Centers must ensure a safe learning environment for all *3-K for All* students and staff by having comprehensive safety and security policies, procedures, and staff trainings.

Safety Plans

Safety plans establish policies and procedures for the safe operation of your *3-K for All* classrooms. When developing your safety plan, you must take into consideration the safety needs of *3-K for All* students and staff.

Arrival and Dismissal

3-K for All families must be allowed to drop off and pick up their child in the classroom. While this is a strong recommendation for *Pre-K for All* classrooms, due to safety considerations and the positive benefits *3-K for All* students receive from the in-person transition, it is a requirement for *3-K for All* students.

You must develop a monitoring system that allows parents or authorized adults to drop off and pick up their child in the classroom. In developing arrival and dismissal policy and procedures, you must consider the following:

- Continued adherence to the visitor protocol as outlined in your school safety plan
- Proximity of the *3-K for All* classroom(s) to the main entrance or designated entrance when determining classroom pick-up/drop-off procedures and location
- Whether parents need to be escorted by a staff member to ensure they do not have unsupervised contact with other students

Student Escort Cards

Schools and Pre-K Centers that allow parents or authorized adults to drop off and pick up their child in the classroom without the consistent supervision of a cleared staff member, must create a Student Escort Card for parents to wear while walking their children to the classroom using the *3-K for All* Student Escort Card template. The escort card must include:

- The name of the school or Pre-K Center
- Parent or guardian name
- Student name
- Room #
- Expiration date (last day of the school year)
- A photograph of the parent or guardian

Schools and Pre-K Centers must consult their Borough Safety Director and the School Safety agent if they choose to utilize a Student Escort Card. Please e-mail earlychildhoodpolicy@schools.nyc.gov for access to the Student Escort Card template.

Separate Entrance

Schools may choose to establish a “3-K for All Only” entrance to accommodate the different arrival and dismissal policy. If you are utilizing a “3-K for All Only” entrance, you should establish a policy that provides a time-frame in which families may use that entrance to drop off and pick up their child. If families arrive to the building after the designated drop-off period or before the designed pick-up period, families must utilize the main entrance. Please keep in mind visitor protocols when establishing this policy. If you consider this approach, you must meet with your Borough Safety Director and NYPD School Safety Supervisor to develop an appropriate plan.

Things to consider:

- If utilizing a “3-K for All Only” entrance, the door must be supervised at all times that it is in use.
- Schools should limit the number of escort cards provided to each family to two. Principals may provide additional escort cards on a case-by-case basis.
- Families must be informed that while they may have multiple escort cards, every effort should be made to ensure only one escort enters the building during pick-up and drop-off.
- Staff should immediately notify the main security desk and the main office if there is an unsupervised adult without an escort card in the building.
- Families should be made aware of the procedures when an adult without an escort card needs to pick up or drop off a child.

Emergency Preparedness

Consistent with *Pre-K for All* policy, you are required to follow the [General Response Protocol \(GRP\)](#) for Evacuation, Lockdown, and Shelter-In procedures to ensure the safety of *Pre-K for All* students, *3-K for All* students, and staff. We encourage teaching staff to modify the GRP lesson plans available on the Principals Portal to make them appropriate for students. When modifying the lesson plans, you must take into consideration the age and developmental level of students in *3-K for All* classrooms.

When exercising your evacuation plans you should consider how to evacuate *3-K for All* students in an expedient manner. Strategies to consider include:

- An adult-to-child ratio of 1:4 during an evacuation
- Locating *3-K for All* classrooms near an easily accessible exit
- Locating *3-K for All* classrooms on the 1st floor

Training

You must ensure all *3-K for All* staff attend the annual, state mandated [Opening Faculty Conference Safety Training](#) at the start of the school year. The *Opening Faculty Conference Safety Training* deck is available on the Principals’ Portal.

Toileting

District Schools and Pre-K Centers must ensure a safe and healthy learning environment that supports the learning and developmental progress of *3-K for All* students. Progress towards independent toileting is an important element of the developmental growth that *3-K for All* students will make over the course of the school year. To that end, staff must assist all students with toileting regardless of a student's acquired toileting skills.

Communication with Families

It is normal for *3-K for All* students to enter the school year with a wide range of toileting abilities. To best support students' learning, toileting and self-care routines at home and school should be as similar as possible. To that end, it is critical that staff have on-going, two-way communications with families about progress and strategies.

