



## **Watertown City School District Universal Prekindergarten Program Agency/Organization Application**

### **Request for Proposals (RFP) 2023-2024**

**Please return to**

Stacey Eger-Converse  
Assistant Superintendent for Instruction  
Watertown City School District  
1351 Washington Street  
Watertown, New York, 13601

#### **I. GENERAL INFORMATION**

Program Name:			
Address:			
Phone:	Fax:	Email:	
Name of person completing this application:			Email:
Name of Chief Executive Officer:		Phone:	Email:
Fiscal Agent:		Phone:	Email:
Name of Contact Person:	Title:	Phone:	Email:

**Directions:** Please complete the following form and return the original and three copies to the above address by **March 1, 2023**. If you have any questions concerning this application, please call Stacey Eger-Converse at 315-785-3708 or contact her by email at [seger@watertowncsd.org](mailto:seger@watertowncsd.org).

The application process will include a site visit to your agency by the Assistant Superintendent, Stacey Eger-Converse, or Program Administrator, Elizabeth Maurer, and an interview with agency staff.

The Watertown City School District hereby advises students, parents, employees, and the general public that it offers employment and educational opportunities, including vocational educational opportunities, without regard to sex, race, color, national origin, creed or religion, marital status, age, gender preference, or disability. Inquiries regarding this non-discrimination policy may be directed to Assistant Superintendent Tina Lane, 1351 Washington Street, Watertown, New York 13601.



## Request for Proposals (RFP): 2023-2024 Universal Prekindergarten Program

### INTRODUCTION

The Watertown City School District (WCSD) issues this Request for Proposals to seek high-quality community-based providers that demonstrate best practices for three and four-year-old students in prekindergarten to provide Prekindergarten Education services for the WCSD.

Funding for preschool service providers for the WCSD is contingent upon the District receiving UPK funding via New York State Education Department (NYSED). Therefore, all applicants must agree to provide services aligned to the requirements placed upon the WCSD by NYSED, including aligning instruction to the [\*New York State Prekindergarten Learning Standards\*](#) for four-year-old students and the [\*New York State Early Learning Guidelines \(2012 edition\)\*](#) for three-year-old students.

This RFP reflects other stipulations that the WCSD made to NYSED when applying to serve both three- and four-year-old students and in annual reviews of its grant's performance. These include:

- Fidelity to *Creative Curriculum Gold* and robust support of instructional staff to this end.
- Commitment to "supporting children's natural dispositions for empathy, compassion, and fairness to foster a more equitable world." - Rekia Rogers
- Consistent participation in District-provided professional development (including Directors and Curriculum Support Staff as relevant in 2023-2024).
- Family engagement – expanding on lessons learned in the pandemic and returning to face-to-face events/celebrations as possible.
- Effective use of resources (expenditures reflect costs of operating the program and no other).
- Developing a workforce that reflects the diversity and needs of the school district's preschool students and families.

Additionally, modifications to this RFP reflect the District's Smart Goals for its three and four-year-old programs based directly on feedback from the NYSED. The District utilizes this RFP process both to identify and approve providers and also to gather detailed information that will be used to plan professional development in 2023-2024 and refine other practices that support providers and, ultimately, families and children.

The information you provide will be summarized for WCSD leaders by an independent evaluation firm to plan for program operations and improvement in 2023-2024.

<b>ELIGIBILITY</b>	Community nursery schools and/or preschool special education agencies, including private schools, parochial schools, and schools in libraries and other public sites are eligible to apply.
<b>LENGTH OF CONTRACT</b>	September 1, 2023 – June 30, 2024 (Renewable depending on state funding and reapplication)
<b>DEADLINE</b>	Send one original and three hard copies of the application by <b>March 1, 2023</b> .

