

# *Glassboro Public Schools*



## **MEMO**

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Date: February 10, 2017

To: Mark Silverstein, Superintendent

From: Danielle Sochor, Chief Academic Officer

Re: Preschool Plan Action Memo  
February 22, 2017 Board Meeting

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Preschool Program – Recommend the Board approve the Three-Year Preschool Program Plan for 2017-2020 school years and the District Budget Planning Workbook.

DMS/bg



**New Jersey Department of Education  
Division of Early Childhood Education  
Three-Year Preschool Program Plan for 2017-2020  
Former ECPA/ELLI School Districts**

**Purpose**

The purpose of the Three-Year Preschool Plan is to provide a comprehensive description of how the school district will implement each component of a high-quality preschool program for three- and four-year-old children over the next three years, as detailed in *New Jersey Administrative Code 6A:13A* and in the *Preschool Program Implementation Guidelines*. Be advised that ECPA and ELLI districts have to serve four-year-old children whereas ECPA district's can also serve three-year-old children.

This plan, once approved, will replace your school district's last approved one-year operational plan from the 2016-2017 school year. Please note districts are required to answer the questions at the end of each section.

**Submission Instructions:**

The completed Three-Year Preschool Program Plan must be submitted in an **electronic file (i.e., USB flash drive)** to the New Jersey State Department of Education, Division of Early Childhood Education, 100 Riverview Plaza, P.O. Box 500, Trenton, NJ 08625-0500 on March 1, 2017 along with a **paper copy of the school district's board resolution**. An additional copy and file must be submitted to the Executive County Superintendent. The following must be submitted:

- The narrative section (this document) of the Three-Year Preschool Program Plan;
- The District Budget Planning Workbook section of the Three-Year Preschool Program Plan that describes how many, and where children will be served, as well as how Preschool Education Aid will be expended in 2017-2018;
- The signed cover sheet and the district statement of assurances; and
- 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 Division of Early Childhood Education (DECE) on or before April 1, 2017 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, 2017.
- 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, 2017.

## 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.* After board approval, submit the resolution to the New Jersey State Department of Education, Division of Early Childhood Education, 100 Riverview Plaza, P.O. Box 500, Trenton, NJ 08625-0500.
- Contact the DECE with any questions regarding completion of the Three-Year Preschool Program Plan.

## **Program Plan Components**

Enter the information requested for each component of a high quality preschool program for the following areas listed below.

- **DISTRICT INFORMATION**
- **DISTRICT STATEMENT OF ASSURANCES**
- **OUTREACH/PROGRAM DELIVERY**
- **ADMINISTRATIVE OVERSIGHT**
- **MASTER TEACHERS/COACHING**
- **INTERVENTION AND SUPPORT SERVICES: Special Education and Inclusion**
- **INTERVENTION AND SUPPORT SERVICES: Preschool Intervention and Referral Team (PIRT) / Intervention and Referral Services (I&RS)**
- **HEALTH AND NUTRITION**
- **FAMILY AND COMMUNITY INVOLVEMENT**
- **CURRICULUM AND ASSESSMENT**
- **PROFESSIONAL DEVELOPMENT**
- **SUPPORTING ENGLISH LANGUAGE LEARNERS**
- **TRANSITION**
- **PROGRAM EVALUATION**
- **BUDGET PLANNING WORKBOOK**

**District Information**

County: Gloucester County Code: 15

District: Glassboro District Code: 1730

**Chief School Administrator:** Dr. Mark Silverstein

Address: 560 Joseph Bowe Blvd

Telephone Number: 856-652-2700 Fax Number: 856-881-0884

E-Mail Address: msilverstein@glassboroschools.us

**School Business Administrator:** Scott Henry

Address: 560 Joseph Bowe Blvd

Telephone Number: 856-652-2700 Fax Number: 856-881-0884

E-Mail Address: shenry@glassboroschools.us

**Preschool Program Contact:** Aaron Edwards Title: Principal

Address: 301 Georgetown Road, Glassboro NJ 08028

Telephone Number: 856-652-2700 Fax Number: 856-881-0884

E-Mail Address: aewards@glassboroschools.us

*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.*

Board Resolution Included  If not, Expected Date of the Board Resolution: \_\_\_\_\_

\_\_\_\_\_  
**Chief School Administrator's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**School Business Administrator's Signature**

\_\_\_\_\_  
**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 Three-Year Preschool Program Plan are correct and complete.

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Chief School Administrator's Signature

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Date

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## **OUTREACH/PROGRAM DELIVERY**

***Recruitment and Outreach:* Multiple recruitment strategies are being used.**

1. Please describe your district's outreach/program delivery plan for the next three years.

**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. We will continue this over the next three years.**

2. What are the current recruitment method(s) and strategies being implemented?

**In addition to above, parent family nights, as well as our Bilingual family nights, have been very effective in reaching our at-risk population. We also reach out to our local churches to recruit students in consultation with our translator for the district.**

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## **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.**

Refer to the section on Administrative Oversight in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

The appointed supervisor/administrator responsible for the preschool program should hold the appropriate New Jersey Supervisor's Certificate or New Jersey Principal's Certificate and have experience in preschool education. 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 <a href="mailto:msilverstein@glassboroschools.us">msilverstein@glassboroschools.us</a> 856-652-2700	CSA, Principal, Elementary Certification	5	Superintendent
Chief Academic Officer	Danielle Sochor <a href="mailto:dsochor@glassboroschools.us">dsochor@glassboroschools.us</a> 856-652-2700	Principal Elementary Certification, Teacher of the Handicapped	14	Child Study Team
Principal	Aaron Edwards <a href="mailto:aedwards@glassboroschools.us">aedwards@glassboroschools.us</a> 856-652-2700	Principal, School Guidance Counselor	3	Principal of Preschool of early Childhood Building

1. Describe how the appointed early childhood supervisor/administrator facilitates consensus and a shared preschool vision by regularly meeting with and getting feedback from district administrators, preschool program staff, teachers, community provider directors (if applicable), and families.

**The district administration and building principal collaborate on a weekly basis. Monthly preschool PLCS have been created to discuss our current program. The district offers parent/family nights in which we discuss our program.**

2. Who will monitor and track preschool expenditures and provider expenditures (if applicable)?

Title	Name	Phone	Email	Other responsibilities
Business Administrator	Scott Henry	856-652-2700	<a href="mailto:shenry@glassboroschools.us">shenry@glassboroschools.us</a>	Finance for the district

### **MASTER TEACHERS/COACHING (If relevant)**

**Master Teachers:** Master teachers (coaches) fulfill the roles and responsibilities outlined in the *New Jersey Preschool Program Implementation Guidelines*. (<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>).

Refer to the sections on Master Teachers/Coaching in *New Jersey Administrative Code 6A:13A*.

The district may combine the preschool master teacher position with another in-district position. Alternatively, districts may collaborate with one or more school district(s) to share the services of a master teacher, or contract with a county or regional educational services commission for master teacher services where the county or regional educational services commission is approved by the State Board to do so.

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The master teacher must have the following qualifications and experience:

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

1. How will the function of the master teacher position(s) be fulfilled in the school district?

Check all that apply.

- Master teacher(s) employed solely by the district with no other district responsibilities.
- Master teacher(s) employed solely by the district who also have other district responsibilities.
- Master teachers(s) shared with other collaborating districts.
- Master teacher(s) provided via contract with a county or regional educational services commission as approved by the State Board.
- Master teacher(s) will be provided by agreement with a private provider or local Head Start agency.
- Other (please explain)

2. If the district does not have master teachers, please explain how coaching is being addressed. N/A

3. Each master teacher or designee will be responsible for supporting 4 classrooms (number of classrooms).

4. Based on the needs of the student population, what specialized training will the master teacher(s) have? Check all that apply.

