

Glassboro Public Schools



MEMO

To: Dr. Mark Silverstein, Superintendent of Schools

From: Dr. Robert Preston, Chief Academic Officer

Date: May 18th, 2021

Re: Memo
May 26th Board Mtg.

Recommend board approval for submission and acceptance of the NJIETA Systemic Change grant application for the J. Harvey Rodgers school. (See CST attachment for details on the grant)

GLASSBORO SCHOOL DISTRICT

Monthly Board Items

Date Submitted: 5/14/21

Proposed Effective Date: 2021 – 2024 school years

Short description (title): Application for NJIETA Systemic Change grant

Submitted by:
Catherine Torbik

Building:
Rodgers

Proposed cost/amount:
n/a

ESY:

Funded through:
NJIETA grant

Grade(s) impacted if any:
Pre-school

Board Action Requested: (informational)

Rodgers will apply for the NJIETA Systemic Change grant.

Details and ramifications:

Systemic Change Facilitation a three-to-five-year partnership between your school and an Inclusion Facilitator provided through the NJIETA project. This partnership requires a commitment at the school and district level to make substantial changes in the operation and function of the school in order to implement inclusive practices, policies, and culture.

During the partnership, the school will develop or utilize an existing team to lead the effort. The team will review the Quality Indicators for Inclusive Schools and use that as a guide to develop an action plan and establish priorities for implementation. The Inclusion Facilitator will meet with the team on a monthly basis to build capacity around the priorities identified in the school's action plan and provide corresponding onsite training and coaching.

The Inclusion Facilitator and school administration shall provide quarterly updates to district leadership on action plan progress and any challenges to implementation that may arise.

Positives: Principal, Director of Special Services and Case Manager met with NJIEA coordinators to discuss inclusive opportunities at Rodgers and feel that participation in this grant will provide the facilitated support in conjunction with training and data collection to build a fully inclusive pre-school program.

Concerns:

Supporting any needed release time for staff to fully participate will be the biggest challenge.

Other Comments:

FOR OFFICE USE ONLY:

Board Date: _____

Approved: Y or N

Index #: _____



Application Form for Systemic Change Facilitation Pre-K Sites with Preschool Expansion Funds

This is the application form for a three to five-year partnership between your district and a facilitator funded through the New Jersey Inclusive Education Technical Assistance project. This application is **ONLY** for those districts that are receiving Preschool Education Aid (PEA) or are Former Abbott districts. There is a separate application for districts not receiving this funding. If your district currently receives Early Childhood Program Aide (ECPA) or Early Launch to Learning Initiative funding (ELLI) but not PEA funding, please use the other application.

The information provided below will allow us to assess readiness to make significant change in preschool placements and practices. **Please complete the information with the anticipated numbers for the 2021-2022 school year.** If your district does not currently have an administrator in one of the roles requested or that administrator is an interim administrator, please identify that in the documentation below.

District: Glassboro Public Schools

County: Gloucester

Contact Name: Catherine Torbik

Title: Director of Special Services

Contact E-mail address: ctorbik@gpsd.us

Contact Telephone Number: (856) 652-2700 ext 6405

Preschool Program Information

Please list the number of schools/sites where there are preschool classrooms (special education and general education). Please include sites where you plan to have classrooms in the 2021-2022 school year.

District School Site(s) 1

Private Childcare Partner Site(s)

Head Start Partner Site possibly 1

For District Sites Only

Total Number of half-day general education preschool classes including students with IEPs
 n/a

Total Number of full-day general education preschool classes including students with IEPs
 6

Total Number of half-day general education preschool classes not including students with IEPs
_____ n/a _____

Total Number of full-day general education preschool classes not including students with IEPs
_____ 1 _____

Total Number of half-day PSD preschool disabled classes _____ n/a _____

Total Number of full-day self-contained autism/ABA preschool classes _____ 2 _____

Partner Sites (Private Childcare or Head Start) Only

Total Number of full-day general education preschool classes including students with IEPs _____ 1 _____

Total Number of full-day general education preschool classes not including students with IEPs

Student Information

Total Number of preschoolers with IEPs _____ 29 _____

Total Number of preschoolers without IEPs _____ 76 _____

Total Number of preschoolers with 504 plans _____ 0 _____

Total Number of preschoolers with English Language Learners (ELL) status _____ 2 _____