<b>FUNDS</b>	Budgets must reflect actual program costs and will be screened and scored by an independent evaluator to reflect return on investment, assurances given to NYSED by WCSD, and program quality. <i>Proposals receiving an inadequate score (based on a cut point determined by the District) may be returned for revisions.</i>
<b>CONTACT</b>	Stacey Eger-Converse Assistant Superintendent for Instruction Watertown City School District 1351 Washington Street Watertown, New York 13601 315-785-3708   <a href="mailto:seger@watertowncsd.org">seger@watertowncsd.org</a>
<b>TARGETED POPULATION</b>	To qualify for the Prekindergarten program, students must: Reside within the Watertown City School District Be 3 years of age on or before December 1, 2023 Be 4 years of age on or before December 1, 2023  The Watertown City School District reserves the right to certify the eligibility of all children in the prekindergarten program.
<b>GOALS</b>	<ul style="list-style-type: none"> <li>• To implement with fidelity <i>The Creative Curriculum</i>®, aligned with the New York State Early Learning Guidelines and New York State Prekindergarten Learning Standards, to ensure continuity with instruction in the early elementary grades and integration with the WCSD's K-12 instructional program.</li> <li>• To develop early literacy and emergent reading instruction based on effective, evidence-based practices. Essential components of this program shall include: Background knowledge – Phonological awareness – Expressive and receptive language – Vocabulary development and Phonemic awareness.</li> <li>• To provide learner-centered activities designed in a way that facilitates a child's total growth and development, ensuring that: Children are encouraged to be self-assured and independent through a balanced schedule of teacher-initiated and child-initiated learning activities.</li> <li>• Instructional materials and equipment shall be arranged in learning centers that promote a balance of individual and small-group activities.</li> <li>• Teachers shall use intentional planning to focus instruction to meet the differentiated learning styles and individual needs of students by "supporting children's natural dispositions for empathy, compassion, and fairness."</li> <li>• Required data points and resources include the Ages and Stages Questionnaire, the Creative Curriculum, and Teaching Strategies Gold.</li> <li>• To establish a process for assessing the developmental baseline and progress of all children participating in the program, documenting ongoing assessment of the development of language, cognitive, social skills, and related behavior, and using the results to inform classroom instruction and professional development. Data reflecting these processes should utilize data garnered from both the Ages and Stages Questionnaire, Teaching Strategies Gold, and Creative Curriculum.</li> <li>• To support the needs of all students and families, including students with disabilities and English language learners.</li> <li>• To engage families effectively in support of their child's learning and growth.</li> <li>• To maintain robust and timely communications with WCSD and its Early Learning Office about issues regarding staffing constraints, early closure, or other issues that impact service delivery to WCSD students, acknowledging that 180 days of service are required.</li> <li>• To be stewards of these grant resources, ensuring they go to the needs of children served as aligned with the state statute and assurances to NYSED.</li> </ul>

<b>TIME FRAME</b>	<p>Applicants must agree to provide instruction for at least five hours per school day, 25 hours per week for full-day programs, and at least two and one-half hours per school day, 12.5 hours per week for half-day programs.</p> <p>Prekindergarten programs must operate 180 days per year, five days per week.</p> <p>Vacations will follow the Watertown City School District calendar.</p>
<b>EXPENDITURES</b>	<p>This funding from the Watertown City School District relies on NYSED UPK funding, which disallows charging the parent/guardian of a participating child any fee for the preschool education program provided. Therefore, the applicant will also not charge for the preschool education services provided in connection with their proposed program.</p>

## II. CERTIFICATION

All prekindergarten teachers employed by applicants must meet requirements pursuant to Commissioner's Regulations Subpart 151-1.3(e)(iii) and paragraphs d-1 and 3-2 of subdivision 12 of Section 3602-e of Education Law, which require that teachers meet ONE of the following criteria:

- ☐ NYS Early Childhood Teacher (Birth-Grade 2) Certificate
- ☐ NYS Students with Disabilities (Birth-Grade 2) Certificate
- ☐ A bachelor's degree in ECE or a related field and have a written plan for becoming certified within five years of commencing employment as a prekindergarten teacher
- ☐ Pre-K teachers employed by a community-based organization (CBO) regulated by another state agency meet the qualifications established by the program's regulatory authority and have a written plan for becoming certified within five years of commencing employment as a prekindergarten teacher.
- ☐ Pre-K teachers employed by a community-based organization (CBO) that is not regulated by another State agency meet the qualifications established by the program's administration and have a written plan for becoming certified within five years of commencing employment as a prekindergarten teacher.