- Special education
- English as a Second Language/Bilingual
- Other (please describe) Early Childhood

5. Who will serve in the position(s) of the master teacher? Provide the contact information below.

Title	Name	Phone	Email	Other responsibilities (if applicable)
Preschool Teacher	Renee Vanartsdalen	856-652-2700	rvanartsdalen@glassboroschools.us	N/A

**INTERVENTION AND SUPPORT SERVICES: Special Education and Inclusion**

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 Intervention and Support Services sections of the *New Jersey Administrative Code 6A:13A* and 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.
- Special education staff, master teachers and PIRT and/or I&RS consult with teachers to address goals.
- 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. Referring to Table 1 and the district’s Special Education Annual Data Report, how many preschool children with disabilities does the district currently serve in 2016-2017 and project to be included full-time in general education settings in 2017-2018?

<b>Full-time, preschool disabled children in general education</b>	
2016-2017	2017-2018
12	5

2. What is the average number of preschool children with disabilities expected to be enrolled in general education classrooms? 10
3. In the table below, list the estimated number of children with disabilities to be included in general education settings each year.

	<b>estimated # preschool disabled</b>	<b># in general education classrooms</b>	<b># in self-contained classrooms</b>
<b>Year 1 2017-2018</b>	<b>14</b>		<b>14</b>
<b>Year 2 2018-2019</b>	<b>12</b>		<b>12</b>
<b>Year 3 2019-2020</b>	<b>12</b>		<b>12</b>

5. Of the children with disabilities (IEPs) in preschool disabled classrooms (self-contained) noted in the table above, how many children on the autistic spectrum are projected to be enrolled in specialized, self-contained classrooms for autism only? **6 students**
  
6. Not included in the number above, are there any additional preschool children with disabilities (IEPs) sent to specialized schools out of district? If so, how many preschool children with disabilities does the district project to send to out-of-district placements in 2017-2018?  
**1 Student**

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**INTERVENTION AND SUPPORT SERVICES: Preschool Intervention and Referral Team (PIRT)/Intervention & Referral Services (I&RS)**

Refer to the *Preschool Program Implementation Guidelines* for information about the PIRT. This team is in place to support preschool children with persistent challenging behaviors or learning difficulties in general education classrooms prior to the need for special education services.

1. List the names and specialties of each person assigned to the PIRT/I&RS.

Name	Title	Phone	Email	Other responsibilities
Sherry White	BSI Teacher	856-652-2700	swhite@glassboroschools.us	Screener for new students
Christine Williams	School Psychologist	856-652-2700	cwilliams@glassboroschools.us	Testing of Child Study Team
Aaron Edwards	Principal	856-652-2700	aedwards@glassboroschools.us	Principal of Preschool and Kindergarten
Renee Vanartsdalen	Preschool Teacher	856-652-2700	rvanartsdalen@glassboroschools.us	Teacher of Preschool
Danielle Sochor	CSA	856-652-2700	dsochor@glassboroschools.us	Curriculum, Personnel, Instruction

2. If no PIRT, how will the I&RS team work with preschool? N/A

3. PIRT functions are to be provided via consultation with the classroom teacher as needed. How will the district ensure regular collaboration (e.g. weekly meetings) with each of the following:

- PIRT/I&RS and classroom teachers;

- PIRT/I&RS and families of children with challenging behaviors;
- Other special services staff; and
- Child Study Teams.

**The PERT team consults with the classroom teacher to assist with challenging behaviors and to 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 that 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 system.**

4. If you have a Team;
  - a. On average, how many total general education case files are opened each year for children who need PIRT services? **1-3**
  - b. Of those, how many are for children with challenging behaviors? **1**
  - c. Of those, how many are for children with other issues? **2**
5. How many children who were provided with an intervention were given IEPs? **3**

## **HEALTH AND NUTRITION**

Refer to the section on Health and Nutrition in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

(<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>)

- a. Does your district preschool program participate in the National School Breakfast Program and the National School Lunch Program? **Yes**
- b. Do your district's contracted providers (if relevant) participate in the Child and Adult Care Food Program (CACFP)? **No**

- c. Are the preschool children served family style meals in their classrooms to optimize independence, language and social skills? **The students eat together at the table but it is a bag lunch and breakfast.**

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, as needed.
- Assist in the development of written emergency procedures.
- Provide health-related training to staff and/or children, as needed.

1. How will nurses be provided for the preschool program? Check all that apply.
- Nurse(s) employed solely by the district with no other district responsibilities.
- Nurse(s) employed solely by the district who also have other district responsibilities.
- Nurse(s) shared with collaborating districts. (List collaborating districts below.)
2. What specific services will nurses provide to preschool children in district, provider and Head Start classrooms (provider and Head Start if relevant), submit the 2017-2018 proposed schedule of health screenings for preschool children?

**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 are 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, blood borne pathogens, and seizures. Other health-related topics are reviewed with staff as needed as related to a specific student health need.**

3. What health-related family education programs (e.g. nutrition, lead screening, asthma) will be provided in 2017-2018 (submit the 2017-2018 proposed parent education schedule)?

**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 height, weight, 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 at home and are provided with resource information on where to receive free services if necessary.

## FAMILY AND COMMUNITY INVOLVEMENT

Refer to the sections on Family and Community Involvement in *New Jersey Administrative Code 6A:13A*, and Family Services in the *Preschool Program Implementation Guidelines*.

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

Title	Name	Phone	Email	Other responsibilities
School Psychologist	Christine Williams	856-652-2700	cwilliams@glassborschools.us	PIRT Team Member
School Social Worker	Beth Torbik	856-652-2700	btorbik@glassboroschools.us	Homeless Coordinator

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/Teacher Conferences**  
**Parent/Student Dances**  
**Student Assemblies**  
**African American Read In**  
**PTO Meetings**  
**Bilingual Parent Nights**  
**Field Day/Community Day**

3. Submit a copy of the survey that will be used to plan for meeting the particular needs of the community and families.
4. List the names and titles of the members of the school district's Early Childhood Advisory Council). *New Jersey Administrative Code 6A:13A* requires the membership of the council be stakeholders in the community, contracting private providers, Head Start agencies, and parents.

Name	Title
Aaron Edwards	Principal
Renee Vanartsdalen	Master Teacher
Mrs. Brown	HEAD Start Representative
Lynn Shupe/Joan Dillen	Child Development
TBD	PTO Representative


6. Please list the projected primary activities of the Early Childhood Advisory Council below.

**To encourage the involvement of any community members who have an interest in children from three to five years of age. To develop plans and identify services that assess, address, and meet the important needs of preschool age children. To disseminate information to the public regarding the physical, emotional and educational needs of children ages three to five.**

**To support communication and collaboration between the preschool and kindergarten teachers to help facilitate successful transitions for children making the emotional and exciting leap from preschool to kindergarten.**

**To review current screening tools to assess early readiness. To address the needs of our diverse population and provide culturally relevant instruction to our students.**

6. How often do they meet (i.e. monthly, bi-annually, quarterly etc.)?

**Quarterly**

7. What method is in place for the council to assess and evaluate their role and work?

**Ongoing analysis of curriculum, assessment, and program evaluation that supports children's diversity, which includes not only children's ages, individual learning styles, and temperaments but also their culture, racial identity, language, and the values of their families and communities.**

**Survey data and parent participation**



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## CURRICULUM AND ASSESSMENT

Refer to the section on Curriculum and Assessment in *New Jersey Administrative Code 6A:13A*, and 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)

If the district is proposing another preschool curriculum, submit the program to the NJ Division of Early Childhood Education for review, along with its alignment with the Preschool Teaching and Learning Expectations. No district-developed curricula will be accepted.

