

Glassboro Public Schools



MEMO

Date: February 3, 2015

To: Mark Silverstein, Superintendent

From: Danielle Sochor, Director of Curriculum, Special Education, and Personnel

Re: Preschool Plan Action Memo
February 25, Board Meeting

Preschool Program – Recommend the Board approve the One-Year Preschool Program Plan for 2015-2016 school year, attachments included.

DMS/ed

Glassboro Public Schools

560 Joseph Bowe Boulevard
Glassboro, New Jersey 08028

www.glassboroschools.us

Phone: 856-652-2700
Fax: 856-881-0884

Danielle M. Sochor
Director of Curriculum, Special Education
And Personnel



Walter S. Pudelko III, CPA
Business Administrator

Mark J. Silverstein, MBA, Ed.D. Superintendent of Schools

January 30, 2015

New Jersey State Department of Education
Division of Early Childhood Education
PO Box 500
Trenton, New Jersey 08625-0500

To Whom it May Concern,

Enclosed please find two copies of the one-year preschool program plan update for the 2015-2016 school year along with two copies of the district budget plan workbook section for Glassboro Public School District. The board resolution will be mailed at a later date since our Board Meeting is not until February 26, 2015.

If you have any questions please contact me via email at dsochor@glassboroschools.us or at (856) 652-2700 ext. 76201.

Sincerely,

A handwritten signature in cursive script that reads "Danielle M. Sochor".

Danielle M. Sochor,
Director of Curriculum, Special Education, and Personnel

DMS/ed

District: Glassboro School District

County: Gloucester

**New Jersey Department of Education
Division of Early Childhood Education
One-Year Preschool Program Plan Update for 2015-2016
Former ECPA/ELLI School Districts**

The purpose of this One-Year Preschool Program Plan update is to provide the Division of Early Childhood Education (DECE) with a detailed description of your plan for the implementation of the preschool program and associated costs for serving preschool children in the 2015-16 school year using Preschool Education Aid (PEA), as detailed in *New Jersey Administrative Code (N.J.A.C.) 6A:13A*.

This plan, once approved, will replace your school district's last approved one-year operational plan from the 2014-2015 school year. Please note that the "indicators" are included for informational purposes. Districts are only required to answer the questions at the end of each section

Submission Instructions: An electronic copy of the completed materials along with two paper copies must be submitted to the New Jersey State Department of Education, Division of Early Childhood Education, P.O. Box 500, Trenton, NJ 08625-0500 on February 2, 2015. A copy of the materials must also be submitted to the county office. The following must be submitted:

- The narrative update section (this document) of the One-Year Preschool Program Plan update;
- The District Budget Planning Workbook section of the One-Year Preschool Program Plan update that describes how many, and where children will be served, as well as how Preschool Education Aid will be expended in 2015-16; and
- The signed cover sheet and the district statement of assurances.
- A paper copy of the school district executed board resolution. If not included with submission, provide the date of expected approval. After board approval, submit the resolution to the New Jersey State Department of Education at the address given, above.

Approval

- Approval letters will be mailed from the DECE on or before April 1, 2015 to school districts that submit timely and complete plans.
- Late plan submissions by school districts are not guaranteed approval letters on or before April 1, 2015.
- Incomplete plan submissions will be returned for resubmission prior to DECE review and approval with no guarantee of DECE approval on or before April 1, 2015.

Instructions

- Complete the District Information and District Statement of Assurances pages. Obtain signatures of the chief school administrator and school business administrator prior to submission to the DECE.
- Submit a board resolution approving the preschool program plan and budget. *Attach a copy of the signed and dated Board Resolution If not included; provide the date of expected approval.*
- Contact the DECE with any questions regarding completion of the One-Year Preschool Program Plan update.

District Information

County: Gloucester County Code: 15

District: Glassboro Public Schools District Code: 1730

Chief School Administrator: Dr. Mark Silverstein

Address: 560 Joseph Bowe Blvd. Glassboro NJ 08028

Telephone Number: (856) 652-2700 ext. 76110 Fax Number: (856) 881-0884

E-Mail Address: mmacmichael@glassboroschools.us

School Business Administrator: Walter Pudelko

Address: 560 Joseph Bowe Blvd. Glassboro NJ 08028

Telephone Number: (856) 652-2700 ext. 76301 Fax Number: (856) 881-0884

E-Mail Address: wpudelko@glassboroschools.us

Preschool Program Contact: Danielle Sochor Title: Director of Curriculum, Special Education and Personnel

Address: 560 Joseph Bowe Blvd. Glassboro NJ 08028

Telephone Number: (856) 652 2700 ext. 76201 Fax Number: (856) 881-088

E-Mail Address: dsochor@glassboroschools.us

Date of the Board Resolution: February 25th, 2015

Attach a copy of the signed and dated Board Resolution. If not included, provide the date of expected approval. Your plan will only be approved when a board resolution approving submission of the plan is received by the department.



Chief School Administrator's Signature

1/28/15

Date



School Business Administrator's Signature

1/28/15

Date

DISTRICT STATEMENT OF ASSURANCES

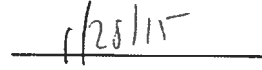
The Chief School Administrator hereby assures that the following has occurred.

The preschool program will serve eligible children in the preschool classrooms, pursuant to P.L. 2007, c.260 and *New Jersey Administrative Code 6A:13A*.

I certify that the above item and Preschool Program Plan update for 2015-2016 are correct and complete.



