

March 12, 2018

**WILLINGBORO TOWNSHIP BOARD OF EDUCATION
BOARD MEETING OF
MONDAY March 12, 2018**

The Board Meeting of the Willingboro Board of Education was held on Monday, March 12, 2018 in the Board Room of the Country Club Administration Building. The meeting was called to order by Board President, Tonya Brown at 7:02 P.M.

The Opening Statement was read as follows:

In compliance with the Open Public Meetings Act, this is to announce that adequate notice of this meeting has been satisfied.

On January 17, 2018, advanced written notice of this meeting was posted on the bulletin board outside the Board Secretary's Office.

On January 17, 2018, advanced written notice of this meeting was emailed to the Courier Post, 301 Cuthbert Blvd., Cherry Hill and the Trenton Times, 413 Riverview Plaza, Trenton, NJ and the Burlington County Times, 4284 US-130, Willingboro.

On January 17, 2018, advanced written notice of this meeting was filed with the Township Clerk.

The Board Secretary shall enter into the minutes of this meeting, this public announcement.

PLEDGE OF ALLEGIANCE

ROLL CALL

Sarah Holley	-	Absent	Felicia Hopson	-	Present
Gary Johnson	-	Present	Grover McKenzie	-	Present
Jennifer Noble-Slanton	-	Present	Dennis Tunstall	-	Absent
Debra Williams	-	Absent	Kimbrali Davis	-	Present
Tonya Brown	-	Present			
9 Members	6	Present	3	Absent	

Sarah Holley arrived @ 7:05

Dennis Tunstall arrived @ 7:10

Debra Williams arrived @ 7:12

Administrators Present: Dr. Ronald Taylor, Superintendent, Kelvin L. Smith, Business Administrator/Board Secretary, Dr. Dale Talbert, Deputy Assistant Superintendent, Teresa-Anne Lucas, Assistant Superintendent, Stacey Robinson, Director of Personnel, Dr. Adrian C. Waters, Director of Special Projects, Dr. Melody Alegria, Director of Special Services, Ron Zalika, Director of Curriculum and Instruction, Shannon Carey, Comptroller, Kim Belin, Esq., Board Solicitor and Evelyn Holland, Assistant to Board Secretary.

APPROVAL OF DRAFT AGENDA

Moved by Felicia Hopson

APPROVAL OF DRAFT AGENDA

Seconded by Grover McKenzie

A roll call resulted as follows:

Felicia Hopson	- Yes	Sarah Holley	- Abstained
Gary Johnson	- Yes	Grover Mckenzie	- Yes
Jennifer Noble-Slaton	- Yes	Kimbrali Davis	- Yes
Tonya Brown	- Yes		

7 Voting: 6 Affirmatives, 0 Negatives, 1 Abstentions

MOTION PASSED

APPROVAL OF ACCEPTANCE OF MINUTES

6.1.1 APPROVAL OF BUDGET MEETING MINUTES: FEBRUARY 21, 2018

Moved by Felicia Hopson

APPROVAL OF BOARD MEETING MINUTES FEBRUARY 21, 2018

Seconded by Grover McKenzie

A roll call resulted as follows:

Felicia Hopson	- Yes	Sarah Holley	- Abstained
Gary Johnson	- Yes	Grover McKenzie	- Yes
Jennifer Noble-Slaton	- Yes	Kimbrali Davis	- Yes
Tonya Brown	- Yes		

7 Voting: 6 Affirmatives, 0 Negatives, 1 Abstentions

MOTION PASSED

6.1.2 APPROVAL OF BOARD MEETING MINUTES – CLOSED EXECUTIVE SESSION: FEBRUARY 21, 2018

Moved by Grover McKenzie

APPROVAL OF BOARD MEETING MINUTES-CLOSED EXECUTIVE SESSION: FEBRUARY 21, 2018

Seconded by Kimbrali Davis

A roll call resulted as follows:

Felicia Hopson	- Yes	Sarah Holley	- Abstained
Gary Johnson	- Yes	Grover Mckenzie	- Yes
Jennifer Noble-Slaton	- Yes	Kimbrali Davis	- Yes
Tonya Brown	- Yes		

7 Voting: 6 Affirmatives, 0 Negatives, 1 Abstentions

MOTION PASSED

6.1.3 APPROVAL OF BOARD MEETING MINUTES: FEBRUARY 26, 2018

Moved by Grover McKenzie

**APPROVAL OF BOARD MEETING
MINUTES: FEBRUARY 26, 2018**

Seconded by Kimbrali Davis

A roll call resulted as follows:

Felicia Hopson	- Yes	Sarah Holley	- Abstained
Gary Johnson	- Yes	Grover Mckenzie	- Yes
Jennifer Noble-Slaton	- Yes	Kimbrali Davis	- Yes
Tonya Brown	- Yes		

7 Voting: 6 Affirmatives, 0 Negatives, 1 Abstentions

MOTION PASSED

SUPERINTENDENT COMMENTS:

- Dr. Taylor thanked Mr. Chandler and facilities for their excellent performance during the inclement weather, helping to keep the grounds safe and operational for staff and students.
- Thanked all teachers and staff, upper grade students, board members, administrators and first responders who participated in Read Across America; Outstanding! Can see highlights on district's social media.
- State of the District was a wonderful community event. All participants were outstanding representation of the district.
- Spoke about the students attending the March Against Violence in Washington, D.C.
- Make-up days for inclement weather, (no decision finalized).

BOARD MEETING COMMENTS

A. Board Officers

Board President's Statement

Often times it may appear to members of our audience that the Board of Education takes action with very little comment and in many cases a unanimous vote. Before a matter is placed on the agenda at a public meeting, the administration has thoroughly reviewed the matter with the Superintendent of Schools. If the Superintendent of Schools is satisfied that the matter is ready to be presented to the Board of Education, it is then referred to the appropriate board committee. The members of the board committee work with administration and the Superintendent to assure that the members fully understand the matter. When the committee is satisfied with the matter, it is presented to the Board of Education for discussion before any final action is taken. Only then, is it placed on the agenda for action at a public meeting.

B. Superintendent

- Dr. Taylor suggested that the Budget Presentation be presented under unfinished business.

March 12, 2018

PUBLIC COMMENTS: OPENED @ 9:15P.M.

Ted Nixon – 50 Windover Lane:

- Handed out information to the board from Go to High School-Go for Greatness Project regarding solution to problems in the district.
- He asked the board president how could the problems with absenteeism, violence and chronic suspension be fixed.
- Finding ways to make school fun for students.
- He suggested to motivate students with academic achievement, the same way we do with sports.
- He suggested to make English, Math, and SAT's competitive and to possibly find funding in the budget to support it, so the winners can be celebrated at the State of the District each year.

Public Comment closed @ 7:19

SUPERINTENDENT'S COMMENTS:

- Dr. Taylor responded that academic competition can be very fruitful and making learning fun is very important.

BOARD MEMBERS COMMENTS:

Grover McKenzie:

- Mr. McKenzie wanted to know would the board members be a part of the decision making for the make-up days involving the snow days.

Debra Williams:

- Ms. Williams commented on the Accelerated Program used across the district.
- She stated that principals thought the teachers weren't using it. However, students would use it at the libraries to assure they were on the right steps and teachers would maintain it in the classrooms.
- It was used at the elementary schools and Memorial and considered a test grade and students received incentives and rewards.
- Why not pushing this program. Research out shows supporting it.

Kimbrali Davis:

- Ms. Davis mentioned the next meeting being on the 26th of March and would that be enough time to get information out to the parents about make-up snow dates.

Grover McKenzie:

- Mr. McKenzie stated how he is against sending money to charter schools and how it amplified after seeing the interview with the Secretary of Education, Betty DeVoe.
- Commented on how nice it is to have partners and receive donations.