2. What is the district's stage in implementing the preschool curriculum?

- 1<sup>st</sup> year – direct training from curriculum trainer/developer
- 2<sup>nd</sup> year – direct training with a coaching focus
- 3<sup>rd</sup> year – direct training with a coaching focus or coach with updates from curriculum trainer
- 4<sup>th</sup> year - coach with updates from curriculum trainer
- 5<sup>th</sup> year - coach with updates from curriculum trainer
- Other (please describe)

2. What were the last date curriculum training updates were provided by the curriculum developer(s)?

**2016-2017 School Year**

4. 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:

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

Cross Curricula:

- Early Childhood Environmental Rating Scale – Third Edition

\_\_\_ Other (please describe)

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

- Teaching Strategies GOLD
- Child Assessment Tool (Curiosity Corner)
- Child Observation Record (High/Scope)
- Work Sampling System (Tools of the Mind)

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

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.
  
2. The NJ Division of Early Childhood Education recommends the following protocol for screening preschool children:
  - Screening instruments are administered within the first 6 weeks 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 time frame 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.

### **PROFESSIONAL DEVELOPMENT: Instructions for Creating a Preschool Professional Development Plan**

Professional development for preschool programs should be planned and implemented as a comprehensive, multiyear strategy for improvement. The creation of the plan must be a collaborative endeavor. Through a formal needs assessment and through open dialogue with educational staff, targeted professional development can be determined. To optimize its effectiveness, professional development must also have the following qualities:

- Be aligned to the *Standards* and focus on the implementation of the comprehensive preschool curriculum;
- Reflect current research and understanding of best practices for preschool learners and include a long-term vision for preschool through third grade education; and
- Include systematic ongoing training that is based on children’s development and adult learning.

Prior to the development of the plan, the educational staff should reflect on past professional development experiences to determine how previous trainings have impacted teaching practices and children’s learning outcomes.

Future professional development experiences should be planned using a systematic, multiyear approach to further strengthen, sustain, and/or address a newly identified need. The long-term plan should be revisited periodically and, when necessary be adjusted so that the intended outcomes are achieved in terms of teaching practice and childrens learning outcomes. Professional development needs to be evaluated periodically to help plan for positive learning opportunities.

#### *Role of Children’s Learning*

Children’s learning must be examined when planning for professional development. Administration and educational staff need to examine aggregated data generated from the performance-based assessment used. Based on trends reflected in the data (e.g., missing or low performance areas), professional development should be provided to strengthen teaching practices in those particular areas. Small group sessions for the educational staff to meet to reflect on collected evidence for the performance-based assessment should be built into the school calendar. Time should be set aside for the educational staff to share portfolios and check for reliability in scoring. Differentiated professional development should also be provided for individual classrooms with specific low performance or missing areas in children’s learning.

#### *Role of the Results of Structured Classroom Observations*

Summarized and individual results of the administration of structured observation instruments should determine professional development focus areas. Using systematic program observation data as well as curriculum implementation reports to plan for professional development is essential for improving quality. Goals are established for educational staff as a whole as well as individually. Guidance on the use of structured classroom observation instruments can be found in the professional development section of the *Preschool Program Implementation Guidelines*.

#### *Description of Training*

Differentiated training should be provided based on the experience and needs of the educational staff (i.e., new teachers and assistants are provided with an initial training of district’s curriculum). Curriculum training for districts in late stages of implementation should be designed for the delivery of updated research and sustaining quality (i.e., classroom visits) with a minor role for curriculum developers.

The professional development offered should include a variety of delivery methods to reach multiple learning styles and maximize adult learning. Techniques to disseminate information include coaching, peer coaching, self-assessment, learning communities, observation and feedback, classroom walk-through’s, small and whole group workshops, and modeling.

Conference attendance should be limited due to the lack of retention and follow-through support that is associated with this delivery system.

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## PROFESSIONAL DEVELOPMENT

Refer to the section on Professional Development in the *Preschool Program Implementation Guidelines*. (<http://www.state.nj.us/education/ece/guide/impguidelines.pdf> )

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.
  - b. Check the classroom evaluation tools (below) that will be administered and summarized to help guide professional development focus areas.

### Curriculum Specific:

- Fidelity Tool (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 – Third Edition
- CLASS
- Supports for Early Literacy Assessment
- Preschool Classroom Mathematics Inventory
- Classroom Assessment Scoring System
- Other (please describe)

2. Is your district enrolled in Grow NJ Kids, New Jersey's Quality Rating and Improvement System? If not, please explain. Enrollment forms can be found at [www.GrowNJKids.com](http://www.GrowNJKids.com) or you can contact your district liaison for additional information.
3. For the 2017-2018 school year, list professional development topics, expected attendees, possible dates for training sessions, trainers' names, and estimated costs associated with each training session. Professional development should focus on curriculum and assessment, and address identified district's needs (i.e., diversity, inclusion/special education, challenging behavior and supports for specialized populations -e.g. English language learners, migrant, homeless and military 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).

## 2017-2018 Professional Development Plan

## PROFESSIONAL DEVELOPMENT PLAN

Topic	Participants	Dates	Trainer(s)	Cost
Creative Curriculum Preschool and Learning Standards	All Preschool Staff	Ongoing	Mr. Edwards Mrs. Sochor Jennifer Metzger	1,000- \$2000.00per day
Already Ready/ Fountas and Pinnel Literacy Beginnings	All Preschool Staff	Ongoing	Danielle Sochor PLC Members	No Fee
Culturally Responsive Instructional Practices	All Staff	September 2017	Rowan Professor TBD	\$2000.00- \$4000.00
SIOP Training	All Staff	Ongoing	ESL Instructor	No Fee
PLCs- School/Grade Level	All Preschool Staff	Ongoing	Administration and Teachers	No Fee
Data Analysis	All Staff	Ongoing	Administration	No Fee
Positive Behavior Support	All Staff	Ongoing	Mr. Edwards	No Fee
IR&S/RTI	All Staff	Ongoing	Administration CST Members	No Fee
Literacy/Math PD	All Staff	Ongoing	Literacy/Math Supervisor	No Fee
Phonics, Retelling Writing, and Effective Read Alouds/Literacy Centers	All Staff	June 2017	Heinemann Consultant	TBD
Early Childhood Rating Scale	All Preschool	Ongoing	PLC Members	No Fee
Creative Curriculum Scope and Sequence Development	All Preschool Staff	Ongoing	PLC Members/Curric ulum Writers	No Fee
Reading/Dyslexia Conference	All District Staff	August 2017	Conference Speakers	\$1250.00

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## SUPPORTING ENGLISH LANGUAGE LEARNERS

Refer to the section on Supporting English Language Learners in the *Preschool Program Implementation Guidelines* (<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>). 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?  
**Four**
2. Of this amount how many students' based on teacher observation seem to have difficulty communicating in English?  
**Three**
3. How many bilingual preschool teachers will be employed in 2017-2018?  
**None at this time**
4. What language(s) do they support?  
**Spanish**
5. How many bilingual preschool assistants will be employed in 2017-2018?  
**1**
6. What language(s) do they support?  
**Spanish**
7. How many preschool classrooms do not have a bilingual teacher or assistant?  
**Four**
8. What is the name and title of the person(s) responsible for making decisions about serving preschool ELLs in the district?  
**Rona Johnson, ESL Teacher**  
**Danielle Sochor, Chief Academic Officer**
9. 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.
10. Indicate professional development to support teachers of English language learners in the Professional Development portion of this plan.
11. What types of services are provided by the preschool master teacher or coach (IF RELEVANT)?