Chief School Administrator's Signature



Date

OUTREACH/PROGRAM DELIVERY

Recruitment and Outreach:

I. Multiple recruitment strategies are being used.

Indicators:

A. Public awareness strategies such as fliers, phone trees, information sessions, cable television, and public service announcements via the radio in appropriate languages are used. Depending on community needs, neighborhood visitors or other person-to-person outreach strategies may be needed to reach under-served populations. Various community resources are involved in suggesting recruitment methods, including the Early Childhood Advisory Council or other parent/community councils.

B. Public awareness strategies and materials in languages relevant to service populations clearly indicate to the community that early childhood programs are available to children with special needs (*must contain Child Find information*).

C. Research has been conducted to determine which recruitment method(s) has been most effective in reaching hard-to-reach populations and/or under-served groups.

II. Accurate enrollment data is collected, maintained, and updated as needed.

A. A preschool enrollment form is used during registration. Age and residency are used to determine a child's eligibility, as well as information on free and reduced lunch. A strategy is used to handle waiting lists.

B. Translators or forms are available in the home languages for families whose first language is not English.

C. All preschool children are entered into the NJ SMART database once enrolled.

D. Enrollment process is coordinated at the district level to maximize placement and eliminate multiple enrollment district-wide.

1. List the strategies the district will use to recruit eligible preschool children, and describe how waiting lists will be handled. (Include the means of recruitment of hard to reach families).

The district actively recruits families from Glassboro through preschool enrollment round up, fliers, webpage, phone blasts, public Board of Education meetings and Child Find activities. The district also recruits through informal parent sessions throughout

the year and select staff will go to local churches to recruit students. Our English Language Teachers are present during round up to assist families whose native language is not English. All of our mailings are written in English, Spanish, and Turkish. Preschool Lottery is ONLY implemented if our enrollment numbers are high and exceed our classroom limits.

ADMINISTRATIVE OVERSIGHT

Administration:

Administrators overseeing the preschool program facilitate the development, articulation, and implementation of the DOE approved program plan that is shared and supported by the school community.

I. Administrators are appropriately certified:

A. All dedicated in-district early childhood administrators (directors, supervisors, principals etc.) hold the appropriate New Jersey Supervisor's Certificate, and have experience in preschool education and participate in annual training specific to preschool program planning and implementation and the school district's comprehensive preschool curriculum.

II. Administrators serve the following role:

A. Early childhood administrators facilitate consensus and a shared preschool vision by regularly meeting with and getting feedback from district administrators, preschool program staff, teachers, community provider directors, and families.

B. There is evidence of ongoing collaboration with district departments including, but not limited to, curriculum and instruction, special education and bilingual education that informs decision-making and results in continuous preschool program improvement.

C. Administrators from other district department(s)/office(s) participate in relevant preschool meetings and training to enhance their knowledge base.

D. Individual and collective planning with staff by early childhood administrators results in delivery of professional development program.

E. Head Start and Community provider directors and principals support and are trained in teacher evaluations that support professional growth of teachers and reflect the measurement of best practice in teaching young children. (If contracting with the district).

F. Early childhood supervisors or designee ensure that professional development is relevant to the specific needs of classroom teaching staff from both in-district and community provider settings, and ensure attendance at trainings.

G. District ensures Head Start and community provider directors receive and attend relevant professional development. (If contracting with the district).

The appointed supervisor/administrator responsible for the preschool program must hold the appropriate New Jersey Supervisor's Certificate or New Jersey Principal's Certificate and have experience in preschool education.

1. Fill in the table below for each administrator, including the appointed supervisor(s) as described above, who will be involved in oversight of the preschool program.

Title	Name	Certification	Preschool experience	Other responsibilities
Chief School Administrator	Dr. Mark Silverstein	CSA, Principal, Elementary Certification	5	Superintendent
Director of Curriculum, Special Education, and Personnel	Danielle Sochor	Principal Elementary Certification, Teacher of the Handicapped	14	Child Study Team Curriculum
Principal	Aaron Edwards	Principal School Guidance Counselor	1	Principal of Preschool of early Childhood Building

COACHES/MASTER TEACHERS (IF REVELANT)

Master Teachers:

- I. **Master teachers (coaches); fulfill the roles and responsibilities outlined in the New Jersey *Preschool Program Implementation Guidelines*.**

The master teachers have the following qualifications and experience:

- A bachelor's degree and Preschool through Grade Three Standard or equivalent teacher certification;
- Three to five years experience teaching in preschool programs;
- Experience in implementing developmentally appropriate preschool curricula;
- Experience with a range of appropriate early childhood assessments including performance-based assessment instruments and classroom quality assessment instruments; and
- Experience providing professional development to classroom teachers.

Master teachers have the following role (if relevant):

- A. Master teachers/coaches provide direct professional development training/workshops for provider directors, teachers and paraprofessionals.
- B. Master teachers/coaches model, coach, provide feedback and follow-up with teachers in preschool programs regarding developmentally appropriate practice and the district's chosen curriculum. Collaborative peer coaching in the classroom is the master teacher's primary responsibility.
- C. Master teachers/coaches with specific expertise (e.g. inclusion, bilingual education, math curriculum) provide consultation to other master teachers/coaches.

Master teachers should dedicate the majority of their time to classroom visits, observations and follow-up discussions with teachers regarding children's learning and instructional practices.

1. How is the function of the master teacher position(s) being fulfilled in the school district?
Our Master Teacher implements monthly PLCs with all the preschool staff on a monthly basis focusing on Creative Curriculum support, ESL strategies, data analysis and overall best practices to enhance pedagogy.
2. Based on the needs of the student population, what specialized training will the master teacher(s) have? Check all that apply.
 - Special education
 - English language learner supports/Bilingual
 - Other (please describe) Dyslexia
3. Who will serve in the position(s) of the master teacher? Provide the contact information below.

