## New Jersey Department of Education Division of Early Childhood Education One-Year Preschool Program Plan Update for 2016-17 Former ECPA/ELLI School Districts

The purpose of this One-Year Preschool Program Plan update is to provide the Division of Early Childhood Education (DECE) with a detailed description of your plan for the implementation of the preschool program and associated costs for serving preschool children in the 2016-17 school year using Preschool Education Aid (PEA), as detailed in New Jersey Administrative Code (N.J.A.C.) 6A:13A.

This plan, once approved, will replace your school district's last approved one-year operational plan from the 2015-16 school year. Please note Districts are required to answer the questions at the end of each section.

Submission Instructions: An electronic copy of the completed materials along with two paper copies must be submitted to the New Jersey State Department of Education, Division of Early Childhood Education, P.O. Box 500, Trenton, NJ 08625-0500 on March 1, 2016. A copy of the materials must also be submitted to the county office.
The following must be submitted:

- The narrative update section (this document) of the One-Year Preschool Program Plan update;
- The District Budget Planning Workbook section of the One-Year Preschool Program Plan update that describes how many, and where children will be served, as well as how Preschool Education Aid will be expended in 2016-17;
- 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 DECE on or before April 1, 2016 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, 2016.
- 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, 2016.


## Instructions

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


## District Information



Telephone Number: 732-297-3427 Ext. 241 Fax Number:732-2975834 $\qquad$

E-Mail address: $\qquad$ kdamore@franklinboe.org $\qquad$

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

## Chief School Administrator's Signature <br> 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 Preschool Program Plan update for 2016-2017 are correct and complete.
Chief School Administrator's Signature
Date

## OUTREACH/PROGRAM DELIVERY

Recruitment and Outreach: Multiple recruitment strategies are being used.

1. List the strategies the district will use to recruit eligible preschool children, and describe how waiting lists will be handled. (Include the means of recruitment of hard to reach families).
A. Franklin Township uses a variety of public awareness strategies to recruit eligible preschool children. Specifically phone blasts, web postings, and paper postings at local churches/schools/administration office/businesses have been implemented.
B. A preschool enrollment form is used during registration. Age and residency are used to determine a child's eligibility. Once children are registered the parents receive free and reduced lunch forms. We do have a strategy in place for waiting lists. Students from waiting lists are placed in our classes as spaces become available and, through a recent expansion of preschool, we have actively solicited students in academic (determined by our testing instrument) and financial need.
2. Describe what research has been conducted to determine which recruitment method(s) have been most effective in reaching hard-to-reach populations and/or under-served groups The district is currently developing methods to research and evaluate effectiveness in this area. For our bilingual population, we have conducted phone blasts in Spanish in order to reach this particular population.
3. Does the district have sufficient capacity to serve all children that wish to enroll? If no, describe your district's short and long term plans to serve additional children. Although the district has expanded its preschool program, we have not been able to serve all children who enrolled. Sixty plus students remained on our waiting list for the 2015/2016 school year. The short-term plan is to increase by four more classrooms for 2016/2017. This should achieve full preschool enrollment.

## 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.

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

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

| Title | Name | Certification | Preschool <br> experience | Other <br> responsibilities |
| :--- | :--- | :--- | :--- | :--- |
| Preschool Coordinator | Kathleen <br> Damore | Supervisor | Yes <br> Coach Master <br> Teacher |  |
| Principal | Nicole Suri | Principal | Yes | FPS K-4 |
| Principal | William <br> Grippo | Principal | Yes | MAC K-4 |
| Principal | Al Fico | Principal | Yes | Hillcrest K-4 |
| Principal | Dr. Donna <br> Silbert- <br> Burnett | Principal | Yes | CON K-4 |
| Principal | Miguel Rivera | Principal | Yes | PGM K-4 |
| Principal | John Haney | Principal | Yes | EAS K-4 |
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2. 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.
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. The Interim Assistant Superintendent of Curriculum and instruction has convened a Pre- K Committee and holds quarterly meetings to discuss expansion strategies, facility augmentation and curriculum alignment.
I. Administrators are appropriately certified:
A. All district early childhood administrators hold the appropriate NJ Supervisors certificate and have experience in preschool education. The district is planning annual training for
our principals specific to preschool program planning and implementation. The District is planning to hire an Early Childhood Supervisor for the 2015/2016 school year.