N/A

12. If your district does not have a master teacher specializing in ELL, how are services provided to support preschool ELL children?

**Our ESL teacher consults with our preschool teacher on a weekly basis.**

How are families of ELL preschool children supported?

**Our ESL families are supported through our Bilingual Parent Advisory Group**

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## PROGRAM EVALUATION

Refer to the sections on Program Evaluation in *New Jersey Administrative Code 6A:13A* and the *Preschool Program Implementation Guidelines*.

The school district is encouraged to use an annual self-assessment to assess the status of its preschool program, using a protocol developed by the department. This detailed self-assessment of the district's preschool program is used to inform the Three-year preschool program plan and annual updates.

Use the checklists below to 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 – Third Edition
- 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)

How will the results be summarized and used:

**Data will be presented and analyzed for all staff.**

## TRANSITION

Refer to the section on Transition in *New Jersey Administrative Code 6A:13A*, and 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?



**The Child Study Team members meet with the kindergarten teachers to ensure a successful transition to kindergarten. Students are also discussed during our PIRT team members. Teachers are also invited to attend the Annual Review meetings.**

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

Name	Title
Aaron Edwards	Principal
Renee Vanartsdalen	Preschool Master Teacher
Sherry White	BSI Teacher
Christine Williams	School Psychologist
Beth Torbik	Social Worker

3. How often do they meet?  
**Once a month or as needed.**
4. 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 supervisors and curriculum coordinator will continue to help with practical classroom applications for Eureka Math, Wilson's Foundations, Writer's Workshop and Guided Reading.**

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

**From early intervention to preschool:**

**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.**

**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 home 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 includes the following areas of focus: the continuation of Standard Based Mathematics consultations, Implement Common Core State Standards, Writing Workshop –Units of Study, Guided Reading, Total Participation Techniques (TPTs). Collegial discussions to address Understanding Poverty and bridging the achievement gap and grade level articulation.**

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New Jersey Department of Education  
Division of Early Childhood Education

**DISTRICT BUDGET PLANNING WORKBOOK INSTRUCTIONS  
SCHOOL YEAR 2017-2018**

**For school districts formerly**

**Submission Instructions:**

An electronic copy (i.e., **USB flash drive**) of the completed 2017-2018 District Budget Planning Workbook and Three-Year Preschool Program Plan must be submitted **on or before March 1, 2017** along with **two** paper copies and mailed to the New Jersey State Department of Education, Division of Early Childhood Education, 100 Riverview Plaza, P.O. Box 500, Trenton, NJ 08625-0500. An additional paper copy must also be sent to the executive county superintendent. The Budget Planning Workbook **must** be submitted in **Excel format**. Districts will be asked to resubmit Workbooks submitted in PDF format.

Using the instructions below, please complete the Microsoft Excel file entitled, “2017-18 District Budget Planning Workbook.” Use the District Budget Planning Workbook tables and schedule to inform the program components of the preschool plan.

**2017-18 Table 1: Current and Projected Preschool Enrollment**

Select your county and district name from the drop-down list. The spreadsheet will automatically fill in your projected universe of at-risk eligible children.

Enter enrollment information according to the directions printed on the table. Current enrollment numbers must match the district’s October 15, 2016 ASSA enrollment count. Classrooms cannot be budgeted for greater than 18 enrolled students for former ECPA districts and not greater than 20 enrolled students for former ELLI districts. Enrollment projections must be based upon reachable targets.

All students with Individualized Education Plans (IEPs) must be carefully accounted for and reported where indicated on Table 1. This includes classified students in district-operated programs, Head Start, and other private provider settings regardless of whether the students are in self-contained or regular education classroom settings. This also includes classified students being served in out-of-district placements. Children with IEPs, whether served in self-contained preschool disabled classrooms, regular education classrooms, or in out-of-district placements are not funded by Preschool Education Aid (PEA).

PEA should first be used to fund general education children who are eligible for free or reduced price lunch. If funds are available, they can then be used for children who are not eligible for free or reduced lunch. Districts should determine the total number of children it can serve using PEA, and identify children to receive free, state-funded preschool slots. The district may then charge tuition to any additional children served. PEA-funded children and tuition-funded children should be recorded separately in the district's enrollment projections for 2017-18.

**For district's contracting with private providers**, please note that it is not necessary to capture all tuition-funded children in a private providers' setting. It is only necessary to reflect the number of tuition-funded children who are registered with the district and therefore included in the district-operated preschool program.

### **2017-18 Table 2: Current and Projected Capacity**

For both current (2016-17) and projected (2017-18) classrooms, list each preschool classroom in each school or provider serving preschool students. Next, list the corresponding number of half- or full-day students in each classroom. The numbers entered must match the totals listed on Table 1. Check the messages at the bottom of the form to confirm that the current and projected enrollments entered on Table 2 match those entered on Table 1. If a "check table" message appears at the bottom of Table 2, please reexamine the numbers on both Table 1 and Table 2 for accuracy and consistency.

### **2017-18 Table 4: Teacher Education, Credentials, and Experience**

Districts must maintain updated records and documentation of the education and credentials for each preschool teacher in classrooms serving eligible preschool children, whether he/she teaches in a district-operated or contracted private provider classroom. Documentation must be on file with the district verifying the education and credentials of each teacher. This information must also be used to determine accurate salary levels based on district policy. Salary steps listed on Table 4 must match the steps listed on Schedule A.

Enter information on current education, certification, and salary step for each teacher in a classroom serving eligible preschool children (including those in provider settings) as of October 15, 2016. Include only teachers responsible for delivering the primary educational program in each classroom. The number of teachers listed on Table 4 must match the number of projected classrooms listed on Table 2. Additional lines may be added. If applicable, include any positions for 2016-17 that are unfilled at the time of budget submission by entering "To be hired" in place of the teacher's name. **Do not** include teacher aides or assistants, substitute teachers, master teachers, group teachers who do not teach in the classroom, special education teachers mandated by a child's IEP, relief teachers, or specialists (for art, music, physical education, etc.). Except where noted, enter the number "1" if the box applies to the teacher.

Select only one box under the "Highest Level of Education Attained" section for each teacher (i.e. select only BA/BS or Master's Degree or Doctoral Degree).

Select all boxes applicable as of October 15, 2016 for each teacher under the "Credentials and Certification" section (i.e. do not select CE or CEAS if the teacher already has a P-3).

Under "Foreign Language Proficiency," enter the following codes if the teacher is fully fluent and literate in a foreign language: 1=Spanish, 2=Korean, 3=Portuguese, 4=Creole (Haitian), 5=Arabic, 6=Gujarati, 7=Chinese, 8=Other.

Foreign degrees/certification cannot be counted on this form unless they have been translated and accepted.

### **2017-18 Table 4a: Teacher Assistant Education, Credentials, and Experience**

Districts must maintain updated records and documentation of the education and credentials for each preschool teacher assistant employed in district-operated or contracted private provider classrooms. Documentation must be on file with the district verifying the education and credentials of each teacher assistant. This information must be used to determine accurate salary levels based on district policy. Salary steps (when used by districts for teacher assistants) listed on Table 4a must match those listed on Schedule A.

Enter information on the current education, certification, and salary step for each teacher assistant in a classroom serving eligible preschool children (including those in provider settings) as of October 15, 2016. The number of teacher assistants listed on Table 4 must match the number of projected classrooms listed on Table 2. Additional lines may be added. If applicable, please include any positions for 2017-18 that are unfilled at the time of budget submission by entering "To be hired" in place of the teacher assistant's name. Do not include substitute teachers, master teachers, group teachers, teacher assistants mandated by a child's IEP, or specialists (for art, music, physical education, etc.). Except where noted, enter the number "1" if the box applies to the teacher assistant.