CBOs that employ teachers who are not certified must have a supervisor who is certified for service in the early childhood or childhood grades and who is on-site during the hours of prekindergarten operation.

Checking this box indicates that the Agency Executive Director or Owner of the applicant organization guarantees that:

- ☐ All teachers will meet the certification requirement specified above for the duration of any funding received from the Watertown City School District through this application.
- ☐ The applicant will provide appropriate certification documentation for all teachers.
- ☐

**If the applicant fails to provide documentation satisfying one of the above approved certification criteria for each teacher by August 11, 2023, they will be in violation of the agreement with the Watertown City School District and subject to the cancellation of the Pre-Kindergarten contract between WCSD and the agency.**

### Certification

☐ I, , on behalf of ,

do agree to these above terms regarding teacher certification for preschool education services provided. I understand that if my agency cannot provide appropriate documentation for certification purposes, my agency's contract with WCSD will be null and void for the 2022-2023 school year.

### III. ASSURANCES

Must be able to comply with the following:

- ☐ Applicants will use *The Creative Curriculum*® with fidelity for all prekindergarten education services provided to the Watertown City School District. Fidelity will be assessed using the Fidelity Checklist, with support for improvement from both the WCSD and the CBO. If your agency is new to our process and needs a copy of the booklet, which includes these checklists, please email or call Elizabeth Maurer at [emaurer@watertowncsd.org](mailto:emaurer@watertowncsd.org) or 315-786-5071.
- ☐ The agency will follow the District's pacing guide for three and four-year-old students provided by WCSD. The Agency is committed to the curriculum as it is evidence-based, developmentally appropriate, and addresses the key domains of child development. It emphasizes language, emergent literacy, early mathematics skills, social and emotional development, physical abilities, and structured and unstructured play. The pacing calendars are found in Appendix 1.0.
- ☐ Formal observations will occur in every classroom by the prekindergarten coach and administrator annually. Informal observations will be ongoing. The Teaching Strategies Fidelity Tool for Teachers will be used to guide the classroom teacher with environment, management, and developmentally appropriate curriculum and practices.
- ☐ The program and its teachers and Director and Curriculum Support Staff as relevant (starting in 2023-2024) will participate consistently in professional development through opportunities provided through the Watertown City School District and statewide, including (but not limited to) professional development regarding Creative Curriculum, Socio-Emotional Learning generally, Second Step, and Professional Book Studies.
- ☐ The agency will provide monthly (or as soon as available) updates regarding OCFS inspections so that the District can support any areas for improvement immediately.
- ☐ The agency will share calendars for special events and family engagement activities so the District is aware. Likewise, the agency will immediately communicate closures to the District.

### IV. PROGRAM NARRATIVE

Program Narrative must be clear, readily legible, and conform to the following requirements: (1) not to exceed ten pages; (2) single line spacing; (3) Arial font 10 points or larger, or Times New Roman or Calibri at a font size of 11 points or larger; and (4) margins must be at least one inch on all sides. A font size of less than 10 points may be used for tables or captions. Narratives are being scored by an independent evaluator working to support the District. *Proposals receiving an inadequate score (based on a cut point determined by the District) may be returned for revisions.*

The program narrative must address how your organization will meet the following standards.

#### **Curriculum (12 points).**

Describe YOUR agency's **current practices or performance** in these areas and **areas for improvement in the 2023-2024** program year. Please give specific examples of what your agency has done and where your agency would like to develop further capacity.