## COACHES/MASTER TEACHERS (IF REVELANT)

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

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

## Master Teachers:

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

The master teachers have the following qualifications and experience:

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

We have a Preschool Master Teacher who meets all of the above qualifications. This person circulates among the 25 preschool classes in the District to provide academic support and guidance.

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

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

1. How is the function of the master teacher position(s) being fulfilled in the school district? Our Preschool Master Teacher schedules regular opportunities to meet with preschool classroom teachers to observe, consult, and reflect on children's learning and instructional practices. The Master Teacher, along with the preschool-Grade 5 Literacy Director, meets with Central Office administrators in assessing data and strategically expanding the preschool program to meet the population's needs.
2. Based on the needs of the student population, what specialized training will the master teacher(s) have? Check all that apply.
$\underline{X}$ Special education
X English language learner supports/Bilingual
X Other (please describe) General education preschool teaching and Positive Behavior Supports in the preschool classroom, ECERS 3 training
3. Who will serve in the position(s) of the master teacher? Provide the contact information below.

| Title | Name | Phone | Email | Other responsibilities <br> (if applicable) |
| :--- | :--- | :--- | :--- | :--- |
| Preschool <br> Coordinator/Preschool <br> Master Teacher | Kathleen <br> Damore | $732-297-3427$ | kdamore@franklin <br> boe.org | Special Education <br> ID meetings; <br> Eligibility meetings; <br> Annual review <br> meetings; <br> Early Childhood <br> Developmental <br> Center liaison |
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3. Based on the needs of the student population, what specialized training will the master teacher(s) or designee have? Check all that apply.
_X Special education
_X English language learner supports/Bilingual
_ Other (please describe)
4. Who will serve in the position(s) of the master teacher? Provide the contact information below.

| Title | Name | Phone | Email | Other <br> responsibilities <br> (if applicable) |
| :--- | :--- | :--- | :--- | :--- |
| Preschool | Kathleen | $732-297-$ | kdamore@franklinboe.org |  |


| Coordinator | Damore | 3427 |  |  |
| :--- | :--- | :--- | :--- | :--- |
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## CURRICULUM AND ASSESSMENT

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

Refer to the section on Curriculum and Program and The Learning Assessment and Documentation Process in the Preschool Program Implementation Guidelines. (http://www.state.nj.us/education/ece/guide/impguidelines.pdf).

1. Which of the following preschool curriculum will the school district adopt or are currently using?

Creative Curriculum
_ Curiosity Corner
X High/Scope
Tools of the Mind
_Other $\qquad$ (Describe)
2. What is the district's stage in implementing the preschool curriculum?
_ $1^{\text {st }}$ year - direct training from curriculum trainer/developer

- $2^{\text {nd }}$ year - direct training with a coaching focus
- $3^{\text {rd }}$ year-direct training with a coaching focus or coach with updates from curriculum trainer
_ $4^{\text {th }}$ year - coach with updates from curriculum trainer
- $5^{\text {th }}$ year - coach with updates from curriculum trainer
_ $\mathbf{X} \quad$ Other (please describe)
Our district has been using the High/Scope curriculum for 18 years

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

Curriculum Specific:
_ Fidelity Tool (Creative Curriculum)

- Implementation Self Assessment Guide (Curiosity Corner)
__XPreschool Quality Assessment (High/Scope)
_ Preschool Teacher Self-Reflection (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
_ Other (please describe)

4. What performance-based assessment will the school district use in preschool to inform instruction?
_ Teaching Strategies GOLD
_ Child Assessment Tool (Curiosity Corner)
_XChild Observation Record (High/Scope)
_ Work Sampling System (Tools of the Mind)
Currently we use a paper/pencil version of the COR. We hope to implement the computer-based version of the $C O R$ in 2016/2017. We administer quarterly benchmark assessments. This data is reviewed and interpreted by the Office of Assessment. Results from 2014-2015 show statistical significance in literacy and math metrics for kindergarten students that have had preschool verses those that have not.