Select only one box under the "Highest Level of Education Attained" section for each teacher assistant (i.e. select only High School Diploma or Associate's Degree or BA/BS).

Complete all areas applicable as of October 15, 2016 for each teacher assistant under the "Credentials and Certification" section.

Under "Foreign Language Proficiency," enter the following codes if the teacher is fully fluent and literate in a foreign language: 1=Spanish, 2=Korean, 3=Portuguese, 4=Creole (Haitian), 5=Arabic, 6=Gujarati, 7=Chinese, 8=Other.

Foreign degrees/certification cannot be counted on this form unless they have been translated and accepted.

### **2017-18 Schedule A: District Personnel Detail**

Districts must use this form to itemize salaries, benefits, and salary steps (where applicable) for all educational program and administrative/support positions working with the preschool program in 2017-18. Enter the employee name, job title, salary, and benefits for 2016-17 and 2017-18 for each position. Use the Full Time Equivalent (FTE) column to indicate the portion of each person's time dedicated to the preschool program. Do not include employees from 2016-17 who will not be employed in 2017-18. If applicable, include any positions for 2017-18 that are

unfilled at the time of budget submission by entering “To be hired” in place of the employee’s name.

Select “yes” or “no” from the drop down box to indicate whether or not the district has a settled teachers’ salary contract for 2017-18.

### **2017-18 District Budget Planning Worksheet**

The district’s name and county will enter automatically based on the information provided on Table 1. Based on projected enrollment entered on Table 1, the district’s 2017-18 projected enrollment for general education students will appear at the top of the budget worksheet along with any projected tuition-pay preschoolers the district expects to serve.

In the section marked “2017-18 Projected Funding”, first enter the district’s 2017-18 PEA amount and any carryover funds the district plans to use in the 2017-18 school year. Next, enter any estimated General Funds the district plans to use for preschool in the 2017-18 school year and any estimated Other Funds the district plans to use. If the district is planning to enroll any children on a tuition basis, an estimate of that tuition must be included in the Other Funds section.

**\*At this time, we are recommending that districts budget using their 2016-17 PEA amount as a placeholder until official PEA amounts for the 2017-18 school year are made available.**

### **BUDGET LINE ITEMS**

In the line items described below, indicate the amount of PEA, general, and other funds that will be used to operate the district’s preschool program for general education preschoolers in the 2017-18 school year. Separate budget worksheets are not necessary for different age groups or lengths of day – the entire general education program should be captured on one budget worksheet.

The totals in each column must match the dollar amounts entered at the top of the worksheet. If column totals do not match the dollar amounts entered, an error message will appear.

### **INSTRUCTION**

#### **Salaries of Teachers (20-218-100-101)**

Allocate funds for teacher salaries, relief teacher salaries, teacher stipends for professional development, and stipends for substitute teachers on the line, “Salaries of Teachers.”

#### **Teacher Salaries**

The district must provide one certified/provisional teacher for each district classroom. Salaries and benefits must be determined by the district’s established policies and unique circumstances. Projected class sizes may not be greater than 18 children for former ECPA districts and not greater than 20 for former ELLI districts.

#### **Teacher Stipends for Professional Development**

Funds for teacher stipends for participation in professional development activities must include all teachers in district, Head Start, and other private provider programs, where applicable.



### Substitute Teachers

Funds allocated for substitute teachers must reflect the district's established policies.

### Other Salaries for Instruction (20-218-100-106)

Allocate funds for teacher assistant salaries and stipends for substitute teacher assistants on the line, "Other Salaries for Instruction."

### Teacher Assistant Salaries

The district must provide one teacher assistant for each district classroom. Salaries must be determined by the district's established policies and unique circumstances.

### Teacher Assistant Stipends for Professional Development

Funds for teacher assistant stipends for participation in professional development activities must include all assistants in district, Head Start, and other private provider programs, where applicable. However, stipends for provider/Head Start teacher assistants may alternatively be included on the line "Other Purchased Professional - Education Services."

### Substitute Teacher Assistants

Funds allocated for substitute teacher assistants must reflect the district's established policies.

### Unused Vacation Payment to Terminated/Retired Staff (20-218-100-199)

Prior to 2016-17, payments made to terminated or retired employees for unused vacation time made pursuant to contractual terms were budgeted and recorded in existing salary lines. Normal severance costs are payments (but not accruals) to separating employees for termination benefits and/or unused leave associated with normal turnover. Payments for unused vacation time under normal severance will now be budgeted and recorded in new salary lines using new object code 199. To facilitate the new coding, new lines have been added for the appropriation of these payments when the amount to actually be paid during the fiscal year is known, or reasonably estimable, at budget time. Actual payments made during the year are to be posted to the new object code, 199. The addition of the new lines facilitates greater transparency in budgeting and reporting. The new lines are also necessary for the department to comply with directives issued by the USDOE regarding the computation of Indirect Cost rates.

Note that if the unused vacation time payments are made as part of a mass severance package offered to a group of employees under certain programs approved by the State, those payments are budgeted and recorded on new line number 71226, account 11-000-291-298; not on the individual program lines. Abnormal or mass severance costs are payments associated with "mass or abnormal severance" e.g. ERIP (Early Retirement Incentive Programs) and are posted (in accordance with the NJ Minimum Chart of Accounts) as ERIP payments - an employee benefit cost - ERIP contribution.

### Purchased Professional and Educational Services (20-218-100-321)

Allocate funds for purchased professional services supporting the instructional program on the line, "Purchased Professional and Educational Services." Funding for contracted (outsourced) teacher assistants should be included in this line.



Other Purchased Services (20-218-100-500)

Allocate funds for field trips (excluding transportation) on the line, “Other Purchased Services.” Field trips should be educationally based and consistent with the district’s approved preschool curriculum. Districts should keep in mind that many appropriate field trips do not require fees or transportation. Funding for transportation needed for field trips should be allocated on the line “Contracted Services (Field Trips).”

Tuition to Other LEA’s within the State - Regular (20-218-100-561)

Allocate any funds for tuition paid to other LEA’s on the line, “Tuition to Other LEA’s within the State – Regular.” Funds should only be allocated on this line if the district will send resident eligible preschool students to another LEA through a Department-approved written agreement.

Supplies and Materials (20-218-100-600)

Allocate funds for classroom materials and supplies on the line, “Supplies and Materials”. This allocation may include all instructional materials and supplies to be used for the preschool program as well as any consumable materials and supplies for other staff who work directly with children in the classroom. If the district plans to withhold funding from contracting providers to purchase certain items, those withheld funds must be included in this line.

Other Objects (20-218-100-800)

Allocate any funds for goods and services not classified above on the line, “Other Objects.”

**SUPPORT SERVICES**

Salaries of Supervisors of Instruction (20-218-200-102)

Allocate salaries for in-district preschool administrative positions on the line, “Salaries of Supervisors of Instruction.” The district board of education must designate an in-district administrative position or positions to oversee the preschool program. Early childhood administrator salaries must reflect the district’s established policies.

Salaries of Principals/Assistant Principals/Program Directors (20-218-200-103)

Allocate salaries for principals and assistant principals in stand-alone early childhood education centers and schools on the line, “Salaries of Principals/Assistant Principals/Program Directors.” Principal/assistant principal salaries must reflect the district’s established policies.

Salaries of other Professional Staff (20-218-200-104)

Allocate salaries for nurses, any preschool intervention and referral team (PIRT) members and social workers on the line, “Salaries of other Professional Staff.” These salaries must reflect the district’s established policies.