Percentage of students Free or Reduced Lunch _____ 29% _____

Programmatic Information

Preschool Curriculum _____ Creative Curriculum _____

How many years has this curriculum been implemented? _____ 5 _____

Does your district offer full-year programs for students with and without IEP's? _____ Yes ___x___ No

Number of Preschool Master Teachers/Instructional Coaches supporting classrooms in the school?
_____ 1 _____

Is there a Specialized Master Teacher/Instructional Coach for Inclusion? _____ Yes _____x___ No

Is there a Specialized Master Teacher for ELL? _____ Yes ___x___ No

Is there a Preschool Intervention Referral Team (PIRT) or Preschool Intervention Referral Specialist (PIRS) in your program? _____x___ Yes _____ No

Is there a Community and Parent Involvement Specialist (CPIS) in your program? _____ Yes
___x___ No

Is your district's preschool program enrolled in Grow NJ Kids (GNJK) Quality Rating Improvement?
___x___ Yes _____ No

Have preschool teachers received Pyramid Model training? _____x___ Yes _____ No

NJIETA Administrator Commitments

Principal/Program Supervisor Commitment Signature Page

Instructions:

1. Read the NJIETA brochure that describes the systemic change framework.
2. Listen to the NJIETA Orientation webinar using the link provided (if you did *not* attend the live session).
3. Initial next to each of the commitments which follow.
4. Provide your signature.

Initials	To support initiation of the systemic change process and implementation of the plan for managing this change process (which will be developed during NJIETA's work with your school), I commit to:
	Learning about the Preschool Inclusive Education Quality Indicators and systemic change process within which these indicators will be utilized to facilitate the implementation of more inclusive school policies, structures, and practices by attending NJIETA trainings, meetings, and/or reading materials.
	Being willing to alter preschool staff schedules to provide adequate planning time and other supports for collaborative teams to work together on an ongoing basis to maximize the learning and development of children with disabilities.
	Being willing to recognize that there is a need for change regarding inclusion of students with disabilities, which is important enough to merit using the energy and resources that are required for implementing a systemic change process.
	Reflecting on existing school policies and structures (such as the staff schedule or teacher collaborative models) in order to determine necessary revisions which will facilitate the implementation of more inclusive school policies, structures, and practices.
	Involving stakeholders, including educators, and parents in reviewing current school policies, structures, and practices.
	Being willing to align current and ongoing district-wide and school-wide initiatives to support inclusive policies and practices.
	Supporting the development and ongoing functioning of a Systemic Change Team to guide this process by: <ul style="list-style-type: none"> ● the Principal or Program Supervisor acting as team coordinator who will attend all team meetings and function as an active participant in this process; ● identifying a Systemic Change Team which includes at least one general educator, one special educator, and one member of the CST team; ● providing release time for the Systemic Change Team to attend trainings; ● providing release time for the Systemic Change Team to meet at the school each month for 2-3 hours for planning, action plan development; ongoing problem solving; and modeling effective team collaboration practices.

	<ul style="list-style-type: none"> Supporting data-based decision making by working with the NJIETA team to ensure that there is sufficient access to data regarding student placement and performance for use in this process.
	<p>Supporting implementation of systemic change practices by:</p> <ul style="list-style-type: none"> championing the inclusion of students with disabilities in all areas and aspects of school life; being actively involved in the action planning process; making public statements to staff and families in support of this process and its desired outcomes; assisting the Systemic Change Team with decision making; providing the staff with access to professional development related to this process; providing time for regular updates regarding this process at staff and/or department meetings; providing school-wide communications about implementation of practices; and meeting with the designated NJIETA Inclusion Facilitator and district administration at least 4 times a year to coordinate planning and support activities.
	<p>Providing professional development time and time for teacher teams to collaborate in order to support effective inclusive instructional and pedagogical practices.</p>
	<p>Working with the designated NJIETA Inclusion Facilitator to develop an action plan that articulates the annual goals and process steps that will be used to increase inclusive policies and practices in my school and supporting the implementation of that plan.</p>
	<p>Budgeting for seed money to support the Systemic Change Team to acquire materials needed for implementation of the action plan (e.g., interventions, materials, tools, etc.).</p>
	<p>Being available for meetings or by phone/email to the NJIETA Inclusion Facilitator assigned to my building when they need to discuss matters with me.</p>

My signature below affirms that I have read the NJIETA Brochure, watched the orientation webinar and commit to working collaboratively with the NJIETA Team to support the development and implementation of Positive Behavior Intervention and Supports.