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. We screen incoming preschool students (general education four-year-olds), and teachers monitor this information immediately in September. Teachers use the results of district common assessments and classroom observations to determine if a child needs to be referred to Intervention and Referral Services and, from there, to the Child Study team for further evaluation. NWEA MAP assessment will be implemented in 2016-17 school year to screen students prior to entry to kindergarten.
2. The NJ Division of Early Childhood Education recommends the following protocol for screening preschool children:

- Screening instruments are administered upon entry to the program within the 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 timeframe recommended by the screening instrument (usually within six weeks).
- Children, who fall into the "refer" category, or fall below the predetermined cutoff, after parental consent, are referred to the child study team (via written referral) for further, more in-depth evaluation.
- Parents are advised as to the purpose and results of the screening and notified both before and after the screening takes place.

Please describe any deviation from this protocol below.
Our district follows the above protocol.

## PROFESSIONAL DEVELOPMENT

## Professional Development: Structured classroom observation instruments are used to determine areas for 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)
_X_Preschool Quality Assessment (High/Scope)
Fidelity Checklist (Tools of the Mind)
_ X _ Other (please describe) NWEA MAP screening assessment
Cross Curricula:
X_ 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. For the 2016-2017 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).

PROFESSIONAL DEVELOPMENT PLAN

| Topic | Attendees | Dates | Trainer(s) | Cost |
| :---: | :---: | :---: | :---: | :---: |
| TBD | All Preschool Teachers | August 2016 | Kathleen Damore | 0 |
| TBD | All Preschool Teachers | $\begin{aligned} & \text { September } \\ & 2016 \end{aligned}$ | Kathleen Damore | 0 |
| TBD | All Preschool Teachers | October 2016 | Kathleen Damore | 0 |
| TBD | All Preschool Teachers | $\begin{aligned} & \text { November } \\ & 2016 \end{aligned}$ | Kathleen Damore | 0 |
| TBD | All Preschool Teachers | $\begin{aligned} & \text { December } \\ & 2016 \\ & \hline \end{aligned}$ | Kathleen Damore | 0 |
| TBD | All Preschool Teachers | January 2017 | Kathleen Damore | 0 |
| TBD | All Preschool Teachers | $\begin{aligned} & \text { February } \\ & 2017 \end{aligned}$ | Kathleen Damore | 0 |
| TBD | All Preschool Teachers | March 2017 | Kathleen Damore | 0 |
| TBD | All preschool Teachers | April 2017 | Kathleen Damore | 0 |
| TBD | All Preschool Teachers | May 2017 | Kathleen Damore | 0 |

## PROGRAM EVALUATION

Program Evaluation: The preschool program is evaluated annually.

Refer to the sections on Program Evaluation in the Preschool Program Implementation Guidelines. (http://www.state.nj.us/education/ece/guide/impguidelines.pdf)

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

Classroom Evaluation Instruments:
_ Creative Curriculum's Fidelity Tool
_ Curiosity Corner's Implementation Self Assessment Guide
_X High/Scope's Preschool Quality Assessment
_ Tools of the Mind's Fidelity Checklist
_ Early Childhood Environmental Rating Scale - Third Edition CLASS
_X_Supports for Early Literacy Assessment
X_ Preschool Classroom Mathematics Inventory
__ Other (please describe)
Program Evaluation Tools:
X Parent/Community surveys
_ Staff surveys
_ Administrator surveys
_ Center director surveys
_ Other (please describe)

Provide a summary below of how you will evaluate your program:
We will use the instruments indicated above to evaluate the preschool program and plan next steps.

We administer quarterly benchmark assessments. This data is reviewed and interpreted by the Office of assessment. Results from 2014-15 show statistical significance in literacy and math metrics for kindergarten students that have had preschool verses those that have not. We will continue to administer the benchmark assessments and monitor progress.

NWEA MAP is an added tool we will seek to implement.

## SUPPORTING ENGLISH LANGUAGE LEARNERS

Supporting English Language Learners: All English language learners receive support for home and English language acquisition in their natural preschool environment.