Salaries of Secretarial & Clerical Assistants (20-218-200-105)

Allocate salaries for all secretarial/clerical assistants on the line, “Salaries of Secretarial & Clerical Assistants.” Salaries must reflect the district’s established policies.

Other Salaries (20-218-200-110)

Allocate salaries for any custodians and security guards on the line, “Other Salaries.”

Custodian

Custodians are recommended at a ratio of one for every six preschool classrooms in a stand-alone early childhood education center or school. Custodians' salaries must reflect the district's established policies.

Security Guard

Security guards are recommended at a ratio of one for each stand-alone early childhood education center or school. Security guards' salaries must reflect the district's established policies.

Family/Parent Liaison (20-218-200-173)

Allocate salaries for a community and parent involvement specialists (CPIS) on the line, "Family/Parent Liaison." Salaries must reflect the district's established policies. The district may combine this position with another position.

Facilitator/Coach (20-218-200-176)

Allocate salaries for any preschool master teachers on the line, "Facilitator/Coach." Salaries must reflect the district's established policies.

The district may combine the preschool master teacher position with another in-district position. Alternatively, districts may collaborate with one or more school district(s) to share the services of a master teacher, or contract with a county or regional educational services commission for master teacher services where the county or regional educational services commission is approved by the State Board to do so.

Unused Vacation Payment to Terminated/Retired Staff (20-218-200-199)

Prior to 2016-17, payments made to terminated or retired employees for unused vacation time made pursuant to contractual terms were budgeted and recorded in existing salary lines. Normal severance costs are payments (but not accruals) to separating employees for termination benefits and/or unused leave associated with normal turnover. Payments for unused vacation time under normal severance will now be budgeted and recorded in new salary lines using new object code 199. To facilitate the new coding, new lines have been added for the appropriation of these payments when the amount to actually be paid during the fiscal year is known, or reasonably estimable, at budget time. Actual payments made during the year are to be posted to the new object code, 199. The addition of the new lines facilitates greater transparency in budgeting and reporting. The new lines are also necessary for the department to comply with directives issued by the USDOE regarding the computation of Indirect Cost rates.

Note that if the unused vacation time payments are made as part of a mass severance package offered to a group of employees under certain programs approved by the State, those payments are budgeted and recorded on new line number 71226, account 11-000-291-298; not on the individual program lines. Abnormal or mass severance costs are payments associated with "mass or abnormal severance" e.g. ERIP (Early Retirement Incentive Programs) and are posted (in accordance with the NJ Minimum Chart of Accounts) as ERIP payments - an employee benefit cost – ERIP contribution.

Personnel Services – Employee Benefits (20-218-200-200)

Allocate funds for district early childhood employee benefits on the line, "Personnel Services – Employee Benefits." Benefits must reflect the district's established policies and match what is listed on Schedule A.

Purchased Educational Services - Contracted Pre-K (20-218-200-321) and/or Head Start (20-218-200-325)

If applicable, total funding to be allocated to contracting Head Start and/or other private provider agencies must be allocated on the lines, “Purchased Educational Services - Contracted Pre-K” and/or “Purchased Educational Services - Contracted Head Start”.

School districts may choose to purchase certain items for contracting private providers. Such items might include classroom materials and supplies, educational technology, playground equipment, substitute teacher services, and field trips. The district must subtract the amounts for district-purchased items from the provider’s total budget planning worksheet, holding these amounts at the district level to purchase the required items for the provider. If a district chooses to withhold funding from providers, the total amount indicated in these lines must not include that funding. Districts must include those funds in line “Supplies and Materials.”

The district should work with providers to develop a Provider One-Year Budget Planning Workbook reflecting the projected cost of delivering the preschool program meeting all state standards. The workbook template is available on the Department’s website.

Other Purchased Professional - Education Services (20-218-200-329)

Funds for professional development and parent workshops must be allocated on the line, “Other Purchased Professional - Education Services.”

Funds may be allocated for all district staff to receive district-wide staff development. However, this professional development may also include all teachers and all assistants in district, Head Start, and other private provider programs, where applicable. Funds should support consultant fees, materials and supplies, etc. Participant stipends for teacher and teacher assistants should be allocated on the lines, “Salaries of Teachers” and “Other Salaries for Instruction,” respectively.

Funds for out-of-district staff development may include registration fees for principals, vice-principals, assistant superintendents, directors, supervisors, and master teachers. Travel costs for out-of-district staff development must be allocated on the line, “Travel.”

Funds for parent workshops are meant to support district-wide parent nights, events at individual schools and centers, parent education workshops and classes, etc. Parent involvement activities should include families across the entire preschool program, including those served in contracting Head Start agencies and other private providers. Funds for parent workshops may also be allocated on the lines, “Other Purchased Professional Services” and “Supplies and Materials.”

Other Purchased Professional Services (20-218-200-330)

Funds for medical supplies and screenings may be allocated on the line, “Other Purchased Professional Services.” Funds for medical supplies and screenings should be used to support vision, hearing, and dental screenings, as well as district-wide supplies for district Early Childhood Education nurses. However, the preschool program is not meant to completely fund comprehensive medical services. Districts should collaborate with other appropriate agencies and organizations in their communities to utilize resources for child health and developmental screenings, such as Medicaid and FamilyCare.

Funds for parent workshops may also be allocated on this line.

Cleaning, Repair and Maintenance Services (20-218-200-420)

Funds for contracted services for security guard and/or custodial services should be allocated on the line, "Cleaning, Repair and Maintenance Services."

Rentals (20-218-200-440)

Funds for rental of space or office equipment should be allocated on the line, "Rentals."

Contracted Services - Transportation (Between Home & School) (20-218-200-511)

Districts may choose to allocate preschool education aid funds on the line, "Contracted Services - Transportation (Between Home & School)" for preschoolers who are not already included in the districts calculation of state aid for transportation.

Contracted Services (Field Trips) (20-218-200-516)

Funding for transportation needed for field trips may be allocated on the line, "Contracted Services (Field Trips)."

Travel (20-218-200-580)

Travel and accommodations for district staff development may be allocated in the line "Travel." Travel reimbursement costs for staff that routinely travel within the district as a part of their job responsibilities must also be included in this line.

Miscellaneous Purchased Services (20-218-200-590)

Interdistrict payments other than tuition and transportation should be reported in the line "Miscellaneous Purchased Services."

Supplies and Materials (20-218-200-600)

Office supplies and equipment (fax machines, office computers, office printers, office software, etc.) may be allocated on the line, "Supplies and Materials." Supplies for professional development workshops, parent workshops, medical screenings, and recruitment and outreach may also be included in this line.

Other Objects (20-218-200-800)

Funding for other recruitment and outreach expenses (e.g. newspaper advertisements) should be allocated on the line, "Other Objects." Allocations for goods and services not classified above may also be included on this line.

**FACILITIES ACQUISITION and CONSTRUCTION SERVICES**

Instructional Equipment (20-218-400-731)

Funds for classroom technology and furniture may be allocated on the line, "Instructional Equipment." Any funds for playground equipment must be included in this line.

Non-Instructional Equipment (20-218-400-732)

Funds for furniture and equipment not meant for use in the classroom should be allocated on the line, "Non-Instructional Equipment".

## TABLE 1: Current and Projected Preschool Enrollment

**Directions -- Please read before completing the form.**

1. Select your district name from the drop-down list. The spreadsheet will automatically fill-in your projected universe of eligible children.
2. Fill-in the remaining current and projected enrollment information below. Under "2016-17 Actual Enrollment," enter your actual enrollment numbers submitted to the Department on October 15, 2016. The totals and percentages below each table will calculate automatically.
3. Each row represents a mutually exclusive category. Do not count any child on more than one line, or an overcount will result.
4. Each child must be listed as either receiving a half-day education program or a full-day education program.
5. Only special education students who receive their entire instructional program in an inclusive environment should be listed under "Classified special education children in regular education classrooms (full-time only)."
6. Special education students who receive services exclusively in an out-of-district placement need not be counted on this form.