Title	Name	Phone	Email	Other responsibilities (if applicable)
Head Teacher/Preschool Teacher	Wendy Atkinson	856-265-2700	Watkinson@glassboroschools.us	ONLY Preschool

CURRICULUM AND ASSESSMENT

Curriculum:

I. The preschool curriculum is effective in helping children learn and develop.

Optimal curriculum implementation will include:

- A.** Lesson plans that show that the curriculum meets the specific needs of the children in the district. For example, children with special needs and English language learners are naturally supported in the learning environment with adaptations and supports, as necessary.
- B.** A program structure designed specifically to address the unique needs of preschoolers. Practices designed for older children like 'specials' and cafeteria-style meals are not used.
- C.** Training for teachers, master teachers, principals and directors from both the curriculum developer and other district staff that enable them to implement the curriculum as intended.
- D.** Aggregated results of structured program observation instruments such as Early Childhood Environmental Rating Scale (ECERS), Supports for Early Literacy Assessment (SELA), Preschool Classroom Mathematics Inventory (PCMI), and Tools of the Mind Fidelity Checklist, Preschool Quality Assessment (PQA), or the Creative Curriculum Implementation Checklist demonstrate a high level of curriculum implementation.

Refer to the section on Curriculum and Program, and The Learning Assessment and Documentation Process in the *Preschool Program Implementation Guidelines*.

1. Which of the following preschool curriculum will the school district adopt or are currently using?
 - Creative Curriculum
 - Curiosity Corner
 - High/Scope
 - Tools of the Mind
 - Other _____ (Describe)

2. What is the district's stage in implementing the preschool curriculum?
 - 1st year – direct training from curriculum trainer/developer
 - 2nd year – direct training with a coaching focus
 - 3rd year – direct training with a coaching focus or coach with updates from curriculum trainer
 - 4th year - coach with updates from curriculum trainer
 - 5th year - coach with updates from curriculum trainer
 - Other (please describe)

3. The school district will measure the quality of curriculum implementation in classrooms and determine areas for professional development using which of the following instruments:

Curriculum Specific:

- Implementation Checklist (Creative Curriculum)
- Implementation Self Assessment Guide (Curiosity Corner)
- Preschool Quality Assessment (High/Scope)
- Fidelity Checklist (Tools of the Mind)
- Other (please describe)

Cross Curricula:

- Early Childhood Environmental Rating Scale – Revised
- Early Childhood Environmental Rating Scale – Three
- Supports for Early Literacy Assessment
- Preschool Classroom Mathematics Inventory
- Other (please describe)

4. What performance-based assessment will the school district use in preschool to inform instruction?

- Developmental Continuum/Creative.net (Creative Curriculum)
- Child Assessment Tool (Curiosity Corner)
- Child Observation Record (High/Scope)
- Work Sampling System (Tools of the Mind)

Screening:

- I. A system of screening is in place. Screening instruments are carefully selected and used appropriately.**

Optimal screening practices are as follows:

- A. Screening instruments are administered by classroom teachers upon entry to the program or within the first few weeks of school.**
- B. Only research based screening instruments that follow developmentally appropriate practice are used (e.g. ESI-R).**
- C. Screening is not used as a pre-test/post-test measure for child or program evaluation.**
- D. Parents are advised as to the purpose and results of the screening, and notified both before and after the screening takes place.**
- E. Screening instruments are given in a child's primary language.**
- F. Districts maintain an electronic database showing: students screened, students passing, students scoring within re-screen range, follow through for re-screen, students scoring referred, referrals to Child Study Team and outcomes of referral.**

1. The NJ Division of Early Childhood Education recommends use of the Early Screening Inventory – Revised. If the district is planning to use another instrument, please describe below. The district will begin to implement the Early Screening Inventory. The district will use the Early Screening Inventory-Revised for the 2015-2016 school year.

2. The NJ Division of Early Childhood Education recommends the following protocol for screening preschool children:

- Screening instruments are administered upon entry to the program within the first month of school by the child's teacher.
- Screening is used to determine if further evaluation is necessary; it is never used as a sole means of identifying children needing special services or for providing intervention.
- Screening is not used as a pretest/posttest measure.
- Children who fall into the "re-screen" category are screened within the timeframe recommended by the screening instrument (usually within six weeks).
- Children, who fall into the "refer" category, or fall below the predetermined cutoff, after parental consent, are referred to the child study team (via written referral) for further, more in-depth evaluation.

- Parents are advised as to the purpose and results of the screening and notified both before and after the screening takes place.

Please describe any deviation from this protocol below. None at this time.

PROFESSIONAL DEVELOPMENT

I. Structured classroom observation instruments are used to determine areas for professional development.

Indicators:

- A. A structured observation instrument or set of instruments is used to measure quality of instructional practices in preschool classrooms.
- B. The aggregated data from the structured observations, along with results of performance based assessments are analyzed and used to plan for professional development.

II. A cohesive professional development system is implemented for instructional, non-instructional, and administrative staff.

Indicators:

- A. The focus for professional development is to improve implementation of the district's curriculum.
- B. The results of the structured classroom observation data and child performance data are used to inform the professional development plan.
- C. An electronic database is used to document teacher professional development for both in-district and provider teachers.
- E. District and provider administrators, including early childhood supervisors, center directors and building principals, receive annual professional development in topics such as the district's chosen curriculum, the standards, performance-based assessment, evaluating and observing preschool teachers both formally and informally, and adult-child interaction.
- F. Support staff, such as, lunch assistants, custodians, bus drivers, and specialists, receive information about developmentally appropriate practices and are given an overview of the curriculum.