SUPERINTENENT'S REPORT

9.1.1 APPROVAL OF RATIFICATION OF LEAVE OF ABSENCES FOR THE 2017-2018 SCHOOL YEAR

Be it resolved that upon the recommendation of the Superintendent, the Board of Education approves the following:

Certificated Staff

DiPalantino, Debra
Memorial Middle School
Science Teacher
LOA with pay: 1/26/16 – 6/30/18
Reason: Intermittent FMLA
(Not to exceed (12 weeks=60 days)
Salary: \$68,670.00

Wilson, Brenda
W.R. James Elementary School
Elementary Teacher
LOA with pay: 2/12/18 – 3/8/18
Reason: Medical Leave per WEA Article IX-A

Chiolan, Paulette
Garfield East School
Elementary Teacher
LOA with pay: 2/18/16 – 6/30/18
Reason: Intermittent FMLA
(Not to exceed (12 weeks=60 days)
Salary: \$68,670.00

Moved by Grover McKenzie

APPROVAL OF RATIFICATION OF LEAVE OF ABSENCES FOR THE 2017-2018 SCHOOL YEAR

Seconded by Felicia Hopson
A roll call resulted as follows:

Felicia Hopson	-	Yes	Sarah Holley	-	Yes
Gary Johnson	-	Yes	Grover McKenzie	-	Yes
Jennifer Noble-Slaton	-	Yes	Dennis Tunstall	-	Yes
Debra Williams	-	Yes	Kimbrali Davis	-	Yes
Tonya Brown	-	Yes			

9 Voting: 9 Affirmatives, 0 Negatives, 0 Abstentions

MOTION PASSED

SUPERINTENENT’S REPORT

9.1.2 APPROVAL OF RESIGNATION FOR THE 2017-2018 SCHOOL YEAR

Be it resolved that upon the recommendation of the Superintendent, the Board of Education approves the following resignation:

Support Staff

Quinn, Jennifer
Teacher Aide 3 Hr.
W.R. James Elementary School
Effective: 3/30/18
Salary: \$7,816.00

Moved by Grover McKenzie

APPROVAL OF RESIGNATION FOR THE 2017-2018 SCHOOL YEAR

Seconded by Felicia Hopson
A roll call resulted as follows:

Felicia Hopson	-	Yes	Sarah Holley	-	Yes
Gary Johnson	-	Yes	Grover McKenzie	-	Yes
Jennifer Noble-Slaton	-	Yes	Dennis Tunstall	-	Yes
Debra Williams	-	Yes	Kimbrali Davis	-	Yes
Tonya Brown	-	Yes			

9 Voting: 9 Affirmatives, 0 Negatives, 0 Abstentions

MOTION PASSED

9.1.3 APPROVAL OF RETIREMENT FOR THE 2017-2018 SCHOOL YEAR

Be it resolved that upon the recommendation of the Superintendent, the Board of Education approves the following retirement:

Certificated Staff

Crawford, Melanie
Special Education Teacher
Stuart Elementary School
Effective: 7/1/18
Salary: \$92,711.00

Ms. Crawford will have served the district 29 years

SUPERINTENENT'S REPORT

APPROVAL OF RETIREMENT FOR THE 2017-2018 SCHOOL YEAR
(cont'd)

Moved by Dennis Tunstall

APPROVAL OF RETIREMENT FOR THE
2017-2018 SCHOOL YEAR

Seconded by Felicia Hopson
 A roll call resulted as follows:

Felicia Hopson	- Yes	Sarah Holley	- Yes
Gary Johnson	- Yes	Grover McKenzie	- Yes
Jennifer Noble-Slaton	- Yes	Dennis Tunstall	- Yes
Debra Williams	- Yes	Kimbrali Davis	- Yes
Tonya Brown	- Yes		