District Name:  Gloucester County, Glassboro

<b>Total Universe of Eligible Preschoolers</b>	330
2017-18 Projected Three-Year-Old Universe	165
2017-18 Projected Four-Year-Old Universe	165

### 2016-17 ACTUAL ENROLLMENT (10/15/2016)

	Three-Year-Olds		Four-Year-Olds	
	Half-Day Program	Full-Day Program	Half-Day Program	Full-Day Program
<b>In-District Programs</b>				
General education children in general education classrooms	38		72	
Classified special education children in general education classrooms (full-time only)				
Classified special education children in self-contained preschool disabled classrooms	6	1	3	1
Classified special education children in out-of-district placements				
<b>Contracted Head Start Programs</b>				
General education children in general education classrooms				
Classified special education children in general education classrooms (full-time only)				
<b>Other Contracted Private Provider Programs</b>				
General education children in general education classrooms				
Classified special education children in general education classrooms (full-time only)				
Classified special education children in self-contained preschool disabled classrooms				
<b>Total Current Enrollment</b>	<b>44</b>	<b>1</b>	<b>75</b>	<b>1</b>
<b>Total Projected General Education Enrollment</b>		<b>38</b>	<b>72</b>	
<b>Universe of Eligible General Education Children</b>		<b>330</b>		
<b>Proportion of Universe Served</b>		<b>33.3%</b>		

### 2017-18 PROJECTED ENROLLMENT

	Three-Year-Olds		Four-Year-Olds	
	Half-Day Program	Full-Day Program	Half-Day Program	Full-Day Program
<b>In-District Programs</b>				
General education children in general education classrooms (PEA Funded)	40		75	
Classified special education children in regular education classrooms (full-time only)				
Classified special education children in self-contained preschool disabled classrooms	5	3	6	
Classified special education children in out-of-district placements				
Preschoolers in tuition-paid slots				
<b>Contracted Head Start Programs</b>				
General education children in general education classrooms (PEA Funded)				
Classified special education children in general education classrooms (full-time only)				
<b>Other Contracted Private Provider Programs</b>				
General education children in general education classrooms (PEA Funded)				
Classified special education children in general education classrooms (full-time only)				
Classified special education children in self-contained preschool disabled classrooms				
Preschoolers in tuition-paid slots (part of district program)				
<b>Total Projected Enrollment (All Children)</b>	<b>45</b>	<b>3</b>	<b>81</b>	<b>-</b>
<b>Total Projected General Education Enrollment (PEA Funded Children)</b>		<b>40</b>	<b>75</b>	
<b>Universe of Eligible General Education Children</b>		<b>330</b>		
<b>Proportion of Universe Served</b>		<b>34.8%</b>		





**Table 2: Current and Projected Preschool Class Sizes**

District:

**DIRECTIONS:**

1. Your district name will be automatically entered from Table 1.
2. Please provide the the actual and projected enrollment of preschool children for every **classroom** in the program. For the 2017-18 school year, enter enrollment information submitted to the Department on **October 15, 2016**.
3. Each row should represent the daily schedule for that particular classroom.
4. The preschool totals will calculate automatically, and you will be alerted if these totals do not match the totals in Table 1.

Name of School / Provider	Classroom Number	2016-17 Number of Children Enrolled (10/15/2016)			2017-18 Number of Children Projected		
		Half-Day Session 1	Half-Day Session 2	Full-Day Program	Half-Day Session 1	Half-Day Session 2	Full-Day Program
Sample School	Classroom #1	15	15	-	15	15	-
Sample School	Jane Doe #1	-	-	21	-	-	21
<b>District Classrooms Serving General Education and Inclusion Preschoolers</b>							
J. Harvey Rodgers School	Linda Keith	13	12				
J. Harvey Rodgers School	Barbara Fortini	10	10				
J. Harvey Rodgers School	Patricia Kately	10	9				
J. Harvey Rodgers School	Renee Vanartsdalen	11	13				
J. Harvey Rodgers School	Kelly Franklin-Moxey	13	9				
<b>District Preschool Classrooms Serving Self-Contained Preschoolers</b>							
J. Harvey Rodgers School	Melissa Mickle	6	3				
J. Harvey Rodgers School	Andrea Foglietta			2			
<b>Out-of District Placements for Self-Contained Preschoolers</b>							
<b>Head Start Teachers</b>							
<b>Other Private Provider Teachers</b>							
<b>Total Preschool Enrollment</b>		121			0		
Current preschool enrollment correctly matches your totals in Table 1.							
Projected preschool enrollment does not match your totals in Table 1. Please correct.							





# 2017-18 TABLE 4: Preschool Teacher Education, Credentials, and Experience

District: Gloucester County, Glassboro

Districts must maintain updated records and documentation of the education and credentials for each preschool teacher in a classroom serving eligible preschool children, whether he/she teaches in a district-operated or contracted private provider classroom. The information entered in this table must reflect this documentation. Note: Pursuant to N.J.S.A. 18A:26-2 any person employed as a teaching staff member by a district board of education shall hold a valid and appropriate certificate.

**DIRECTIONS:**

1. Provide the following information for each teacher in a classroom room serving eligible preschool children (including those in provider settings) as of October 15, 2016. If necessary, indicate any positions for 2017-18 that are unfilled at the time of budget submission by entering "To be hired" in place of the teacher's name.
  2. Include **only** teachers responsible for delivering the primary educational program in each classroom. Do **not** include teacher aides or assistants, substitute teachers, master teachers, group teachers who do not teach in the classroom, special education teachers mandated by a child's IEP, relief teachers, or specialists (for art, music, physical education, etc.).
  3. Except where noted, enter the number 1 if the check box applies to the teacher.
  4. Select **only one** box under the "Highest Level of Education Attained" section for each teacher (i.e. select only High School Diploma or BA/BS or Master's Degree or Doctoral Degree).
  5. Select all boxes applicable as of October 15, 2016 for each teacher under the "Credentials and Certification" section (i.e. do not select CE or CEAS if the teacher has a P-3).
  6. Under "Foreign Language Proficiency," enter the following codes if the teacher is fully fluent and literate in a foreign language: 1=Spanish, 2=Korean, 3=Portuguese, 4=Creole (Haitian), 5=Arabic, 6=Gujarati, 7=Chinese, 8=Other.
- \*Foreign degrees/certification cannot be counted on this form unless they have been translated and accepted.

Name of School / Provider	Name of Teacher		Date of Hire (m/d/yyyy)	Hiring/ Experience			Highest Level of Education Attained			Early Childhood Education Credentials and Certification (Select all that apply)							Language Abilities		
	Last Name	First Name		Total Years of Experience as Lead Teacher in Preschool	Preschool Teaching Experience (in years) with Standard, Qualifying Certification	Current Salary Step	BA/BS	Master's Degree	Doctoral Degree	P-3	Nursery (N-K)	Elementary (K-8) +2 years Preschool Exp.	Special Education	CEAS for P-3	CE for P-3	Alternate Route	Bilingual/Bicultural/ESL Certified (Yes=1, No=0)	Foreign Language Proficiency (See codes)	
Sample School	Doe	Jane	09/01/01	1	0	2	1							1					
Sample School	Doe	John	09/01/96	6	5	4													
<b>In-District Regular/Inclusion Teachers</b>																			
J. Harvey Rodgers School	Keith	Linda	10/07/94	0	3	1													
J. Harvey Rodgers School	Fortini	Barbara	09/04/01	0	24	1													
J. Harvey Rodgers School	Vanartsdalen	Renee	09/01/01	0	19	1													
J. Harvey Rodgers School	Kately	Patricia	09/01/95	0	23	1													
J. Harvey Rodgers School	Franklin-Moxey	Kelly	12/17/07	0	5	1													







# 2017-18 TABLE 4a: Teacher Assistant Education, Credentials, and Experience

District: Gloucester County, Glassboro

Districts must maintain updated records and documentation of the education and credentials for each preschool teacher assistant in a classroom serving eligible preschool children, whether he/she teaches in a district-operated or contracted private provider classroom. The information entered in this table must reflect this documentation.