Refer to the section on Professional Development in the *Preschool Program Implementation Guidelines*.

- 1. How will the school district assess the professional development needs of preschool teaching staff?
 - a. Attach a copy of the staff survey that will be used to assess professional development needs and
 - b. Check the classroom evaluation tools (below) that will be administered and summarized to help guide professional development focus areas.

Curriculum Specific:

- Implementation Checklist (Creative Curriculum)
- Implementation Self Assessment Guide (Curiosity Corner)
- Preschool Quality Assessment (High/Scope)
- Fidelity Checklist (Tools of the Mind)
- Other (please describe)

Cross Curricula:

- Early Childhood Environmental Rating Scale – Revised
- Early Childhood Environmental Rating Scale – Three
- Supports for Early Literacy Assessment
- Preschool Classroom Mathematics Inventory
- Classroom Assessment Scoring System
- Other (please describe)

2. For the 2015-2016 school year, list professional development topics, expected attendees, possible dates for training sessions, trainers' names, and estimated costs associated with each training session. Aside from curriculum and assessment professional development, remember to consider other professional development activities to address the district's specific needs (i.e., supporting English language learners, inclusion/special education, challenging behaviors, diversity, unique needs of special populations of children, e.g., migrant, military or homeless families). Describe professional development activities for both teaching (teachers and teacher assistants) and non teaching staff (master teachers, principals, nurses, supervisors, preschool intervention and referral team).

Professional Development Plan

Topic	Participants	Dates	Trainer(s)	Cost
Creative Curriculum and Preschool Learning Standards	All Staff	Ongoing	Mr. Taibi Mrs. Sochor Jennifer Metzger	1,000 per day
Already Ready/ Fountas and Pinnel Literacy Beginnings	All Staff	TBD	Matt Glover	2,000-3,000
C. Danielson Evaluation Model/Student Growth Objectives	All Staff	Ongoing	District Trained Administrators	No Fee
SIOP Training	All Staff	Ongoing	ESL Instructor	No Fee
PLCs- School/Grade Level	All Staff	Ongoing	Administration and Teachers	No Fee
Data Analysis	All Staff	Ongoing	Administration	No Fee
Positive Behavior	All Staff	Ongoing	Mr. Taibi	No Fee

Support				
IR&S/RTI	All Staff	Ongoing	Administration CST Members	No Fee
Literacy/Math PD	All Staff	Ongoing	Literacy Teacher Coach/Math Coach	No Fee
Science of Teaching/Learning	All Staff	Ongoing	SIT Team	No Fee

PROGRAM EVALUATION

Program Evaluation:

I. The preschool program is evaluated annually.

Indicators:

A. Results of structured classroom observations, parent surveys and teacher surveys are used in an annual evaluation of the district program.

Refer to the sections on Program Evaluation in the *Preschool Program Implementation Guidelines*.

In the table below, indicate the classroom and program evaluation tool(s) that will be used to inform the assessment and improvement process.

Classroom Evaluation Instruments:

- Creative Curriculum's Implementation Checklist
- Curiosity Corner's Implementation Self Assessment Guide
- High/Scope's Preschool Quality Assessment
- Tools of the Mind's Fidelity Checklist
- Early Childhood Environmental Rating Scale – Revised
- Early Childhood Environmental Rating Scale – Three
- Supports for Early Literacy Assessment
- Preschool Classroom Mathematics Inventory
- Other (please describe)

Program Evaluation Tools:

- Parent surveys
- Staff surveys
- Administrator surveys
- Center director surveys
- Other (please describe) Benchmark Analysis

Provide a summary below of how you will evaluate your program:

The district administrator and preschool master teacher meets on a monthly basis with the preschool team to discuss informally the effectiveness of the programs. The district analyzes the results of the district administered benchmarks between the students who attended our preschool program the previous year versus new registered students. Please see attached appendix A.

SUPPORTING ENGLISH LANGUAGE LEARNERS

Supporting English Language Learners:

- I. All English language learners receive support for home and English language acquisition in their natural preschool environment.**

Indicators:

- A.** All parents complete a Home Language Survey as part of their registration process.
- B.** The results of the Home Language Survey are shared with directors of contracted private provider centers (if relevant), principals of buildings with preschool classrooms, and every preschool teacher with ELL students in his/her class. Teachers and/or teacher aides speak children's home language.
- C.** Administrative supports are provided to the maximum extent possible to address the needs of each ELL child in preschool.

- II. Teachers receive appropriate supports to meet the needs of English/Dual language learners.**

Indicators:

- A.** All teachers receive professional development in techniques and materials needed for creating a language-rich environment that facilitates learning of the child's home or primary language, as well as English.
- B.** All teachers are provided resources (books, songs, books on tape) in multiple languages based on the linguistic background of their students.

Refer to the sections on English language learners in the *Preschool Program Implementation Guidelines*. Note that the optimal model for enhancing the learning and development of English language learners is through the support of both home language and English. Bilingual and dual language classrooms are optimal.

1. How many children based on the Home Language Survey speak a language other than English at home? 7 Students Of this amount how many students' based on teacher observation seem to have difficulty communicating in English? 1 Students
2. How many bilingual preschool teachers will be employed in 2015-2016? Throughout the district we have five for our Early Childhood building we have one teacher.
3. How many bilingual preschool assistants will be employed in 2015-2016? One

4. How many preschool classrooms do not have a bilingual teacher or assistant?

The district is currently reaching out to minority recruitment fairs to hire bilingual staff.