9 Voting: 9 Affirmatives, 0 Negatives, 0 Abstentions

MOTION PASSED

9.2.1 APPROVAL OF CORRECTION OF SALARY ADJUSTMENTS FOR
CERTIFICATED STAFF, ADDITIONAL CREDITS FOR THE 2017-2018
SCHOOL YEAR

Be it resolved that upon the recommendation of the Superintendent, the Board of Education approves the following:

Previously Approved on 2/12/18 Agenda Item: 9.2.1

<u>Name</u>	<u>Salary From</u>	<u>Salary To</u>	<u>Effective</u>
Powe, Linda	\$81,989.00 MA Step 16	\$84,936.00 MA+30 Step 16	1/1/18

Correction

<u>Name</u>	<u>Salary From</u>	<u>Salary To</u>	<u>Effective</u>
Powe, Linda	\$81,989.00 MA Step 16	\$84,963.00 MA+30 Step 16	1/1/18

Moved by Sarah Holley

APPROVAL OF CORRECTION OF
SALARY ADJUSTMENTS FOR
CERTIFICATED STAFF, ADDITIONAL
CREDITS FOR THE 2017-2018 SCHOOL
YEAR

Seconded by Gary Johnson
 A roll call resulted as follows:

Felicia Hopson	- Yes	Sarah Holley	- Yes
Gary Johnson	- Yes	Grover McKenzie	- Yes
Jennifer Noble-Slaton	- Yes	Dennis Tunstall	- Yes
Debra Williams	- Yes	Kimbrali Davis	- Yes
Tonya Brown	- Yes		

9 Voting: 9 Affirmatives, 0 Negatives, 0 Abstentions

MOTION PASSED

SUPERINTENENT’S REPORT

9.3.1 APPROVAL OF APPOINTMENT OF SUPPORT STAFF FOR THE 2017-2018 SCHOOL YEAR

Be it resolved that upon the recommendation of the Superintendent, the Board of Education approves the following, pending receipt of passing medical exam and fingerprinting qualifications:

White, Helyn
 Willingboro, NJ
 Stuart Elementary School
 Pre-K Teacher Assistant
 Salary: 14,524.00
 Effective: 3/13/17
 Replacing: Denise Jackson

Moved by Grover McKenzie

APPROVAL OF APPOINTMENT OF SUPPORT STAFF FOR THE 2017-2018 SCHOOL YEAR

Seconded by Felicia Hopson
 A roll call resulted as follows:

Felicia Hopson	- Yes	Sarah Holley	- Yes
Gary Johnson	- Yes	Grover McKenzie	- Yes
Jennifer Noble-Slaton	- Yes	Dennis Tunstall	- Yes
Debra Williams	- Yes	Kimbrali Davis	- Yes
Tonya Brown	- Yes		

9 Voting: 9 Affirmatives, 0 Negatives, 0 Abstentions

MOTION PASSED

9.8.1 APPROVAL OF STUDENT FIELD TRIPS DURING THE 2017-2018 SCHOOL YEAR

Be it resolved that upon the recommendation of the Superintendent, the Board of Education approves the following student field trip(s):

School	Group/Club/Organization	Destination	Date of Trip	Cost
Willingboro High School	Student Council	Pennsylvania Avenue 3 rd and 12 th Street NW Washington, D.C 20001	March 24, 2018	\$2,200.00** (estimated cost)
Memorial Middle School	6 th Grade Academy	American Museum of Natural History Central Park W. & 79 th St. New York, NY. 10024	March 28, 2018	\$3,360.00***

March 12, 2018

SUPERINTENENT'S REPORT

APPROVAL OF STUDENT FIELD TRIPS DURING THE 2017-2018 SCHOOL YEAR (cont'd)