- ☐ Supporting fidelity to *Creative Curriculum Gold* internally – for new hires and veteran staff.
- ☐ Identifying where and which studies have gone well (what data tells you that) and where improvements are needed (and in which studies).

- ☐ Establishing expectations for each teacher prior to checkpoints (fall/winter/spring). What are those expectations, how are they communicated, who communicates the expectations, and when?
- ☐ Providing accommodations, modifications, and supports to enable preschool children with disabilities or children with Individual Education Programs (IEPs) and children who are English Language Learners or Emergent Multilingual Learners.

### **Socio-Emotional Learning/Behavior Support (9 points).**

Describe YOUR agency's **current practices or performance** in these areas and **areas for improvement in the 2023-2024** program year. Please give specific examples of what your agency has done and where your agency would like to develop further capacity.

- ☐ Utilizing individual, small group, and large group activities to improve Socio-Emotional Learning/Behavior with the intent of "supporting children's natural dispositions for empathy, compassion, and fairness to foster a more equitable world."
- ☐ Working with the WCSD in situations that are particularly challenging, ensuring that the program limits expulsion/suspension practices.
- ☐ Utilizing Family-style mealtime practices as noted in March 2021 guidance regarding mealtimes to the best of the agency's ability.

### **Learning Environment, Materials, and Supplies (12 points).**

Describe YOUR agency's **current practices or performance** in these areas and **areas for improvement in the 2023-2024** program year. Please give specific examples of what your agency has done and where your agency would like to develop further capacity.

- ☐ Maintaining program space and environmental factors that will advance student learning and development (includes a description of spaces used in 2022-2023 and plans for spaces in 2023-2024). Note that District provided spaces may change as the availability of such space is influenced by capital work, student enrolment, and state regulations.
- ☐ Following a schedule that balances intentionally planned activity and quiet play, indoor and outdoor gross motor activities, and individual and small group activities.
- ☐ Inventorying and rotating classroom materials to advance student opportunities and related equity.
- ☐ Arranging classrooms with clearly defined, well-equipped learning centers and ensuring that the classroom environment (if proposing to serve three-year-olds) differs from that planned or appropriate for four-year-old students.

### **Professional Development (12 points).**

Describe YOUR agency's **current practices or performance** in these areas and **areas for improvement in the 2023-2024** program year. Please give specific examples of what your agency has done and where your agency would like to develop further capacity.

- ☐ Realizing full (100%) participation in 2022-2023 professional development (actual performance – personnel, days attended, topics covered).
- ☐ Including Directors and Curriculum Support Staff as relevant in PD in 2023-2024 so they can provide follow-up instructional support.

- ☐ Providing professional development and training outside the scope of this program (what you do above and beyond what WCSD can support).
- ☐ Recruiting and retaining personnel from diverse backgrounds.

### **Family Engagement (12 points).**

Describe YOUR agency's **current practices or performance** in these areas and **areas for improvement in the 2023-2024** program year. Please give specific examples of what your agency has done and where your agency would like to develop further capacity.

- ☐ Providing parents with programmatic information – what is shared, how, and when, including sharing the information found at the updated WCSD Preschool website <https://www.watertowncsd.org/about-us/departments/pre-k>. Additionally, describe how communication will flow to Elizabeth Maurer in a timely manner to ensure the latest and most accurate information can be posted on the website above.
- ☐ Refining opportunities for active engagement of parents and/or guardians in the education of their children (e.g., study or other celebrations) and doing so in a language they understand (as needed) or otherwise in user-friendly formats (if communication is written, for example).
- ☐ Supporting the WCSD District goal of 100% participation in parent/teacher conferences.
- ☐ Providing, directly or through referral, support services to children and their families necessary to support the child's participation in the prekindergarten program.

### **Budget of Proposed Expenditures (12 points).**

Describe how YOUR...