Teachers and paraprofessionals should meet individually with families at the beginning of the year and on an ongoing basis to discuss each child's development and needs, including support for toileting or other self-care skills. Staff should be sensitive to differing cultural expectations and practices that families may have.

When discussing toileting and self-care routines with families, please use the following questions to guide your conversation.

- Is your child able to use the toilet independently, or what kind of support do they need?
- What strategies do you use at home to help your child learn to toilet independently?
- How often does your child usually need to go to the bathroom? Are there specific times of day that help your child be successful?
- What toileting or diapering materials do you use at home to assist your child (e.g. diapers, pull-ups, changes of clothes)?
- What is most helpful to your child if they have an accident?

Please see Materials below for more information on requesting materials from families.

Staff Responsibilities

While paraprofessionals must be available to change soiled diapers or clothes promptly, teachers are responsible for the health and safety of the classroom environment and should take any steps necessary to maintain a safe and clean environment. This includes ensuring the classroom is set up with a designated changing area and incorporating routines for toileting into the daily schedule.

Volunteers may not assist children in the bathroom or change children's diapers or clothes.

Toileting Routines

Teaching staff should plan daily routines that incorporate frequent opportunities for *3-K for All* students to visit the bathroom. Three-year-olds are developing bladder and bowel control and cannot wait long periods of time before using the bathroom. Additionally, *3-K for All* students require a variety of physical, social, emotional and cognitive skills to master toileting routines, and may need prompts and reminders.

Whenever possible, staff should offer students the opportunity to visit the bathroom individually or in small groups. This will reduce the transitional waiting times and maximize children's learning time in the classroom.

Assisting Students with Toileting Accidents & Diapering

Paraprofessionals are responsible for changing soiled diapers and/or clothing immediately for *3-K for All* students. These moments should be handled in a patient and encouraging way.

Supervision

Consistent with *Pre-K for All* policy, *3-K for All* students who have shown the capability to use the bathroom independently should be encouraged to do so. However, line of sight supervision of students must be maintained during toileting and handwashing. Paraprofessionals are responsible for offering step-by-step guidance during these routines.

Facilities

3-K for All students require frequent trips to the bathroom. Therefore, it is strongly recommended that *3-K for All* classes be located in classrooms that have access to a bathroom and sink within the classroom. *In cases where 3-K for All classrooms do not have bathrooms located within them, it is important that an adult always accompanies a child to the bathroom and provides consistent line-of-sight supervision.*

Equipment Needs

To assist with toileting needs, *3-K for All* classrooms should contain the following equipment:

- Changing Area: Classrooms should have an area to change children's clothes and diapers without leaving the classroom. It is recommended that this area include:
 - A toddler changing table that provides an elevated, sanitary surface and does not require lifting a student physically off the floor.
 - A source of running water.
 - A lined trash receptacle with a closed lid in or near this space.
- In the Bathroom:
 - Safe step aids and modified toilet seats (if necessary) to allow children to safely access sinks and toilets.
- In the Classroom:
 - A portable sink is recommended in classrooms that do not have a sink installed; classrooms with portable sinks may require additional custodial support.

Materials

Classrooms should have the following materials available to *3-K for All* teaching staff to support toileting and diapering:

- Supply of diapers/pull-ups
- Wipes
- Extra clothes (at least one full set of clean clothes per child should be available)

- Plastic bags (for sending soiled clothing home)
- Table paper (for the surface of the changing table)
- Latex gloves
- Sanitizing spray and towels to disinfect surfaces

Note: Families may be asked to provide items for their child (e.g. diapers, extra clothes). However, programs are responsible for supplying these items if they are not provided by the family and should have additional supplies on hand at all times.

Frequently Asked Questions

1. Who is able to support toilet learning and change children's diapers and clothes?

Teachers and paraprofessionals should work with families to develop individualized toilet learning strategies, especially for children who need extra support in this area. While paraprofessionals must be available to change soiled diapers or clothes promptly, teachers are responsible for the health and safety of the classroom environment and should take any steps necessary to maintain a safe and clean environment.

2. What other sanitary and health related requirements must be considered for paraprofessionals who change diapers or soiled clothing?

Please see the "Toileting" section of the [Pre-K for All Handbook for District Schools and Pre-K Centers](#) for guidance on Bloodborne Pathogen Trainings, the Hepatitis B vaccine, Exposure Control Plans, and other sanitation and health requirements.

3. What are the specific procedures for changing diapers or soiled clothing?

Please see the "Toileting" section of the [Pre-K for All Handbook for District Schools and Pre-K Centers](#) for step-by-step guidance.