5. What is the name and title of the person(s) responsible for making decisions about serving preschool ELLs in the district?

Name	Title	Phone	Email	Other responsibilities (if applicable)
Danielle Sochor	Director of Curriculum, Special Education, and Personnel	856-652-2700	dsochor@glassboroschools.us	ELL/Special Education/Curriculum/Personnel

6. List the primary strategies the district will use to ensure that English language learners receive needed supports in preschool classrooms below. Language proficiency screening tools are not appropriate for making placement decisions about 3- and 4-year-olds.

All parents complete a Home Language Survey as part of their registration process. Our ELL teacher participates and translates in the registration process. The results of the Home Language Survey are shared with the building principal and Lead teacher and every preschool teacher with ELL students in his/her class. ELL teacher provides ongoing support and consultation to our students.

Administrative supports are provided to the maximum extent possible to address the needs of each ELL child in preschool. ELL students are encouraged to participate in the complete spectrum of activities offered in the district for socialization and the development of individual interests. The ESL teachers ensure that the ELL student, the family, the school, the classroom teachers, and the available services are fully integrated. These services include, but will not be limited to providing interpreters and opportunities for parents to participate in their children's learning. This approach to teaching ELL students further supports the district's philosophy that education is a continuous process which must prepare each child to meet life's situations with confidence and skills. The entire staff works as a team to implement best practices to develop linguistic and cultural sensitivity.

The NJ Core Curriculum Content Standards, the goals and expectations from the Teachers of English Speakers of Other Languages (TESOL) standards, the NJ English

Language Standards and No Child Left Behind (NCLB) mandates serve as the basis of our program design and implementation.

- * Include professional development to support teachers of English language learners in the Professional Development portion of this plan.

All teachers receive professional development in techniques and materials needed for creating a language-rich environment that facilitates learning of the child's home or primary language, as well as English. All teachers are provided resources (books, songs, books on tape) in multiple languages based on the linguistic background of their students.

Professional development opportunities have been provided that align with District and School objectives. Training sessions and/or overviews support the ongoing implementation of our current curriculum/programming in our Kindergarten classrooms. Pre-Kindergarten teachers will continue Creative Curriculum training with the goal of further aligning practices to the Kindergarten programming. Positive Behavior supports training/data review will continue to be provided to enhance pro-social development.

SPECIAL EDUCATION AND INCLUSION

Inclusion:

- I. Children with Individualized Education Programs (IEPs) are included in general education classrooms and receive appropriate supports within the activities and routines of the preschool day.**

Indicators:

- A.** Once a child is referred to the Child Study Team for evaluation, the classroom teacher participates in all meetings during the IEP process and if the child is found eligible for special education and related services, has ongoing access to the written IEP.
- B.** A review of the preschool day is comprehensive in the Present Levels of Academic Achievement and Functional Performance section of the IEP as mandated by NJAC 6:14-3.7 (11) and supports and services for the child are clearly listed in the IEP to assist the teacher to support the child's participation in the general education classroom routines and activities.
- C.** The option for placement of a child with an IEP in a general education classroom is available during the entire school year, specifically for children transitioning from the NJ Early Intervention System.
- D.** Related services and supports for the child that are listed in the IEP are primarily implemented during the routines and activities of the general education preschool day.
- E.** All teachers are trained to adapt curriculum, materials and activities to meet the needs of children with IEPs in their classrooms.

II. Administrative supports are in place to facilitate inclusion.

Indicators:

A. Meetings between the Early Childhood and Special Education lead administrators occur at least 4 times per year. At least one of these meetings must include the Chief School Administrator. These meetings should focus on program implementation and long range needs of the districts and the evaluation of available data for developing district improvement and action plans.

B. Meetings between the Early Childhood and Special Education department staff (supervisors, CST, PIRT, and Master Teachers Inclusion Specialists) occur monthly. These meetings should focus on issues of implementation of curriculum and specialized programs (PBS, LEAP etc.) as well as the collection and sharing of classroom evaluative data.

C. Opportunities for collaboration and consultation among teachers, therapists, and child study teams are built into the school schedule.

D. Training opportunities on developmentally appropriate early childhood practice and curriculum implementation is available for all staff (all teachers, assistants, related service providers, CST, PIRT) and are provided cooperatively with both departments.

To the maximum extent appropriate, preschool children eligible for special education will be enrolled in general education preschool programs with their non-disabled peers in the context of a high quality preschool curriculum. Refer to the *Preschool Program Implementation Guidelines* for current research and recommended practices for inclusion, intervention and support. Highlights of code and guidance are provided below.

- Supports for IEP goals are provided within classroom activities and routines.
- Push-in and pull-out services are used on a limited basis.
- Classroom teachers participate in all meetings throughout the IEP process.
- Collaboration among teachers, special education staff and intervention teams is built into the schedule.

1. Submit a copy of the December 1st Special Education Report (2014). Describe how many preschool children with disabilities the school district is currently serving in general education classrooms in addition to how many it projects that it will include in 2015-2016.

Full-time, preschool disabled children in general education	
2014-2015	2015-2016
2	Estimate 2-3 Students are under PIRT Review

2. How many preschool children with disabilities will be enrolled in each general education classrooms?

Possibly 3 students based on our 3 year program.