- ☐ Budget reflects the cost of program operation and no others.
- ☐ Use of funds is reasonable and aligned with market rates (space rental or support staff) and proportional to the number of students served.
- ☐ Budget includes a federally negotiated indirect cost rate OR a description of how the costs included are otherwise reasonable for the number of children being served by this grant and the nature of the program itself.
- ☐ Agency has considered environmental quality, the quality of teacher-student interactions, and child outcomes when developing the 2023-2024 budget. In other words, the proposed budget reflects what is needed to get strong outcomes for children.

**FS-10 Budget Form for 2023-2024** is attached and includes

- Salaries and benefits, staff development, parent involvement
- Materials and supplies (examples include manipulatives, items to support imaginative play, books, art & music supplies, table toys, and outdoor supplies).



## V. CAPACITY

1. If selected, **how many children can you serve** in the Universal Prekindergarten Program?

# of three-year-olds \_\_\_\_\_

# of four-year-olds \_\_\_\_\_

2. Briefly describe the location(s) of your prekindergarten classrooms.

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3. Within the past two years, do you have any record of violation(s) of health and safety codes and/or licensure or registration requirements of collaborating non-profit organizations, community-based organizations, charter schools, and/or libraries and museums?

☐ Yes   ☐ No

*[If yes, please include any record of violation(s) within the past two years of health and safety codes and/or licensure or registration requirements, where applicable, with an assurance that any such violations have been corrected {3 points in RFP}.]*

4. If your agency does not meet all the criteria needed to implement the Universal Prekindergarten Program, are you willing to work towards meeting those criteria?

☐ Yes   ☐ No

## VI. PROOF OF INSURANCE:

☐ Bidders must enclose proof of insurance {3 points in RFP}.

## VII. SIGNATURE

Agency Executive Director/Owner Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**2022-2023  
WCSD UPK  
RFP Rubric**

The rubric outlines the **Program Narrative** requirements listed in the RFP.

Each section has the potential of earning from 0 - 3 points unless otherwise outlined. No partial points will be awarded.

There are 75 Points Possible.

<b><u>CRITERIA/SCALE</u></b>		<b><u>0</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>
<b>CURRICULUM</b>	<b>Supporting fidelity to Creative Curriculum internally (new hires/veteran staff)</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific and adequate description of current practices and plans for improvement given.
	<b>Identifying where and which studies have gone well (what data tells you that) and where improvements are needed (and within which studies).</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Establishing expectations for each teacher prior to check-ins.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Providing accommodations/supports for SWDs and ELLs/MLLs.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.

<b><u>CRITERIA/SCALE</u></b>		<b><u>0</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>
<b>SOCIAL-EMOTIONAL LEARNING/BEHAVIOR SUPPORT</b>	<b>Utilizing individual, small group, and large group activities to improve Socio-Emotional Learning/Behavior</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Working with the WCSD in situations that are particularly challenging, ensuring that the program limits expulsion/suspension practices.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Utilizing Family-style mealtime practices as noted in March 2021 guidance regarding mealtimes to the best of the agency's ability.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.

<b>CRITERIA/SCALE</b>		<b><u>0</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>
<b>LEARNING ENVIRONMENT, MATERIALS, AND SUPPLIES</b>	<b>Maintaining a program space that will advance student learning.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Following a schedule that allows for a balance of activities (active/quiet play), indoor/outdoor activities, individual and small group).</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Inventorying/rotating classroom materials to balance teacher-initiated and child-initiated learning activities and related equity.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Arranging classrooms with clearly defined, well-equipped centers and ensuring environments (if proposing three-year-olds) different from that planned or appropriate for four-year-olds.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.

<b>CRITERIA/SCALE</b>		<b><u>0</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>
<b>PARTICIPATION IN PROFESSIONAL DEVELOPMENT</b>	<b>Realizing full (100%) participation in professional development.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Including Directors and Curriculum Support Staff in professional development (plan for this) in 2023-2024.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Providing professional development and training outside the scope of this program.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Recruiting and retaining personnel from diverse backgrounds.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.