4. What are instructional strategies that support toilet learning?

- Use visual and verbal cues in the classroom environment to reinforce proper toileting and handwashing routines (e.g. pictures, posted schedules, songs).
- Include children's books about toileting in your classroom library. Suggested books include:
 - *Everyone Poops* by Taro Gomi (Kane/Miller 2001)
 - *On Your Potty* by Virginia Miller (Candlewick Press 1998)
 - *PJ and Puppy* by Cathryn Falwell (Clarion Books 1997)
 - *Potty* by Leslie Patricelli (Candlewick Press 2010)
 - *No More Diapers for Ducky* by Bernette Ford and Sam Williams (Boxer Books 2007)
 - *Polar Bear's Underwear* by Tupera Tupera (Chronicle Books 2015)
 - *Potty Animals: What to Know When You've Gotta Go!* by Hope Vestergaard (Sterling 2010)
 - *Time to Pee* by Mo Williams (Hyperion Books 2003)

- Provide appropriate facilitation when children express interest in discussing toileting. Offer factual information (e.g. words for body parts, urine, and bowel movements) and respond positively to children’s curiosity.
- Plan toileting routines that complement the strategies that families are using at home.

5. What instructional strategies are not recommended when supporting toilet learning?

- **Potty Chairs:** The use of “potty chairs” is not recommended. Potty chairs are not practical to use in a pre-K environment as they must be sanitized after each use.
- **Extrinsic Rewards:** The use of rewards such as stickers to encourage toilet learning is not recommended. While this strategy may be effective to promote short-term progress in toilet learning, it could also lead to feelings of anxiety or failure for some students if they are not as successful as their peers.

Classroom Staffing and Supervision

It is mandatory that *3-K for All* classrooms have consistent and sufficient supervision of students throughout the day to ensure a safe and enriching environment.

Class Size and Staffing Ratio Requirements

To ensure *3-K for All* classrooms are appropriately staffed and students are appropriately supervised, the staff-to-student ratio requirements are as follows.

- The maximum class size is 15 students
- One lead teacher and one paraprofessional are required

Line-of-Sight Supervision

Similar to *Pre-K for All* policy, direct, “line of sight,” visual supervision must be maintained for every *3-K for All* student at all times. At no time may a child be left unattended. *3-K for All* teachers and paraprofessionals are advised to position themselves in the classroom so that they can maintain continuous supervision of children and the exits/entrances.

Meal and Rest Time Staffing Requirements

Consistent with *Pre-K for All* policy, within *3-K for All* classrooms you must adhere to the required staff-to-student ratio requirements during meal and rest times.

Please see the “Classroom Staffing and Supervision” section of the [Pre-K for All Handbook for District Schools and Pre-K Centers](#) for more information.

Mixed-Aged Classrooms

In certain situations, the Division of Early Childhood Education (DECE) may allow you to combine *3-K for All* and *Pre-K for All* students in the same classroom. Mixed-age classrooms are only allowed upon approval of the DECE. Mixed-aged classrooms must meet all requirements for operating both a *3-K for All* and a *Pre-K for All* classroom as set forth by the NYCDOE.

Within mixed-age classrooms, staff-to-student ratio requirements should be based on the predominant age of children in the classroom.

- If the number of *Pre-K for All* students is greater than the number of *3-K for All* students, the maximum class size is 18 students with one lead teacher and one paraprofessional.
- If the number of *3-K for All* students is greater than the number of *Pre-K for All* students, the maximum class size is 15 students with one lead teacher and one paraprofessional.

Instructional Materials & Classroom Furniture

Furniture and Instructional materials available in *3-K for All* classrooms should support staff and students in conducting daily learning activities.

Classroom Furniture

Generally, furniture requirements for *3-K for All* classrooms are consistent with *Pre-K for All* classrooms. However, when choosing furniture, District Schools and Pre-K Centers should take into consideration the height and weight of *3-K for All* students and how to support their learning and developmental needs.

The following furniture policies apply specifically to *3-K for All* classrooms:

- Chairs should allow for most students' feet to touch the floor while they are seated (seat height should be approximately **10 inches for 3-K for All students** compared with 12 inches for *Pre-K for All* students).
- Tables should be an appropriate height so that most students can rest their elbows on the top of the table (table height should be approximately **18 inches for 3-K for All students** compared with 20 inches for *Pre-K for All* students).