INTERVENTION AND REFERRAL

Intervention and Support:

- I. Protocols for Preschool Intervention and Referral are communicated to staff and parents to support children who exhibit persistent challenging behaviors, and/or learning difficulties, or other areas of concern.**

Indicators:

- A.** An established Preschool Intervention and Referral Team (PIRT or designee) protocol that requests assistance clearly outlines who can request assistance, under what conditions, and what appropriate responses will follow. All early childhood staff including teachers, center directors, and administrators, are familiar with and adhere to, the protocol to ensure effective communication and follow-up.
- B.** Meetings to ensure family and caregiver participation to obtain the necessary support, information and documentation to support preschool interventions and, if necessary, a positive behavior support (PBS) plan are provided at home and school as needed.
- C.** The district board of education collects data on the number of children served by the Preschool Intervention and Referral Team (PIRT or designee), the duration of services, the types of services offered and of the children served by the PORT or designee how children remained in general education classrooms and how many were referred and placed in special education classrooms

- II. The Intervention and Referral Services Staff meet the needs of the early childhood staff.**

Indicators:

- A.** Yearly professional development is provided to relevant staff and others including Child Study Team members and parents on the district, Intervention and Referral Team, the district's social and emotional curriculum, and the four levels of the Pyramid model and Positive Behavior Supports (Center for Social Emotional Foundations for Early Learning, CSEFEL: csefel.vanderbilt.edu) in accordance with the early childhood professional development plan.
- B.** Assist preschool staff in addressing children's persistent challenging behaviors.
 1. THE CSEFEL Pyramid Model and Positive Behavior Supports is recommended by the NJ Division of Early Childhood Education to address persistent challenging behaviors. Are you or your staff planning to enroll in the 4-day CSEFEL Pyramid Model and Positive Behavior Supports training?
 2. If an alternative to the CSEFEL Pyramid Model and Positive Behavior Supports will be used, describe the program below.

3. The Preschool Intervention and Referral Team (PIRT or PIRT designee) is to consult with the classroom teacher to assist with challenging behaviors in preschool children and to help address learning difficulties before they become a problem. How will the district ensure regular collaboration (e.g. weekly meetings) with each of the following:
- Teachers
 - Parents
 - Other special services staff, or
 - Child Study Teams when necessary

The PERT team consults with the classroom teacher to assist with challenging behaviors help address learning difficulties. Please see attached information regarding I&RS Procedures.

The district currently implements PBIS. Through the Bulldog Buddies program, teachers and staff address the school-wide and specific setting behavioral expectations for all students who attend our school. Character Education and bullying lessons focus on ways students can handle situation that might possibly lead to problems. The Administration & Bulldog Buddies Committee continue to work with the school community and staff to find solutions to reduce discipline infractions. Our goal is to provide proactive measures students can use to continue to be successful in all areas of the school environment. To assist with the PBS model the Bulldog Buddies Committee continues to institute initiatives to deal with all student behaviors in a proactive manner. This has included the Principal's Check-in Program, universal rewards and our school wide token economy

FAMILY AND COMMUNITY INVOLVEMENT

Family Involvement:

- I. There are multiple opportunities for families to be involved in district and in providers programs.**

Indicators:

- A. District-wide family involvement activities are coordinated by a designated staff member.
- B. District and provider family meetings and workshops are designed to accommodate the individual languages and cultures of the families in the community.
- C. There are numerous ways for families to be involved, from family-teacher conferences, and volunteer opportunities to family workshops and participation on the advisory council.
- D. Family meetings are offered at various times of the day, helping to ensure that all families have the opportunity to attend.
- E. There are policies in place to effectively engage various family households and are sensitive to, and reflective of the communities served.

- II. Direct communication with families takes place regularly.**

Indicators:

- A. Flexible scheduling is available for family-teacher conferences.
- B. Families receive a procedure and policy handbook.
- C. Written communication related to the child is presented in the home language as necessary.
- D. Information about the child and feedback about the program is solicited from the family at school entry and throughout the year.

- III. Social workers are active participants in the preschool program.**

Indicators:

- A. An organized system is in place for social workers and other social service personnel, to collaborate and share information.
- B. There is a written system in place for families to request the services of the social workers as needed.

1. What district staff will be responsible for coordinating and providing social services and programs to families?

Title	Name	Phone	Email	Other responsibilities
School Psychologist	Gina Keating	856-265-2700	gkeating@glassboroschools.us	School Psychologist

2. List the activities and supports that will be available for parents in the preschool program (attach a schedule, if available).

Family Parent Nights
 Parent Conferences
 Parent/Student Dances
 Student Assemblies

3. Submit a copy of the survey that will be used to plan for meeting the particular needs of the community and families. Please see attached.

HEALTH AND NUTRITION

Health, Safety, and Food Services:

- I. The educational process is strengthened and facilitated by improving and protecting the health status of children.**

Indicators:

- A. Individual child health records are up-to-date and allergies or other health issues are clearly stated.
- B. Nurses are available to students and maintain up to date health records.
- C. Families and teachers receive a written policy related to child illness and school attendance.
- D. Health screenings are conducted for each preschool child (e.g. blood pressure, vision, hearing, dental, height, and weight screenings).
- E. Families are notified when documented health concerns are identified with their child. A follow-up referral is recommended and parents are assisted in locating medical and health resources.
- F. Family education will include regular health and safety topics designed to meet the unique needs of families enrolled in the program.

- II. Supports and practices facilitate health, safety, and food services.**

Indicators:

- A. Emergency procedures are written, and appropriate training has been provided to staff and/or children, as needed.
- B. Nutrition and health workshops are offered to families and staff.
- C. Written information on health, safety and nutrition is distributed to families.