**DIRECTIONS:**

1. Provide the following information for **each teacher assistant in a classroom serving eligible preschool children (including those in provider settings)** as of October 15, 2016. If necessary, please indicate any positions for 2017-18 that are unfilled at the time of budget submission by entering "To be hired" in place of the teacher assistant's name.
2. Do not include substitute teachers, master teachers, group teachers, teacher assistants mandated by a child's IEP, or specialists (for art, music, physical education, etc.).
3. Except where noted, enter the number 1 if the box applies to the teacher assistant.
4. Select **only one** box under the "Highest Level of Education Attained" section for each teacher assistant (i.e. select only High School Diploma or Associate's Degree or BA/BS).
5. Complete **all** areas applicable as of October 15, 2015 for each teacher assistant under the "Credentials and Certification" section.
6. Under "Foreign Language Proficiency," enter the following codes if the teacher is fully fluent and literate in a foreign language: 1=Spanish, 2=Korean, 3=Portuguese, 4=Creole (Haitian), 5=Arabic, 6=Gujarati, 7=Chinese, 8=Other.

\*Foreign degrees/certification cannot be counted on this form unless they have been translated and accepted.

Name of School / Provider	Name of Teacher		Hiring/ Experience			Highest Level of Education Attained (Select only One)			Early Childhood Education Credentials and Certification (Select all that apply)			Language Abilities	
	Last Name	First Name	Date of Hire (mm/dd/yyyy)	Total Years of Experience as Teacher or TA in Preschool	Current Salary Step	High School Diploma	Associate's Degree	BA/BS or higher	CDA	Number of Hours Towards CDA	Other Certification	Bilingual/Bicultural/ESL Certified (Yes=1, No=0)	Foreign Language Proficiency (See codes)
<i>Sample School</i>	<i>Doe</i>	<i>Jane</i>	<i>09/01/01</i>	<i>0</i>	<i>2</i>	<i>1</i>							
<i>Sample School</i>	<i>Doe</i>	<i>John</i>	<i>09/01/96</i>	<i>5</i>	<i>4</i>			<i>1</i>			<i>1</i>	<i>1</i>	<i>5</i>
<b>In-District Regular/Inclusion Teacher Assistants</b>													
J. Harvey Rodgers School	Armstrong	Channon	01/20/87	20		1							
J. Harvey Rodgers School	Steponick	Kayley	09/01/16	1		1							
J. Harvey Rodgers School	Molano	Lorraine	09/14/15	2			1						
J. Harvey Rodgers School	TBD												
J. Harvey Rodgers School	Schopfer	Roseann	09/23/10	7		1							
<b>Head Start Teacher Assistants</b>													
<b>Other Private Provider Teacher Assistants</b>													



# 2017-18 SCHEDULE A: District Personnel Detail

District: Gloucester County, Glassboro

**DIRECTIONS:**

- Districts must use this form to itemize salaries, benefits, and salary step (if applicable) for **all** required preschool positions (Educational Program positions and Administrative/Support positions).
- Both full-time and part-time employees should be included.**
- Full-time salary and benefit equivalent should be reported for all part-time employees.**
- Do not include employees from 2016-17 who will not be employed in 2017-18.
- Select "yes" or "no" from the drop down box to indicate whether or not the district has a settled teachers' salary contract for 2016-17.

**District's teacher salary scale settled for the 2017-18 school year?**  

Employee Name	Job Title	Full-Time Equivalent	Salary Step (if applicable)	2016-17		2017-18	
				Salary	Benefits	Salary	Benefits
<b>SAMPLE: John Doe</b>	Teacher	1.00	M2	\$ 50,000	\$ 9,000	\$ 58,000	\$ 9,000
<b>SAMPLE: Jane Doe</b>	Clerical Worker	1.00	n/a	\$ 45,000	\$ 6,250	\$ 52,200	\$ 6,406





**New Jersey Department of Education  
Office of Early Childhood Education**

**Early Childhood Program Aid  
2017-18 Former ECPA/ELLI DISTRICT BUDGET STATEMENT**

District: Gloucester County, Glassboro

**2017-18 PROJECTED GENERAL EDUCATION PRESCHOOL ENROLLMENT (PEA-Funded Children):**

Preschool Three-Year-Olds Half-Day	40
Preschool Three-Year-Olds Full-Day	0
Preschool Four-Year-Olds Half-Day	75
Preschool Four-Year-Olds Full-Day	0

**2017-18 PROJECTED PRESCHOOL ENROLLMENT (Tuition-Funded Children):**

Preschool Half-Day	0
Preschool Full-Day	0

**2017-18 PROJECTED FUNDING**

2016-17 Preschool Education Aid (PEA)	
Available PEA Carryover	
2016-17 General Funds used for Preschool	
2016-17 Estimated Other Funds (Including Tuition)	

EXPENDITURE CATEGORY	FUNCTION/ OBJECT CODES	PEA (Including any estimated PEA Carryover)  2017-18	GENERAL FUND  2017-18	OTHER FUNDS (Including Tuition)  2017-18
<b>INSTRUCTION</b>	<b>20-218-100-</b>			
Salaries of Teachers	100-101			
Other Salaries for Instruction	100-106			
Unused Vacation Payment to Terminated/Retired Staff	100-199			
Purchased Professional and Educational Services	100-321			
Other Pur. Serv. (400-500)	100-500			
Tuition to Other LEA's within the State - Regular	100-561			
Supplies and Materials	100-600			
Other Objects	100-800			
<b>SUBTOTAL INSTRUCTION</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>SUPPORT SERVICES</b>	<b>20-218-200-</b>			
Sal. of Supervisors of Instr.	200-102			
Sal. of Principals/Asst. Principals/Program Directors	200-103			
Sal. of other Professional Staff	200-104			
Sal. of Secretarial & Clerical Assistants	200-105			
Other Salaries	200-110			
Family/Parent Liaison	200-173			
Facilitator/Coach	200-176			
Unused Vacation Payment to Terminated/Retired Staff	100-199			
Personnel Serv.-benefits	200-200			
Purchased Prof.-Ed. Services - Contracted Pre-k	200-321			
Purchased Prof.-Ed. Services - Head Start	200-325			
Other Purchased Prof.-Educational Services	200-329			
Other Purchased Prof. Services	200-330			
Cleaning, Repair and Maintenance Services	200-420			
Rentals	200-440			
Contracted Services - Transp (Btw Home & Sch.)	200-511			
Contr Trans Serv (Field Trips)	200-516			
Travel	200-580			
Miscellaneous Purchased Services	200-590			
Supplies and Materials	200-600			
Other Objects	200-800			
<b>SUBTOTAL - SUP. SERV.</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>FACILITIES ACQ. CONSTR. SERVICES</b>	<b>20-218-400-</b>			
Instructional Equipment	400-731			
Noninstructional Equipment	400-732			
<b>SUBTOTAL - FAC. ACQ. &amp; CONSTRUCTION</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