Refer to the sections on 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. Dual language immersion classrooms are optimal for supporting and developing both the home language and English

1. How many children based on the Home Language Survey speak a language other than English at home? $\qquad$ 126 $\qquad$
2. Of this amount how many students' based on teacher observation seem to have difficulty communicating in English? $\qquad$ 41 $\qquad$
3. How many bilingual preschool teachers will be employed in 2016-2017? TBD
4. What language(s) do they support? TBD
5. How many bilingual preschool assistants will be employed in 2016-2017? TBD
6. What language(s) do they support? TBD
7. How many preschool classrooms do not have a bilingual teacher or assistant?10
8. What is the name and title of the person(s) responsible for making decisions about serving preschool ELLs in the district?

| Name | Title | Phone | Email | Other <br> responsibilities (if <br> applicable) |
| :--- | :--- | :--- | :--- | :--- |
| Nicole Suri | Principal |  | nscott@franklinboe.org | Building Principal |
| Dr. Donna Silva- <br> Burrnett | Principal |  | dsilva- <br> burnett@franklinboe.org | Building Principal |
| John Haney | Principal |  | jhaney@franklinboe.org | Building Principal |
| Albert Fico | Principal |  | afico@franklinboe.org | Building Principal |
| William Grippo | Principal |  | wgrippo@franklinboe.org | Building Principal |
| Miguel Rivera | Principal |  | mrivera@franklinboe.org | Building Principal |

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-yearolds.
10. 

- Language rich classrooms
- Engaging children in oral language experiences
- Environmental print in dual languages
- Visual aides
- Phonemic awareness activities
- Finger plays, songs
- Daily music and movement activities
- Provide staff with learning opportunities around topics such as:
- Cultural awareness
- Early literacy
- Explicit vocabulary instruction
- Providing students with targeted support
- Gaining basic communication skills in the home languages of their students
- Questioning techniques
- Strategies to support literacy development that parents can use with their children at home

Include professional development to support teachers of English language learners in the Professional Development portion of this plan. Supporting ELL's is a part of our professional development plan for 2016/2017.

## SPECIAL EDUCATION AND INCLUSION

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

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

- Supports for IEP goals are provided within classroom activities and routines.
- Push-in and pull-out services are used on a limited basis.
- Classroom teachers participate in all meetings throughout the IEP process.
- Collaboration among teachers, special education staff, and intervention teams is built into the schedule.
- Expanded Preschool is available in each Elementary School. This allows greater access to integrated classrooms for students with disabilities to interact with typical peers.

1. Describe how many preschool children with disabilities the school district is currently serving in general education classrooms in addition to how many it projects that it will include in 2016-2017.

| Full-time, preschool disabled children in general education |  |
| :--- | :--- |
| $2015-2016$ | $2016-2017$ |
| 25 | 34 |

2. How many preschool children with disabilities will be enrolled in each general education classrooms? 2-3 per class

## INTERVENTION AND REFERRAL

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

1. THE CSEFEL Pyramid Model and Positive Behavior Supports is recommended by the NJ Division of Early Childhood Education to prevent and address challenging behaviors. Have you or your staff attended the 4-day CSEFEL (Pyramid Model \& Positive Behavior Supports) Training? The Preschool Coordinator attended this training in 2014 and has implemented these strategies in the program through multi-day PD opportunities.
2. If not, do you or your staff plan to enroll in the 4-day CSEFEL Pyramid Model and Positive Behavior Supports training? (http://csefel.vanderbilt.edu/)
3. If an alternative to the CSEFEL Pyramid Model and Positive Behavior Supports will be used, describe the program below.
4. The Preschool Intervention and Referral Team (PIRT or PIRT designee) is to consult with the classroom teacher to provide ongoing support through the coaching cycle of continuous improvement, and model appropriate strategies and techniques for teachers to address the needs of all preschool students and prevent and/or address challenging behaviors.
5. How will the district ensure regular collaboration (e.g. weekly meetings) with each of the following:

- Teachers,
- Parents,
- Other special services staff, or
- Child Study Teams when necessary

Classroom teachers contact building administrators, I\&RS members, the Preschool Coordinator, and parents for assistance with strategies to address challenging behaviors in the preschool classroom. When necessary members of the CST are contacted for followup.

## FAMILY AND COMMUNITY INVOLVEMENT

Family Involvement: There are multiple opportunities for families to be involved in district and in providers programs.