School	Group/Club/ Organization	Destination	Date of Trip	Cost
Willingboro High School	Cosmetology	State Board Examination 950 Kings Highway N. Cherry Hill, NJ 08034	April 20, 2018	\$117.00***** \$440.00* for the bus
Garfield East School	Grade - 5	New Amsterdam Theatre Aladdin on Broadway 214 W. 42nd Street New York, NY 10036 United Nations 405 E. 42nd St.(46th St &1st Ave) New York, NY 10017	May 2, 2018	****\$7,425.00 ***\$1,337.00 for the buses
Willingboro High School	Sociology/ Political & Legal Ed. Class	Brookdale Community College 765 Newman, Springs Road Lincroft, NJ 07738	May 9, 2018	\$198.00***** \$362.00* for the buses

***No Cost to the District**

****Funded by District**

*****Funded by Student Fund Raising/Donations**

******Funded by Student/Class**

*******Funded by Students/Chaperones Employees**

*******Funded by Outside Donations/Grants**

Moved by Sarah Holley

APPROVAL OF STUDENT FIELD TRIPS DURING THE 2017-2018 SCHOOL YEAR

Seconded by Felicia Hopson

A roll call resulted as follows:

Felicia Hopson	-	Yes	Sarah Holley	-	Yes
Gary Johnson	-	Yes	Grover McKenzie	-	Yes
Jennifer Noble-Slaton	-	Yes	Dennis Tunstall	-	Yes
Debra Williams	-	Yes	Kimbrali Davis	-	Yes
Tonya Brown	-	Yes			

9 Voting: 9 Affirmatives, 0 Negatives, 0 Abstentions

MOTION PASSED

SUPERINTENENT’S REPORT

9.8.2 APPROVAL OF PROFESSIONAL STAFF-DAILY OVERNIGHT WORKSHOPS

Be it resolved that upon the recommendation of the Superintendent, the Board of Education approves the following workshops and overnight conferences. Principals, Supervisors and Staff are aware of their responsibility to “turnkey” information upon completion of workshop:

PROFESSIONAL TRIP REQUESTS

Name	Location	Workshop/ Conference	Workshop Location	Date	Amount
Glenda Smiley	HAW	8 TH Annual Anti-Bullying & School Safety Conference	Atlantic City, NJ	5/23/18, 5/24/18	\$225
Heather Baron	TWH	2018 NJSHA Annual Convention	Long Branch, NJ	4/26/18, 4/27/18	\$375
Shannon K. Carey	CC	2018 NJASBO Annual Conference	Atlantic City, NJ	6/6/18, 6/7/18, 6/8/18	\$500
Kelvin Smith	CC	2018 NJASBO Annual Conference	Atlantic City, NJ	6/6/18, 6/7/18, 6/8/18	\$500

Moved by Sarah Holley

APPROVAL OF PROFESSIONAL STAFF-DAILY OVERNIGHT WORKSHOPS

Seconded by Felicia Hopson

A roll call resulted as follows:

Felicia Hopson	- Yes	Sarah Holley	- Yes
Gary Johnson	- Yes	Grover McKenzie	- Yes
Jennifer Noble-Slaton	- Yes	Dennis Tunstall	- Yes
Debra Williams	- Yes	Kimbrali Davis	- Yes
Tonya Brown	- Yes		

9 Voting: 9 Affirmatives, 0 Negatives, 0 Abstentions

MOTION PASSED

SECRETARY'S REPORT

10.1.1 APPROVAL OF PAYMENT OF BILLS AND CLAIMS: MARCH, 2018

WHEREAS the Secretary has presented certain warrants to the Board of Education with a recommendation that they be paid, and

WHEREAS the Board of Education has determined the warrants presented for payment to be in order, now therefore be it

RESOLVED that the following warrants be approved for payment and that itemized lists of the warrants be filed with the minutes:

On the General Fund: in the amount of (10 & 11)	\$672,411.82
On the Special Revenue Funds: in the amount of (20)	\$139,042.05
On the Capital Outlay Fund: in the amount of (30)	\$0
On the Enterprise Fund (60 & 61)	\$
On various Special Project Funds: in the amount of (13)	\$627.77
IN THE GRAND TOTAL AMOUNT OF	\$812,081.64

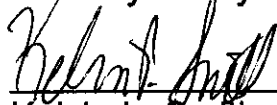
and, be it

FURTHER RESOLVED, the ratification of payment of checks by the Board of Education

March, 2018

in the amount of \$1,841,168.65

I hereby certify the above agenda item 10.1.1.