In addition, the Division of Early Childhood Education (DECE) recommends that rugs have solid/one color designs, rather than excessive print, to avoid overstimulating *3-K for All* students or limiting play.

Instructional Materials

3-K for All staff must be careful not to provide students with instructional materials that may pose a choking hazard. Toys and/or objects with the following characteristics must not be provided:

- Removable parts with a diameter less than $1\frac{3}{4}$ inches and a length between 1 and $2\frac{1}{4}$ inches.
- Balls and toys with spherical, ovoid, or elliptical parts that are smaller than $1\frac{3}{4}$ inches in diameter, such as marbles or coins.
- Other examples of hazardous materials include:
 - Plastic bags, balloons, and rubber or latex gloves
 - Objects that can break apart and become choking hazards (e.g. Styrofoam blocks)

Staff should use extra caution when students use toys or objects with sharp points or edges.

Staff Qualifications, Hiring, and Substitutes

Highly qualified educators are critical to the success of a *3-K for All* classroom. District Schools and Pre-K Centers that recruit, hire, and retain strong educators – whether they come from within a school, transfer from another school within the New York City Department of Education (NYCDOE), or come from outside the NYCDOE – are better able to provide classroom instruction and family engagement that makes the most of the *3-K for All* year.

Lead Teacher Qualifications

3-K for All lead teacher qualifications in District Schools and Pre-K Centers do not differ from Pre-K for All lead teacher qualifications. All *3-K for All* lead teachers must meet teacher qualifications in accordance with New York State Education Department (NYSED) regulations.

As a reminder, lead teachers in District Schools and Pre-K Centers must hold one of the following certifications to teach in a general classroom setting:

- Early Childhood (Birth-Grade 2)
- Nursery, Kindergarten and Grades 1-6 (N-6)
- Pre-Kindergarten – Grade 6 certification (PK-6)

In addition, all staff must be cleared through the NYCDOE Office of Personal Investigation (OPI).

Paraprofessional Qualifications

Similar to *Pre-K for All*, all paraprofessionals serving *3-K for All* classrooms, must hold a Teaching Assistant certificate and have previously served as a substitute paraprofessional.

Enrollment

District Schools and Pre-K Centers must actively participate in the centralized admissions process and welcome families who have received offers.

Eligibility

Children born in 2014 are eligible to begin attending *3-K for All* in September 2017. While families from all New York City districts and boroughs are eligible to apply, children living in Community School Districts 7 and 23 or with a sibling in the program will have priority at most programs. *Please see below for additional information on the 3-K for All admissions priorities.*

Outreach

The enrollment resources for families are different for *3-K for All* programs. Families interested in applying to *3-K for All* should utilize the enrollment resources below.

ENROLLMENT RESOURCES FOR FAMILIES

[3-K for All Finder](#): Families can use the *3-K for All* Finder map tool for the most up to date information on 3-K programs.

[3-K for All Program List](#): Families can use the *3-K for All* Program List for detailed information on all *3-K for All* programs. The *3-K for All* Program list is available online in English and nine other languages. The Program List is posted online and hard copies are available at Family Welcome Centers, schools, and libraries.

Note: The Pre-K Finder and Pre-K Directory should be utilized by families interested in attending *Pre-K for All* classrooms only.

Application and Admission Process

Similar to *Pre-K for All*, the *3-K for All* admission process allows families to apply to full-day *3-K for All* programs at District Schools, Pre-K Centers, and New York City Early Education Centers (NYCEECs) utilizing the same application. Although the process by which students are matched to a *3-K for All* program remains the same, the admission priorities have changed for some programs. Please see the [3-K Program List](#) for a list of Pre-K Center, District School, and NYCEEC admissions priorities.

Please note that the 3-K for All application is separate from the Pre-K for All application.

Offers

Beginning in the 2017-18 school year, the NYCDOE will begin offering *3-K for All* seats in Districts 7 and 23. Families who receive an offer will receive a single offer letter from the NYCDOE.

Note: If the NYCDOE is unable to make a family an offer, the DECE will automatically place the family on the waitlist for the programs listed on their application.

Attendance

To ensure students get the most out of *3-K for All*, school leaders must stress the importance of regular attendance and stress to families that their involvement creates lasting habits to support school success.