<b><u>CRITERIA/SCALE</u></b>		<b><u>0</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>
<b>FAMILY ENGAGEMENT</b>	<b>Providing parents with programmatic information – what is shared, how and when, including new District website.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Refining opportunities for active engagement of parents/guardians and ensuring access (language, as appropriate) and user-friendly formats.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Supporting the WCSD goal of 100% participation in parent/teacher conferences.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Providing, directly or through referral, support services to children and families.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.

<b><u>CRITERIA/SCALE</u></b>		<b><u>0</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>
<b>BUDGET OF PROPOSED EXPENDITURES AND NECESSARY GUARANTEES</b>	<b>Budget reflects cost of program operation and no others.</b>	Serious deficiencies noted.	Some deficiencies noted.	Budget mostly reflects cost of program operation.	Budget reflects cost of program operation and no others.
	<b>Use of funds is reasonable and aligned with market rates (space/support staff/other) and proportional with the numbers of students served.</b>	Serious deficiencies noted.	Some deficiencies noted.	Most funds requested are reasonable and aligned with market rates and proposal with numbers of students served.	All funds requested are reasonable and aligned with market rates and proportional with numbers of students served.
	<b>Agency has considered the environmental quality, the quality of teacher-student interactions, and child outcomes when developing the budget.</b>	Serious deficiencies noted.	Some deficiencies noted.	Budget mostly reflects need to support environmental quality, quality of teacher-student interactions, and child outcomes.	Budget clearly reflects need to support environment quality, quality of teacher-student interactions, and child outcomes.
	<b>Indirect cost rate used, or description of indirect charges provided but NOT both.</b>	Serious deficiencies noted in the way indirect costs are captured or both indirect cost rate and additional indirect charges noted.		Indirect costs mostly justified.	Indirect costs sufficiently justified.
	<b>OCFS Violations</b>	Not provided.	Severe violation OR 10 or more outstanding citations	No severe violations; between 8 and 10 outstanding citations	No severe violations; fewer than 5 outstanding citations
	<b>Certificate of Insurance &amp; Liability</b>	Not provided.			Provided

## Appendix 1.0

Updated August 29, 2022	CITY SCHOOL DISTRICT OF WATERTOWN														
Study 1 - Beginning of the Year	2022-2023 Prekindergarten Pacing (Guideline) Calendar ( 3 year old)														
Study 2 -Trees	SEPTEMBER 2022 (19 DAYS)					OCTOBER 2022 (19 DAYS)					NOVEMBER 2022 (18 DAYS)				
	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
		30	31	1	2	3	4	5	6	7		1	2	3	4
Study 3 - Pets	5	6	7	8	9	10	11	12	13	14	7	8	9	10	11
	12	13	14	15	16	17	18	19	20	21	14	15	16	17	18
Study 4 - Clothes	19	20	21	22	23	24	25	26	27	28	21	22	23	24	25
	26	27	28	29	30	31					28	29	30		
Study 5-Buildings															
Study 6 - Balls	DECEMBER 2022 (16 DAYS)					JANUARY 2023 (21 DAYS)					FEBRUARY 2023 (15 DAYS)				
	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
				1	2	2	3	4	5	6			1	2	3
Study 7- Recycle	5	6	7	8	9	9	10	11	12	13	6	7	8	9	10
	12	13	14	15	16	16	17	18	19	20	13	14	15	16	17
Study 8 -Plants and/or Water	19	20	21	22	23	23	24	25	26	27	20	21	22	23	24
	26	27	28	29	30	30	31				27	28			
	MARCH 2023 (22 DAYS)					APRIL 2023 (14 DAYS)					MAY 2022 (20 DAYS)				
VACATION DAY	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
STAFF DEVELOPMENT DAY - HALF DAY			1	2	3	3	4	5	6	7	1	2	3	4	5
STAFF DEVELOPMENT DAY - FULL DAY	6	7	8	9	10	10	11	12	13	14	8	9	10	11	12
Parent Teacher Conferences 1/2 days	13	14	15	16	17	17	18	19	20	21	15	16	17	18	19
Ages and Stages (ASQ) should be completed within the first 45 days.	20	21	22	23	24	24	25	26	27	28	22	23	24	25	26
(November 1, 2022) (Please have the available)	27	28	29	30	31						29	30	31		
	JUNE 2021 (18 DAYS)					Teaching Strategies Gold Checkpoints									
	M	TU	W	TH	F	Term	Attendance Dates		Checkpoint Date						
				1	2	1st	September 6th - October 28th (28 days)		10/30/2022						
	5	6	7	8	9	2nd	October 31st - Feb. 13th (64 days)		2/14/2023						
	12	13	14	15	16	3rd	February 15th - May 31st (70 days)		5/31/2023						
Parent Teacher Conferences December 8 & 9, 2022	19	20	21	22	23	June 20th			Teaching Strategies Gold Final Report Due						
	27	28	29	30		Dates are subject to change based on children's interests!									