Kelvin L. Smith
Business Administrator/Board Secretary

Date

Moved by Felicia Hopson

APPROVAL OF PAYMENT OF BILLS AND CLAIMS: MARCH, 2018

Seconded by Gary Johnson
A roll call resulted as follows:

Felicia Hopson	- Yes	Sarah Holley	- Yes
Gary Johnson	- Yes	Grover McKenzie	- Yes
Jennifer Noble-Slaton	- Yes	Dennis Tunstall	- Yes
Debra Williams	- Yes	Kimbrali Davis	- Yes
Tonya Brown	- Yes		

9 Voting: 9 Affirmatives, 0 Negatives, 0 Abstentions
Ms. Noble-Slaton abstained from any Benjamin Banneker items.

MOTION PASSED

SECRETARY'S REPORT

APPROVAL OF PAYMENT OF BILLS AND CLAIMS: MARCH, 2018
(cont'd)

Willingboro Public School District
Bills And Claims Report By Vendor Name

va_bill5.102317
01/31/2018

Check Date is 03/12/2018

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Unposted Checks							
ABEKA BOOK/ 1008	18-00910	20-501-100-640-7L38-/ NP TEXT BOOK -COLOVE	PI0002092094	CF	NP TEXT BOOK -COLOVE	145530	448.20
ACKLES, GREG/ 1020	18-01878	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER	GAME OFFICIAL FEB18	CF	ATHLET OTHER PURCH SER	145531	72.00
	18-01909	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER	G. OFFICIAL FEB18	CF	ATHLET OTHER PURCH SER	145531	72.00
					Total for ACKLES, GREG/ 1020		\$144.00
ACME UNIFORMS/ 4719	18-00396	11-000-266-300-0B49-/ SECUIRITY PURCH SER	5259951	CF	SECUIRITY PURCH SER	145532	161.56
		11-000-266-300-0B49-/ SECUIRITY PURCH SER	5256713	CF	SECUIRITY PURCH SER	145532	161.56
					Total for ACME UNIFORMS/ 4719		\$323.12
ALBERT CARINO GIRLS BASKETBALL/ 1044	18-01805	11-402-100-891-6B31-/ ATHLETICSSTUDENT TRAVEL	BASKETBALL BANQUET	CF	ATHLETICSSTUDENT TRAVEL	145533	25.00
ALLIANCE COMMERCIAL PEST CONTROL/ 1056	18-00450	61-910-310-340-9C64-/ PURCHASED PROFESSIONAL S	367246	CF	PURCHASED PROFESSIONAL S	501583	65.00
	18-00449	11-000-261-420-9B47-/ PS REQ MAINT - MAINT	368994	CF	PS REQ MAINT - MAINT	145534	480.00
					Total for ALLIANCE COMMERCIAL PEST CONTROL/ 1056		\$545.00
AQUA-TREAT, INC./ 5506	18-01052	11-000-261-420-9B47-/ PS REQ MAINT - MAINT	29057	CF	PS REQ MAINT - MAINT	145535	890.00
ARCHWAY PROGRAMS/ 1113	18-00738	11-000-100-566-5B00-/ TUITION/ PRIVATE SCHOOL	ARCHWAY MAR18	CF	TUITION/ PRIVATE SCHOOL	145536	9,416.00
BANCROFT NEURO HEALTH/ 1163	18-00684	11-000-100-566-5B00-/ TUITION/ PRIVATE SCHOOL	BANCROFT MAR18	CF	TUITION/ PRIVATE SCHOOL	145537	32,831.29
BCIT/ 1181	18-00775	11-000-100-563-5B00-/ REG TUITION/CO VOC/BCIT	BCIT MAR18	CF	REG TUITION/CO VOC/BCIT	145538	219,320.60
BIVIANO, JOANN/ 6432							