Building Principal/Program Supervisor Signature: _____
Date: _____

NJIETA Administrator Commitments

Director of Special Services Signature Page

Instructions:

1. Read the NJIETA brochure that describes the inclusive education systemic change framework.
2. Listen to the NJIETA Orientation webinar using the link provided (if you did not attend the live session).
3. Initial next to each of the commitments below.
4. Provide your signature.

Initials	To support initiation of the systemic change process and implementation of the plan for managing this change process (which will be developed during NJIETA's work with this district), I commit to:
	Learning about the Preschool Inclusive Education Quality Indicators and systemic change process within which these indicators will be utilized to facilitate the implementation of more inclusive school policies, structures, and practices by attending NJIETA trainings, meetings, and/or reading materials.
	Being willing to recognize that there is a need for change regarding inclusion of students with disabilities which is important enough to merit using the energy and resources that are required for implementing a systemic change process.
	Assigning a District Liaison and providing that staff member release time to function as an internal Inclusion Facilitator for the District.
	Providing release time to special services personnel assigned to the building to attend training sessions related to this project.
	Supporting special services personnel assigned to the building to participate in designated meetings to discuss development and implementation of this project.
	Working with building administration to actively support the implementation of inclusive policies and practices.
	Working with building administration to secure seed money to support the acquisition of materials needed for implementation of the systemic change action plan (e.g., interventions, materials, tools, etc.).
	Providing visible support for key events at the school related to this project.
	Regularly accessing updates regarding the progress of this project and implementation of inclusive policies and practices at the school.

My signature below affirms that I have read the NJIETA Brochure, watched the orientation webinar and commit to working collaboratively with the NJIETA Team to support the development and implementation of Positive Behavior Intervention and Supports.

Director of Special Services Signature: _____ **Date:** _____

NJIETA Administrator Commitments

Superintendent Signature Page

Instructions:

1. Read the NJIETA brochure that describes the tiered intervention framework.
2. Listen to the NJIETA Orientation webinar using the link provided (if you did not attend the live session).
3. Initial next to each of the commitments below.
4. Provide your signature.

Initials	To support implementation of the Inclusive Education, I commit to:
	Learning about the Preschool Inclusive Education Quality Indicators and systemic change process within which these indicators will be utilized to facilitate the implementation of more inclusive school policies, structures, and practices by attending NJIETA trainings, meetings, and/or reading materials.
	Being willing to recognize that there is a need for change regarding inclusion of students with disabilities which is important enough to merit using the energy and resources that are required for implementing a systemic change process.
	Being willing to prioritize the inclusive education project and align current and ongoing district-wide and school-wide initiatives to support inclusive policies and practices.
	Regularly accessing updates regarding the progress of this project.
	Sharing information about NJIETA with other Administrators in the district at Leadership Meetings on at least a quarterly basis.
	Supporting the release time of designated school personnel to participate in training and development activities related to this project.
	Supporting opportunities for implementing schools to present a summary of this project to key leadership groups in the district (e.g., Board of Education, etc.).
	Supporting coordination of requests by the school for NJIETA activities with key district personnel (e.g., Business Administrator).
	Providing visible support for key events at the school related to this project.
	Affirming the work of the Principal/Program Supervisor and Systemic Change Team (e.g., talking about implementation updates and progress at a Board of Education meeting).

My signature below affirms that I support the school's participation in the NJIETA initiative.

District Superintendent Signature: _____ **Date:** _____

Required Data for School Application

District's Special Education Placement Rates

Time spent in the general education classroom in the presence of non-disabled peers.

	80% of the day or more	40-79% of the day	Less than 40% of the day	Out-Of-District
District's placement percentages here	51%	18%	17%	12%

Applying School's Special Education Placement Rates

Time spent in the general education classroom in the presence of non-disabled peers.

	50% of the day or more	40-79% of the day	Less than 50% of the day	Out-Of-District
School's placement percentages here	55%		41%	3%