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

| Title | Name | Phone | Email | Other responsibilities |
| :---: | :---: | :---: | :---: | :---: |
| Guidance Counselors | Amy <br> Ruggirello |  | aruggirello@franklinboe.org | Connerly Road School |
|  | Jacqueline DeFilippis |  | jdefilippis@franklinboe.org | Elizabeth Avenue School |
|  | George Repetz |  | grepetz@franklinboe.org | Elizabeth Avenue School |
|  | Theresa Hrapsky |  | thrapsky@franklinboe.org | Franklin Park School |
|  | Jennifer Pasqua |  | jpasqua@franklinboe.org | Hillcrest School |
|  | Bonnie Kudwitt |  | bkudwitt@franklinboe.org | MacAfee Road School |
|  | Lynn Schussel |  | Ischussel@franklinboe.org | Pine Grove Manor |
| Social Workers | Mary Jo <br> Matinho |  | mmatinho@franklinboe.org | Pine Grove Manor, MacAfee Road School, Hillcrest School |
|  | Marilyn Yeager |  | myeager@franklinboe.org | Connerly Road School, Elizabeth Avenue School |
|  | Amparo Daniels |  | adaniels@franklinboe.org | Franklin Park School |
|  |  |  |  |  |

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

## Parent Workshops-TBD

Open door policy

## Monthly Family Nights

Parent/teacher conferences
3. Submit a copy of the survey that will be used to plan for meeting the particular needs of the community and families.
We are working to devise a survey for incoming families for this purpose to commence with 2016-2017 registration.

## HEALTH AND NUTRITION

Health, Safety, and Food Services: The educational process is strengthened and facilitated by improving and protecting the health status of children.

Refer to the section on Health and Nutrition in Health, Safety and Nutrition in the Preschool Program Implementation
Guidelines.(http://www.state.nj.us/education/ece/guide/impguidelines.pdf)
All preschool programs participate in the National School Breakfast Program and the National School Lunch Program. Preschool children should be served family style meals in their classrooms to optimize independence, language, and social skills.

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

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

All of the above are conducted by Certificated school nurses, or district RN's working under the guidance of the School Nurse.

1. What specific services will nurses provide to preschool children in district; provider and Head Start classrooms (if contracting)? Nurses provide health screenings, follow up on health records, communicate with staff about allergies or health issues, and provide health related training to staff. We are not contracted with Head Start.
2. Submit the 2016-2017proposed schedules of health screenings for preschool children. Health screenings are completed within the first $\mathbf{6 0}$ days of school and the last $\mathbf{6 0}$ days of school.
3. What health-related family education programs (e.g. nutrition, lead screening, asthma) will be provided in 2016-2017 (submit the 2016-2017 proposed parent education schedule)? We are devising health-related education programs to be delivered at
family school night events at each building.

## TRANSITION

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

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

1. What methods will be used to communicate to receiving teachers about children with disabilities transitioning from early intervention programs to preschool and all children transitioning from preschool to kindergarten? Teacher feedback, CST feedback, and parent feedback are used to help with the transition from preschool to kindergarten. The CST receives information from early intervention about incoming Preschool students with disabilities. Preschool teachers fill out placement cards and cumulative files that are passed on to kindergarten teachers. In addition students' literacy, writing, and math folders are sent to kindergarten teachers.
2. All school districts should have a P-3 transition team. Which positions will make up the district's team? The district does not currently have a formal P-3 Transition Team in place. We are working towards this goal.

| Name, | Tlle, |
| :--- | :--- |
| TBD | CST Members |
| TBD | Literacy and Math Coaches |
| TBD | Guidance Counselors |
| TBD | Bilingual Teachers |
| TBD | Special Education Teachers |
| Kathleen Damore | Preschool Coordinator |
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3. What strategies will be in place for preschool and kindergarten alignment of curriculum, standards, assessment, and professional development?
Grades K-3 teachers meet once per cycle for common planning with their Math and Literacy Coaches. Our Preschool Coordinator meets regularly with our preschool teachers to discuss and review curriculum and assessment. CCSS and district common assessments at each grade level are aligned and placed on Atlas Rubicon, our curriculum mapping software. Our teacher evaluation tool allows for Standards alignment. Much of the professional development offerings will revolve around these topics.
4. List projected transition activities for teaching staff, children and families for each of the categories below.