SECRETARY'S REPORT

**APPROVAL OF PAYMENT OF BILLS AND CLAIMS: MARCH, 2018
(cont'd)**

**Willingboro Public School District
Bills And Claims Report By Vendor Name**

va_bill5.102317
01/31/2018

Check Date is 03/12/2018

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Unposted Checks							
18-01902		20-242-200-580-0000- / TITLE 3 TRAVEL	MILEAGE JAN18	CF	TITLE 3 TRAVEL	145539	29.02
BLACK HORSE PIKE REGINAL/ 6160							
18-01931		11-000-100-561-5B00- / REG TUITION/LEA W/ STAT	92017	CF	REG TUITION/LEA W/ STAT	145540	504.65
		11-000-270-515-9B52- / JOINTURES SPEC ED	92017	CF	JOINTURES SPEC ED	145540	51.45
		11-000-100-561-5B00- / REG TUITION/LEA W/ STAT	102017	CF	REG TUITION/LEA W/ STAT	145540	2,220.46
		11-000-270-515-9B52- / JOINTURES SPEC ED	102017	CF	JOINTURES SPEC ED	145540	51.45
		11-000-100-561-5B00- / REG TUITION/LEA W/ STAT	112017	CF	REG TUITION/LEA W/ STAT	145540	1,816.74
		11-000-270-515-9B52- / JOINTURES SPEC ED	112017	CF	JOINTURES SPEC ED	145540	51.45
		11-000-100-561-5B00- / REG TUITION/LEA W/ STAT	1318	CF	REG TUITION/LEA W/ STAT	145540	1,614.88
		11-000-270-515-9B52- / JOINTURES SPEC ED	1318	CF	JOINTURES SPEC ED	145540	51.45
		11-000-100-561-5B00- / REG TUITION/LEA W/ STAT	212018	CF	REG TUITION/LEA W/ STAT	145540	1,816.74
		11-000-270-515-9B52- / JOINTURES SPEC ED	212018	CF	JOINTURES SPEC ED	145540	51.45
		11-000-100-561-5B00- / REG TUITION/LEA W/ STAT	03012018	CF	REG TUITION/LEA W/ STAT	145540	1,816.74
		11-000-270-515-9B52- / JOINTURES SPEC ED	03012018	CF	JOINTURES SPEC ED	145540	51.45
					Total for BLACK HORSE PIKE REGINAL/ 6160		\$10,098.91
BOOKSOURCE, INC./ 6214							
18-01580		20-237-100-600-49R0- / TITLE 1 SUPPLIES RESERVE	712952	CF	TITLE 1 SUPPLIES RESERVE	145541	2,752.60
		20-237-100-600-49R0- / TITLE 1 SUPPLIES RESERVE	717191	CF	TITLE 1 SUPPLIES RESERVE	145541	673.80
					Total for BOOKSOURCE, INC./ 6214		\$3,426.40
BOUND TO STAY BOUND BOOKS, INC/ 1240							
18-01018		11-000-222-610-2603- / MEDIA SUPPLIES JAMES	973592	CF	MEDIA SUPPLIES JAMES	145542	169.04
18-00934		11-000-222-610-2303- / MEDIA SUPPLIES HAWTH	974015	CF	MEDIA SUPPLIES HAWTH	145542	2,347.76
		11-000-222-610-2303- / MEDIA SUPPLIES HAWTH	978148	CF	MEDIA SUPPLIES HAWTH	145542	116.28
					Total for BOUND TO STAY BOUND BOOKS, INC/ 1240		\$2,633.08
BROOKFIELD ACADEMY/ 1265							
18-00689		11-000-100-566-5B00- / TUITION/ PRIVATE SCHOOL	0012892-IN JG	CF	TUITION/ PRIVATE SCHOOL	145543	6,804.00
18-01424		20-252-100-500-0000- / IDEA 6B C/O TUITION	0012892-IN DH	CF	IDEA 6B C/O TUITION	145543	6,804.00
					Total for BROOKFIELD ACADEMY/ 1265		\$13,608.00
BROOKFIELD ACADEMY TRANSITION TO COLLEGE/ 6445							
18-01050		20-252-100-500-0000- / IDEA 6B C/O TUITION	0002411-IN SG	CF	IDEA 6B C/O TUITION	145544	4,267.00