- III. Children receive adequate nutrition.**

Indicators:

- A. Weekly/monthly menu outlining both meals and snacks meet the nutritional requirements recommended by the Child Care Food Program of the United States Department of Agriculture.
- B. Weekly/monthly menus are available for families.

C. Menus reflect that healthy food choices are made.

Refer to the section on Health and Nutrition in Health, Safety and Nutrition in the *Preschool Program Implementation Guidelines*.

All preschool programs participate in the National School Breakfast Program and the National School Lunch Program. Preschool children should be served family style meals in their classrooms to optimize independence, language and social skills.

Nurses who work with preschool children and their families provide the following services:

- Conduct health screenings (vision, hearing, dental, height, and weight screenings).
- Monitor and follow up on individual child health records.
- Document and communicate with staff and parents about allergies or other health issues.
- Assist in written policies related to health, safety and nutrition.
- Assist parents in locating appropriate medical and health resources are provided as needed.
- Assist in the development of written emergency procedures.
- Provide health-related training to staff and/or children, as needed.

1. What specific services will nurses provide to preschool children in district; provider and Head Start classrooms (if contracting)? Health services are provided according to NJ State Health Services Guidelines. Individual Health files are maintained with emergency contact information, health history, current physical exam report, up to date immunizations, and any medical issues relevant for school participation including any allergies, asthma, physical limitations, etc. First aid services and medication administration provided as needed. General written emergency procedures are provided to staff as well as emergency/care plans for specific students with health conditions that warrant it (ie, food allergy, seizure, diabetes, etc.) Staff is trained and delegated as necessary for Epi-pen and Glucagon use. General annual training is provided to all staff concerning asthma, life-threatening allergies, bloodborne pathogens, seizure. Other health-related topics are reviewed with staff as needed as related to a specific student health need.
2. Submit the 2015-2016 proposed schedules of health screenings for preschool children. Physical exam reports for physicals conducted within one year are required as part of Pre-K registration. In addition, Pre-K students are screened for ht, wt, vision & hearing typically between Jan and March or immediately upon request by a teacher who suspects a deficiency. Parents are notified of any deficiency found in screening and are requested to follow up with their medical home and are provided with resource information on where to receive free services if necessary.

3. What health-related family education programs (e.g. nutrition, lead screening, asthma) will be provided in 2015-2016 (submit the 2015-2016 proposed parent education schedule)? Parents are provided health information on an as-needed basis and by general reading materials and community resource information including local clinics, Family Success Center offerings, and County and State offerings. Student classes are visited by Holdbrook Dental annually and receive materials to take home to parents. Requests may be made by teachers for presentations on health topics (ie, germs & handwashing).

TRANSITION

Transition:

- I. Transition plans are made for children entering the preschool program from home or other programs.**

Indicators:

A. A system is in place to gather information about children and their families prior to school entry to share with teachers.

B. Flexible scheduling and planning provide different opportunities for families to learn about the preschool program, such as open houses and individual meetings, and how they can become involved in the life of the school and their child's education.

- II. Transition plans are made for children entering the preschool program from early intervention (EI) programs.**

Indicators:

A. District personnel contacts each of the families of incoming children with disabilities entering the preschool program from EI and discusses registration procedures, ensures that parents receive a district Preschool Handbook and The Parents Rights in Special Education Handbook: <http://www.nj.gov/education/specialed/form/prise/prise.pdf> and goes over all pertinent information necessary concerning upcoming eligibility or IEP meetings, possible placement and programs available to the preschool child and answers all questions the parents may have about the upcoming process.

B. District personnel attend Transition Planning Conferences, which are arranged by the early intervention program.

C. Meeting minutes and/or correspondence including documentation of initial parent contact by district staff show that early intervention, preschool and special education staff collaborate to meet the needs of children with disabilities entering the preschool program from early intervention and to place children in the least restrictive environment.

D. Families are informed about the district registration requirement options for placement including general education classrooms and request forms inviting the Part C service coordinator from early intervention to the initial IEP meeting for children after determination of eligibility.

III. A plan has been developed for transition of children from the preschool program into grades K-3.

Indicators:

A. The P-3 transition team (composed of a facilitator and families, child care leaders, early intervention staff, school personnel including preschool, elementary, bilingual, and special education teachers, guidance counselor, social worker, and specialists in subject areas, curriculum & assessment and P-3 data) meets on a regular basis.

B. The P-3 transition team establishes goals to ensure seamless supports for all children as they move from year to year, which is articulated in a transition plan, a timeline for implementing the plan, and a method for evaluating and updating the plan annually.

C. The transition plan includes a system for gathering information about children prior to the start of school each year, including the results of performance based assessments, with a focus on the cognitive, social/emotional and physical development of the child.

D. The transition plan includes specific transition activities, such as visits to the classrooms, distributing home learning activities, and the dissemination of information such as registration guidelines, teacher expectations and placement options to families through meetings, workshops, written correspondence, etc.

E. Common planning time is allocated for teachers to meet within and across grade levels and with specialists to discuss, implement and align developmentally appropriate schedules, environments, standards, curriculum and assessments and to share information about children.

Refer to Transition and Continuity in the *Preschool Program Implementation Guidelines*.

1. What methods will be used to communicate to receiving teachers about children with disabilities transitioning from early intervention programs to preschool and all children transitioning from preschool to kindergarten?