- From early intervention to preschool: Parents, early intervention consultant, and school CST members attend transition meetings to determine if a child needs to be evaluated for special education and related services.
- From home or other program preschool: An informational meeting is held for parents. Various methods of communication are offered to inform parents about preschool orientation, parent workshops, and school based offerings.
- From preschool to kindergarten: Tools utilized include articulation cards, informational meetings for parents and families, a letter sent in summer with Kindergarten placement indicated, Kindergarten orientation, and informal meetings with teachers.
- From Kindergarten to first grade; first grade to second grade; second grade to third grade: Tools utilized include articulation cards, Back to School Night, parent meetings and workshops, and literacy and writing folders that contain artifacts of students' work.


## 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 "2015-16 Actual Enrollment," enter your actual enrollment numbers submitted to the Department on October 15, 2015. 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.


## 2015-16 ACTUAL ENROLLMENT (10/15/2015)

|  | Three-Year-Olds |  | Four-Year-Olds |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Half-Day Program | Full-Day Program | Half-Day Program | Full-Day Program |
|  |  |  |  |  |
| General education children in general education classrooms | 0 | 0 |  | 238 |
| Classified special education children in general education classrooms (full-time only) | 0 | 0 |  | 25 |
| Classified special education children in self-contained preschool disabled classrooms | 0 | 27 |  | 16 |
| Classified special education children in out-of-district placements |  | 3 |  | 0 |
|  |  |  |  |  |
| Contracted Head Start Programs |  |  |  |  |
| General education children in general education classrooms |  |  |  |  |
| Classified special education children in general education classrooms (full-time only) |  |  |  |  |
|  |  |  |  |  |
| Other Contracted Private Provider Programs |  |  |  |  |
| 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 |  |  |  |  |
|  |  |  |  |  |
| Total Current Enrollment | - | 30 | $\cdot$ | 279 |
| Total Projected General Education Enroilment | 475 |  |  |  |
| Universe of Eligible General Education Children |  |  |  |  |
| Proportion of Universe Served | 50.1\% |  |  |  |

2016-17 PROJECTED ENROLLMENT


## Table 2: Current and Projected Preschool Class Sizes

District: $\quad$ Somerset County, Franklin Twp

## 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 2015-16 school year, enter enroliment information submitted to the Department on October 15, 2015.
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.


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## 2016-17 TABLE 4a: Teacher Assistant Education, Credentials, and Experience

District: $\qquad$
Districts must maintaln updated records and documentation of the education and credentials for each preschool teacher asslstant 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 documentatlon.

## DIRECTIONS:

1. Provide the following information for each teacher asslstant In a classroom serving ellgible preschool children (Including those in provider settings) as of October 15, 2015. If necessary, please Indicate any positions for 2016-17 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 substliute teachers, master teachers, group teachers, teacher assistants mandated by a child's $\operatorname{IEP}$, or speciallsts (for art, music, physical educatlon, etc.). 3. Except where noted, enter the number 1 if the box applies to the teacher assistant.
3. Select only one box under the "Highest Level of Education Attalned" sectlon for each teacher assistant (l.e select only High School Dlploma or Associate's Degree or BA/BS).
4. Complete all areas applicable as of October 15,2015 for each teacher assistant under the "Credentials and Certlfication" section.
5. Under "Foreign Language Proficiency," enter the following codes if the teacher is fully fluent and literate In a foreign language: $1=5$ panlsh, $2=$ Korean, $3 \approx$ Portugese, $4=$ Creole (Haltian), $5=A r a b i c, 6=G u j u r a t i$, $7=$ Chinese, $8=0$ ther.

DIRECTIONS:
6. Districts must
District: Somerset County, Franklin Twp
7. 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). Administrative/Support positions).
Both full-time and part-time em
8. Full-time salary and benefit equivalent should be reported for all part-time emplovees.
9. 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.

## 



# Early Childhood Program Aid 2016-17 DISTRICT BUDGET STATEMENT 

District: Somerset County, Franklin Twp

2016-17 PROJECTED GENERAL EDUCATION PRESCHOOL ENROLLMENT (PEA-Funded Children):

| Preschool Three-Year-Olds Half-Day | 0 |
| :--- | :---: |
| Preschool Three-Year-Olds Full-Day | 0 |
| Preschool Four-Year-Olds Half-Day | 0 |
| Preschool Four-Year-Olds Full-Day | 214 |