Attendance Expectations at the Beginning of the Year

Smooth transitions into *3-K for All* lay the foundation for a successful year. As principals and early childhood directors (ECDs) develop plans to welcome children and families for the 2017-18 school year, the DECE strongly encourages schools to use a staggered schedule to help children and families adjust. Lead teachers are strongly encouraged to invite a caregiver to stay with their child on the first and second day of school, and on subsequent days as needed.

The DECE also strongly encourages District Schools and Pre-K Centers to plan experiences for children and families that support their increasing familiarity with classroom routines and that develop strong relationships with teachers and peers.

The schedule below is designed as a sample. District Schools and Pre-K Centers offering *3-K for All* should make changes as necessary to meet the needs of their students, families, and staff. Please note, the recommended staggered schedule for *3-K for All* is different from *Pre-K for All* and offers students and families additional time to adjust.

Recommended *3-K for All* Staggered Schedule

Date	Scheduled Attendance
Thursday, September 7, 2017	Two groups of 7-8 students attend in the A.M. 1st group from 9:00 – 10:30 2nd group from 11:00 – 12:30
Friday, September 8, 2017	Two groups of 7-8 students attend in the A.M. 1st group from 9:00 – 10:30 2nd group from 11:00 – 12:30
Monday, September 11, 2017	Entire class will attend a shortened session for 2 hours and 30 minutes.
Tuesday, September 12, 2017	Entire class will attend a shortened session for 2 hours and 30 minutes.
Wednesday, September 13, 2017	Entire class will attend a shortened session for 2 hours and 30 minutes.
Thursday, September 14, 2017	Entire class will attend a shortened session for 2 hours and 30 minutes.
Friday, September 15, 2017	Entire class will begin the full day schedule.

Field Trips & Neighborhood Walks

Field trips and neighborhood walks are instructional strategies used to provide children with hands-on opportunities to apply and deepen learning outside of the classroom. District Schools and Pre-K Centers may offer field trips and neighborhood walks for *3-K for All* classes in alignment with DECE policy and as approved by parents/legal guardians.

Supervision

To ensure their safety, *3-K for All* students require attentive supervision when attending an off-site field trip or neighborhood walk. Please note that the policies below are more stringent than those for *Pre-K for All*.

- A ratio of one adult chaperone for every three *3-K for All* students is required on all field trips and neighborhood walks.
- Children should never be left unsupervised with an adult chaperone (e.g. a parent volunteer) who has not received all required background checks.

Teachers must submit a [trip plan](#) and a detailed itinerary to their principal or early childhood director (ECD)/site coordinator for approval, prior to the trip. The trip plan should indicate the trip destination, its purpose, and the number of students and adults attending the trip.

When determining adequate adult-to-student ratios, principals and ECDs should consider the following:

- Nature of the field trip
- Type of activities in which the students will be engaging
- Ability of the number of adults to maintain constant supervision of every student
- Mode of transportation (i.e. neighborhood walk vs. bus transportation)

Toileting

Three-year-olds cannot wait long periods of time before using the bathroom. To that end, principals and ECDs must develop a plan for addressing the toileting needs of students while on an off-site field trip or neighborhood walk. This plan should include:

- When students will be provided opportunities to use the toilet
- How students will be assisted with diapering/toileting while off-site
- A list of toileting supplies to be brought on the trip (e.g. diapers, wipes, extra clothes)

While off-site, toileting procedures must meet all sanitation requirements.

Transportation

Similar to *Pre-K for All* policy, *3-K for All* classrooms may utilize vehicular transportation (e.g. a bus) to take students and staff to an off-site location. If students are transported as a part of any trip, principals and ECDs/site coordinators are required to adhere to the following NYCDOE Office of Pupil Transportation (OPT) policies:

- All children under five years old or weighing 50 pounds or less at the time of the trip must ride in the appropriate Child Safety Restraint Systems (i.e. car seats).
 - Please note that the weight and size of three-year-olds can vary substantially, resulting in significantly different Child Safety Restraint Systems (i.e. car seat) requirements.
- Bus companies utilized must ensure compliance with all applicable State and Federal rules and regulations regarding the transportation of children.

The maximum allotted travel time for *3-K for All* trips is limited to 45 minutes in each direction; *Pre-K for All* field trips are limited to one hour in each direction.

Please note that *3-K for All* classrooms are not entitled to use NYCDOE Office of Pupil Transportation (OPT) buses for field trips. The DECE encourages *3-K for All* classrooms to utilize neighborhood walks and push-in visitors as an alternative to field trips requiring transportation.