2. All school districts should have a P-3 transition team. Which positions will make up the district's team?

Name	Title
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Danielle Sochor	Director of Curriculum, Special Education, and Personnel
Aaron Edwards	Principal
Rich Taibi	Principal
PERT TEAM	Members of the Team
Amanda Brice	School Counselor
Gina Keating	Preschool Specialist/Psychologist
Christine Tanfani	LDTC

3. What strategies will be in place for preschool and kindergarten alignment of curriculum, standards, assessment, and professional development?
Professional development opportunities have been provided that align with District and School objectives. Training sessions and/or overviews support the ongoing implementation of our current curriculum/programming in our Kindergarten classrooms. Pre-Kindergarten teachers will continue Creative Curriculum training with the goal of further aligning practices to the Kindergarten programming. Positive Behavior supports training/data review will continue to be provided to enhance pro-social development. The math and literacy coach and curriculum coordinator will continue to help with practical classroom applications for Everyday Math, Wilson’s Foundations, Writer’s Workshop and Literacy by Design.

Our current report card is aligned between Kindergarten and Preschool. We are implementing an assessment to determine student abilities, letter sound recognition, and number recognition to support kindergarten instruction. We also integrated the Foundations program during small group to assist with decoding and encoding. All Pre-K and kindergarten classrooms maintain a playful environment through the implementation of small group learning, manipulatives, and technology. This program is currently used in our Kindergarten Classroom.

4. List projected transition activities for teaching staff, children and families for each of the categories below.

From early intervention to preschool:

The district has ongoing meetings with the staff of Early Intervention. Glassboro has provided ongoing professional development in data analysis and collection, using the developmental curriculum rubric, weekly collaboration for further developing units of study, and implemented a professional learning community with the book, Comprehension Through Conversation with the goal of providing rich oral language interactions. The district also utilizes Fountas and Pinnel Literacy Beginnings as part of their book study.

From preschool to kindergarten:

Pre-Kindergarten teachers will continue Creative Curriculum training with the goal of further aligning practices to the Kindergarten programming. Our current report card is aligned between Kindergarten and Preschool. We are implementing an assessment to determine student abilities, letter sound recognition, and number recognition to support kindergarten instruction. We also integrated the Foundations program during small group to assist with decoding and encoding. All Pre-K and kindergarten classrooms maintain a playful environment through the implementation of small group learning, manipulatives, and technology. This program is currently used in our Kindergarten Classroom.

From kindergarten to third grade:

The professional development plan include the areas of focus: the continuation of Everyday Mathematics consultations, Implement Common Core State Standards, Writing Workshop – Units of Study, Guided Reading, Renaissance Learning components both Accelerated Reading and Accelerated Math, collegial discussions to address Ruby Payne Understanding Poverty and grade level articulation.



New Jersey
Department of Education

NJDOE ASSA ONLINE

1730-GLASSBORO

080-J HARVEY RODGERS SCHOOL

2015-2016 School District Budget Statement - Onroll

Date : 12/08/2014

Time : 10:18:27



Line	Enrollment Categories	In-District		Low Income Onroll		LEP Onroll*		Speech Only	
		Full Time	Shared Time	Full Time	Shared Time	Full Time	Shared Time	Full Time	Shared Time
Total Onroll		Full Time	Shared Time	Full Time	Shared Time	Full Time	Shared Time	Full Time	Shared Time
C1	HALF DAY PREK-3YR	25	-	-	-	-	-	-	-
C2	HALF DAY PREK-4YR	88	-	-	-	-	-	-	-
D1	FULL DAY PREK-3YR	0	0	-	-	-	-	-	-
D2	FULL DAY PREK-4YR	0	0	-	-	-	-	-	-
01	HALF DAY K	0	-	-	-	-	-	-	-
02	FULL DAY K	174	0	81	0	10	0	2	0
03	ONE	0	0	0	0	0	0	0	0
04	TWO	0	0	0	0	0	0	0	0
05	THREE	0	0	0	0	0	0	0	0
06	FOUR	0	0	0	0	0	0	0	0
07	FIVE	0	0	0	0	0	0	0	0
08	SIX	0	0	0	0	0	0	0	0
09	SEVEN	0	0	0	0	0	0	0	0
10	EIGHT	0	0	0	0	0	0	0	0
11	NINE	0	0	0	0	0	0	0	0
12	TEN	0	0	0	0	0	0	0	0
13	ELEVEN	0	0	0	0	0	0	0	0
14	TWELVE	0	0	0	0	0	0	0	0

Line	Enrollment Categories	In-District			Low Income Enrollment			LEP Enrollment			Speech Only								
		Total Enrollment			Free Lunch			Reduced Lunch			LEP Not Low Income			LEP & Low Income			Enrollment		
		Full Time	Shared Time	Full Time	Shared Time	Full Time	Shared Time	Full Time	Shared Time	Full Time	Shared Time	Full Time	Shared Time	Full Time	Shared Time	Full Time	Shared Time		
15	POST-GRADUATE	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
16	ADULT HS(15+GR.)	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
17	ADULT HS(1-14 CR.)	-	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
18	Regular Ed Total	+287	-	+81	-	+10	-	+2	-	+9	-	+8	-	-	-	-	-		
19	SP ED ELEMENTARY	21	0	11	0	1	0	0	0	0	0	0	0	0	0	0	0		
20	SP ED MIDDLE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
21	SP ED HIGH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
28	Sp Ed Total	+21	-	+11	-	+1	-	-	-	-	-	-	-	-	-	-	-		
37	Co Voc. Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
38	Co Voc. FT Post Sec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
39	School Total	+308	-	+92	-	+11	-	+2	-	+9	-	+8	-	-	-	-	-		