2016-17 PROJECTED PRESCHOOL ENROLLMENT (Tuition-Funded Children):

| Preschool Half-Day | 0 |
| :--- | :---: |
| Preschool Full-Day | 100 |

## 2016-17 PROJECTED FUNDING

| $2016-17$ Preschool Education Aid (PEA) | $\$ 857,123$ |
| :--- | ---: |
| Available PEA Carryover | $\$ 0$ |
| $2016-17$ General Funds used for Preschool | $\$ 1,319,093$ |
| $2016-17$ Estimated Other Funds (Including Tuition) | $\$ 590,000$ |


| EXPENDITURE CATEGORY | FUNCTION/ OBJECT CODES | PEA (mcluding any estimated PEA Carryover) $2016-17$ | GENERAL FUND 2016-17 | OTHER FUNDS (Including Tuition) <br> 2016-17 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTION | 20-218-100. |  |  |  |
| Salaries of Teachers | 100-101 | \$421,238 | \$561,523 | \$310,000 |
| Other Salaries for Instruction | 100-106. | \$174,840 | \$234,687 | \$100,000 |
| Unused Vacation Payment to Terminated/Retired Staff | 100-199 |  |  |  |
| Purchased Professional and Educational Services | 100-321 |  |  |  |
| Other Pur. Serv. (400-500) | 100-500 | \$10,575 | \$20,425 | \$10,000 |
| Tuition to Other LEA's within the State - Regular | 100-561 |  |  |  |
| Supplies and Materials | 100-600 | \$31,568 | \$13,205 | \$40,000 |
| Other Objects | 100-800 |  |  |  |
| SUBTOTAL INSTRUCTION |  | \$638,22^ | \$829,840 | \$460,000 |
|  |  |  |  |  |
| SUPPORT SERVICES | 20-218-200- |  |  |  |
| Sal. of Supervisors of Instr. | 200-102 | \$24,922 | \$85,078 |  |
| Sal. of Principals/Asst. Principals/Program Directors | 200-103 |  |  |  |
| Sal. of other Professional Staff | 200-104 |  |  |  |
| Sal. of Secretarial \& Clerical Assistants | 200-105 | \$7,050 | \$2,950 |  |
| Other Salaries | 200-110 |  | \$21,800 |  |
| FamilyParent Liaison | 200-173 |  |  |  |
| Facilitator/Coach | 200-176 |  |  |  |
| Unused Vacation Payment to Terminated/Retired Staff | 100-199 |  |  |  |
| Personnel Serv-benefits | 200-200 | \$186,930 | \$123,578 | \$130,000 |
| 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 |  | \$254,847 | \$0 |
| Contr Trans Serv (Field Trips) | 200-516 |  |  |  |
| Travel | 200-580 |  | \$500 |  |
| Miscellaneous Purchased Services | 200-580 |  |  |  |
| Supplies and Materials | 200-600 |  | \$500 |  |
| Other Objects | 200-800 |  |  |  |
| SUBTOTAL-SUP. SERV. |  | \$218,902 | \$489,253 | \$130,000 |
|  |  |  |  |  |
| FACILITIES ACQ, CONSTR. SERVICES | 20-218-400- |  |  |  |
| Instructional Equipment | 400-731 |  |  |  |
| NonInstructional Equipment | 400-732 |  |  |  |
| SUBTOTAL - FAC. ACQ. \& CONSTRUCTION |  | $\$ 0$ | \$0 | \$0 |
|  |  |  |  |  |
| TOTAL |  | \$857,123 | \$1,319,093 | \$590,000 |

## 2016-2017 Preschool Professional Development Survey

Please provide answers to the following questions:

1. In what building do you work?
a. Conerly Road School
b. Elizabeth Avenue School
c. Franklin Park School/Annex
d. Hillcrest School
e. MacAfee Road School
f. Pine Grove Manor School
2. Indicate your position/role in your school.
a. Classroom teacher
b. Classroom paraprofessional
c. Principal
3. Please consider what topics are most important for your own professional needs. Check as many as apply.
a. High/Scope Curriculum
b. Differentiating Instruction
c. Preschool Common Core Standards
d. Preschool Implementation Guidelines
e. PBS
f. Parents and Family
g. English Language Learners
h. ECERS-Revised
i. Danielson at the Preschool Level
j. Assessment

## Please return (electronically or hard copv) to Kathleen Damore

By Tuesday, February 16, 2016.

Thank you!