Developmental Screenings

District Schools and Pre-K Centers must use a valid and reliable developmental screening tool, along with authentic assessment data, to identify *3-K for All* students with potential developmental delays and language support needs.

Developmental Screening Tools

Developmental screening is a key part of a student’s transition into *3-K for All*. Teaching staff must use a valid and reliable developmental screening tool to identify potential developmental delays and language support needs.

The Division of Early Childhood Education (DECE) has approved three developmental screening tools for *3-K for All*. Please note that these are the same approved tools as those utilized for *Pre-K for All*.

- [Early Screening Inventory- Revised \(ESI-R\)](#)
- [Brigance Inventories System II](#)
- [Ages and Stages Questionnaire- Third Edition \(ASQ-3\)](#)

Child Screening Timeline

Generally, *3-K for All* students must be screened within the same timelines as *Pre-K for All* students. In summary:

Child Screening Timeline	
Date	Requirement
First Day of School	Send the Introduction to Developmental Screening letter to families. Begin screening enrolled students.
45 Calendar Days from Enrollment	All students must be screened within 45 days of enrollment. <i>*The ESI-R screening tool may not be utilized to screen 3-K for All students until they are three-years-old. If your program utilizes the ESI-R screening tool, any child who is not yet three-years-old upon enrollment into 3-K for All must be screened between the date of their third birthday and February 14th of the school year. The 45 day screening requirement does not apply in these instances.</i>
21 Calendar Days from Enrollment	Screening outcomes are to be submitted via Pre-KIDS within 21 days of each student’s screening.
Between 8-10 weeks from Screening (56 and 70 Calendar Days)	All students who were screened with an outcome indicating a need for rescreening must be rescreened in this two-week period.
After December 1st	All students enrolled after December 1st must be screened within 15 calendar days of enrollment. Screening outcomes for these students must be submitted within 21 calendar days of screening. If applicable, rescreening for these students must occur 8 to 10 weeks from the initial screening.
February 14th	If your program utilizes the ESI-R screening tool, any child who is not yet three years old upon enrollment into <i>3-K for All</i> must be screened between the date of their third birthday and February 14th of the school year.

Authentic Assessments

Authentic assessments provide *3-K for All* educators with a system to monitor students' developmental progress across all domains of learning, informing curriculum development and instruction.

Authentic Assessment Systems

3-K for All classrooms are required to use the same developmentally appropriate, valid, and reliable authentic assessment systems to monitor developmental progress, plan instruction, and inform family engagement as are used in *Pre-K for All* classrooms. As a reminder, the Division of Early Childhood Education (DECE) approved authentic assessment systems include:

- [Work Sampling System \(WSS\)](#)
- [Teaching Strategies GOLD \(TSG\)](#)
- [High Scope Child Observation Record \(COR\) Advantage](#)

Your program must use the same authentic assessment system across all *Pre-K for All* and *3-K for All* classrooms.

Work Sampling System

3-K for All classrooms utilizing the Work Sampling System must use the Work Sampling System Preschool-3 (P3) developmental guidelines, which are appropriate for children in *3-K for All*. The Work Sampling System Preschool-4 (P4) developmental guidelines are not appropriate for children in *3-K for All*.

Professional Learning & Staff Development

Professional learning supports sites in meeting the expectations of operating a high quality *3-K for All* program. *3-K for All* staff are expected to attend and participate in ongoing professional learning and mandated trainings to be prepared to meet the needs of *3-K for All* students and families.

3-K for All Professional Learning

Ongoing professional learning is an opportunity to cultivate professional practice and leadership and improve the quality of the classroom.

- *3-K for All* professional learning will not be associated with an Instructional Track. If your school also serves *Pre-K for All* students, please do not send your *3-K for All* lead teachers to *Pre-K for All* trainings.

***3-K for All* classrooms must remain in operation on *Pre-K for All* non-attendance days.**

- The DECE will provide up to four (4) *3-K for All* professional learning opportunities for teaching staff and up to three (3) for leaders.
- For the 2017-18 school-year, the Division of Early Childhood Education (DECE) is currently planning to provide the following *3-K for All* professional learning opportunities:
 - 1 day of professional learning in late August (*optional*)
 - 1 day of professional learning during the school-year (*date TBD*)

For the most up-to-date information on *3-K for All* professional learning policy and opportunities please refer to e-mail and *3-K for All* Bulletin communications.

Principals and early childhood directors (ECDs) should consider the professional learning needs of *3-K for All* staff on *Chancellor's Conference Days for staff development*. Please consult *3-K for All* communications for ideas on training topics and developmentally appropriate trainings.