CITY SCHOOL DISTRICT OF WATERTOWN																			
2022-2023 Prekindergarten Pacing Calendar ( 4 year old)																			
Updated August 29, 2022																			
Unit of Study		SEPTEMBER 2022 (19 DAYS)					OCTOBER 2022 (19 DAYS)					NOVEMBER 2022 (18 DAYS)							
Study 1 - Beginning of the Year		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F			
			30	31	1	2	3	4	5	6	7		1	2	3	4			
Study 2 - Animals Around Us		5	6	7	8	9	10	11	12	13	14	7	8	9	10	11			
		12	13	14	15	16	17	18	19	20	21	14	15	16	17	18			
Study 3 - Simple Machines		19	20	21	22	23	24	25	26	27	28	21	22	23	24	25			
		26	27	28	29	30	31					28	29	30					
Study 4 - Tubes and Tunnels		DECEMBER 2022 (16 DAYS)					JANUARY 2023 (21 DAYS)					FEBRUARY 2023 (15 DAYS)							
Study 5- Signs		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F			
					1	2	2	3	4	5	6			1	2	3			
Study 5- Sand		5	6	7	8	9	9	10	11	12	13	6	7	8	9	10			
		12	13	14	15	16	16	17	18	19	20	13	14	15	16	17			
Study 6- Insects		19	20	21	22	23	23	24	25	26	27	20	21	22	23	24			
		26	27	28	29	30	30	31				27	28						
Study 7 - Plants and/or Water		MARCH 2023 (22 DAYS)					APRIL 2023 (14 DAYS)					MAY 2023 (20 DAYS)							
		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F			
STAFF DEVELOPMENT DAY - HALF DAY				1	2	3	3	4	5	6	7	1	2	3	4	5			
Staff Development Day - FULL DAY		6	7	8	9	10	10	11	12	13	14	8	9	10	11	12			
Parent Teacher Conferences 1/2 days		13	14	15	16	17	17	18	19	20	21	15	16	17	18	19			
Holiday		20	21	22	23	24	24	25	26	27	28	22	23	24	25	26			
		27	28	29	30	31	25	26	27	28	29	29	30	31					
							30												
Ages and Stages (ASQ) should be completed within the first 45 days. (November 1, 2022) (please have the available)		JUNE 2023 (18 DAYS)				18 Days				Teaching Strategies Gold Checkpoints									
		M	TU	W	TH	F	Term		Attendance Dates		Checkpoint Date								
					1	2	1st		September 6th - October 28th (28 days)		10/30/2022								
		5	6	7	8	9	2nd		October 31st - Feb. 14th (64 days)		2/14/2023								
Parent Teacher Conferences December 8 and 9		12	13	14	15	16	3rd		February 15th - May 31st (70 days)		5/31/2023								
		19	20	21	22	23	June 20th				Teaching Strategies Gold Final Report Due								
Roll Outs TBD		27	28	29	30														
										Dates are subject to change based on children's interests!									