Please consult your instructional coordinator and/or social worker for how to best assist *3-K for All* teachers with their strengths and areas of growth. You can also contact the DECE at prekPD@schools.nyc.gov with any questions.

Curriculum & Instruction

3-K for All classrooms are required to implement a curriculum that supports and advances child outcomes, as outlined in the “Head Start Early Learning Outcomes Framework: Ages Birth to Five.” The *3-K for All* curriculum must support the delivery of rich and varied early learning experiences that prepare *3-K for All* students for success in school and beyond.

3-K for All and the Head Start Early Learning Outcomes Framework: Ages Birth to Five

3-K for All programs must use the [Head Start Early Learning Outcomes Framework \(HSELOF\)](#) to understand and facilitate children's learning and development. [The New York State Prekindergarten Foundation for the Common Core \(“PKFCC”\)](#), as referenced in the [Pre-K for All Handbook](#) and the [Pre-K for All Program Quality Standards](#), is not applicable to *3-K for All* students.

The HSELOF presents age-appropriate outcomes across five broad areas of early learning, referred to as central domains. The HSELOF emphasizes the key skills, behaviors, and knowledge that District Schools and Pre-K Centers must foster in children from ages birth to 5, and outlines the expected developmental progress in each central domain. These domains are aligned to the holistic domains of learning and development in the PKFCC, which programs must use in their *Pre-K for All* classrooms.

Instructional Supports

Instructional supports for *3-K for All* student learning using developmentally appropriate practice will be posted throughout the year. The [Interdisciplinary Units of Study](#) developed by the DECE to support *Pre-K for All* student learning are not applicable to *3-K for All* classrooms.

Daily Schedule

3-K for All daily program schedules must include a variety of both student and adult-initiated activities that are appropriate for the age-level and individual needs of students and advance student learning and development.

3-K for All Daily Schedule Requirements

While the Division of Early Childhood Education (DECE) does not mandate that District Schools and Pre-K Centers follow a specific schedule, your school or Pre-K Center must offer each of the required *3-K for All* daily activities. The list of required activities for *3-K for All* is consistent with *Pre-K for All* policy. However, the recommended length of these activities has changed based on the developmental needs of *3-K for All* students. Please review the information below to ensure your school or Pre-K Center provides the appropriate activity lengths.

Activity	<i>Pre-K for All</i> Recommended Length	<i>3-K for All</i> Recommended Length
Snack and Meal Time	Approximately 30 minutes for meals and 15 minutes for snacks	
Nap and Rest Time	Approximately 30-45 minutes allowing for individual differences	Approximately 60 minutes allowing for individual differences
Gross Motor Time	Minimum of 60 minutes per day (Two 30 minute periods can be provided)	
Center Time	Minimum of 2 hours and 20 minutes required per day. <i>This is inclusive of transition time.</i>	
Whole Group (Meeting/Circle Time)	At least two meetings per day lasting a maximum of 15 minutes each	A maximum of two meetings per day lasting a maximum of 10 minutes each

Sample Schedule

While the Division of Early Childhood Education (DECE) does not mandate that your school or Pre-K Center follow a specific schedule, the sample schedule below can be utilized to guide the development of your *3-K for All* schedule. Similar to *Pre-K for All*, the following sample *3-K for All* schedule is based on a 6 hour and 20 minute day. The schedule is a recommendation and is not intended to be a mandated schedule.

3-K for All Sample Schedule

Time	Activity
20 minutes	Arrival Activities/Greeting Routine/Breakfast
10 minutes	Large Group Meeting (Including transitions in and out of the activity)
70 minutes	Center Time/Small Group
10 minutes	Clean-Up/ Handwashing
40 minutes	Lunch (family style)/Toileting/Handwashing
60 minutes	Nap/Rest Time
10 minutes	Story Time
70 minutes	Center Time/Small Group
20 minutes	Clean-up/Handwashing/Snack
60 minutes	Gross Motor Play (with age-appropriate equipment)
10 minutes	Closing Meeting/Dismissal

Center Time Activities

During Center Time, *3-K for All* students should have daily opportunities to explore materials and interact with peers and adults. Please review the Center Time activities below as they are different from those recommended for *Pre-K for All* students.

Content Area	Examples of Recommended Activities
Art	<ul style="list-style-type: none"> • Painting/drawing • Using three dimensional materials • Making collages • Modeling with Play-Doh <p><i>Staff should provide materials that students can use for creative expression through various artistic media and representations.</i></p>
Music and Movement	<ul style="list-style-type: none"> • Experimenting with instruments • Dancing • Exercising to music (e.g., yoga, Zumba) • Acting out the content of songs
Nature, Science & Discovery	<ul style="list-style-type: none"> • Using magnifying glasses to investigate the properties of natural materials • Exploring natural materials (e.g., rocks, leaves, shells) according to various characteristics (be mindful of choking hazards) • Explore vocabulary and information through senses (i.e., soft/hard, wet/dry) • Planting a garden and caring for it
Math and Manipulatives	<ul style="list-style-type: none"> • Opportunities to use puzzles of varying shapes and difficulties for manipulation, reasoning, and problem solving • Opportunities to use open-ended resource sets with items representing a range of shapes, colors, sizes, and weights, for comparing, sorting, weighing, or for use in games or making patterns • Opportunities to use connecting toys for manipulating and building fine-motor skills
Block Play	<ul style="list-style-type: none"> • Opportunities to explore and create three-dimensional structures, experiencing the effects of physical forces like gravity and weight • Opportunities to use materials to support block play (i.e., trucks, cars, signs, etc.) • Opportunities to have conversation about the structures they created, including the relevance to their lived experiences, and any related mathematical and physical concepts
Computer	<ul style="list-style-type: none"> • Opportunities to explore how to use and play simple games on: <ul style="list-style-type: none"> — Computers — Tablets — iPads — Smartboards <p><i>See below for additional information on the use of technology tools.</i></p>
Sand and Water	<ul style="list-style-type: none"> • Explore properties of sand and water • Dig and pour with various size containers and tools

Content Area	Examples of Recommended Activities
Literacy Centers	<ul style="list-style-type: none"> • Utilizing the library independently and with teachers • Listen to books and explore music • Explore class made books on shared experiences • Explore materials to support language and literacy: writing utensils, flannel/magnetic story boards, puppets <p><i>Literacy Centers are inclusive of library and listening centers, which may be separate or combined depending on classroom size and set up. Drawing/writing activities should be integrated within centers.</i></p>
Relaxation and Comfort	<ul style="list-style-type: none"> • Using a cozy corner for a student's private time • Relaxing on soft toys or furnishings with transitional objects, as needed • Looking through books on bean bags • Conducting quiet activities in a comfortable space
Dramatic Play	<ul style="list-style-type: none"> • Exploring with child-size kitchens, dishes, and other items related to homes and care-taking • Dressing up with clothing and materials that can be used to reflect a variety of professions and genders • Playing with a pretend register and/or store supplies

Transitions

Transitions occur when students switch from one activity period to another. As compared with *Pre-K for All* students, *3-K for All* students may take longer to transition and staff should consider strategies to limit wait time. You must ensure that your *3-K for All* staff handles transitions between activities in a developmentally appropriate way. Suggestions for how to specifically meet the needs of *3-K for All* students include:

- Adjust transition times to reflect the needs of individual children
- Engage students with a developmentally appropriate, short activity if students prepare to transition at different paces
- Allow for students to transition in smaller groups, rather than having the whole group wait for everyone else
- Use staff in a coordinated way so that one helps children through transitions, while the other moves those who are finished to the next activity
- Have students participate in getting things ready for the next activity

Meal Services

3-K for All programs must follow food standards to ensure that every student is provided nutritious meals.

Meal Requirements

Consistent with *Pre-K for All* policy, *3-K for All* programs must offer one of the following approved meal patterns to *3-K for All* students to ensure that their nutritional needs are met:

- Breakfast and lunch or
- Lunch and a nutritious snack

Student Behavior

3-K for All programs are responsible for using positive behavior guidance strategies to empower students to develop a positive self-concept, and intentionally guide students to interact respectfully and constructively with peers and adults in their community, and their environment

Overview

Consistent with *Pre-K for All* policy, *3-K for All* classrooms must implement positive behavior guidance and behavior management policies that align with the New York City Department of Education (NYCDOE) and Administration for Children's Services (ACS) [Statement on Positive Behavior Guidance](#) (as may be updated), which is the guiding document on behavior management and discipline for *3-K for All* students.

In addition, consistent with *Pre-K for All* policy, *3-K for All* students may not be expelled or suspended. In addition, students may not be sent home early as a form of discipline or as a strategy to manage disruptive behavior in the classroom.

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