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial
Run on 03/06/2018 at 10:58:39 AM

SECRETARY'S REPORT

APPROVAL OF PAYMENT OF BILLS AND CLAIMS: MARCH, 2018
(cont'd)

**Willingboro Public School District
Bills And Claims Report By Vendor Name**

va_bill5.102317
01/31/2018

Check Date is 03/12/2018

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Unposted Checks							
BURKE, CLIFFORD/ 1288	18-01907	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER		CF	ATHLET OTHER PURCH SER	145545	57.00
			FEB18				
BURLINGTON COUNTY TIMES-COURIER TIMES/ 1305	18-01918	11-000-230-592-8B00-/ BOE PURCH SERVICES	107192688	CF	BOE PURCH SERVICES	145546	241.50
		11-000-230-592-8B00-/ BOE PURCH SERVICES	107194637	CF	BOE PURCH SERVICES	145546	23.92
		11-000-251-340-9B46-/ TECH SER BUS OFF	107195191	CF	TECH SER BUS OFF	145546	39.10
					Total for BURLINGTON COUNTY TIMES-COURIER TIMES/ 1305		\$304.52
BYER LOCK SHOP/ 1318	18-01511	11-000-262-420-9B47-/ OPER REPAIR MAINT	125554	CF	OPER REPAIR MAINT	145547	127.00
CDW GOVERNMENT INC/ 1365	18-01797	11-000-230-610-7B00-/ DEPTY SUPT SUPPLIES	LVB4344	CF	DEPTY SUPT SUPPLIES	145548	39.66
	18-01598	11-000-262-610-9B47-/ OPER GEN SUP CUSTOD	LNT2830	CF	OPER GEN SUP CUSTOD	145548	674.30
					Total for CDW GOVERNMENT INC/ 1365		\$713.96
CHILDREN'S LITERACY INITIATIVE/ 5690	18-00808	20-237-200-300-2200-/ TITLE 1 GAR PD	006923	CF	TITLE 1 GAR PD	145549	9,614.00
		20-237-200-300-2300-/ TITLE 1 HAW PD	006923	CF	TITLE 1 HAW PD	145549	8,849.25
		20-237-200-300-2600-/ TITILE 1 JAMES PD	006923	CF	TITILE 1 JAMES PD	145549	13,328.50
		20-237-200-300-2700-/ TITLE 1 TWIN HILLS PD	006923	CF	TITLE 1 TWIN HILLS PD	145549	8,084.50
		20-237-200-300-2R00-/ TITLE 1 STUART PD	006923	CF	TITLE 1 STUART PD	145549	9,832.50
					Total for CHILDREN'S LITERACY INITIATIVE/ 5690		\$49,708.75
COGAN, JOSEPH D./ 5385	18-01910	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER		CF	ATHLET OTHER PURCH SER	145550	72.00
			FEB18				
COLE, JUEL/ 1424	18-01906	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER		CF	ATHLET OTHER PURCH SER	145551	57.00
			FEB18				
CORCHADO, TERESA/ 6491	18-01882	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER		CF	ATHLET OTHER PURCH SER	145552	81.00
			GAME OFFICIAL FEB18				

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Unposted Checks							
DANA V. TYLER/ 6038	18-00705	11-000-270-518-9B52-/ CONTRACT. SERV.(SPL. ED. FEB18	SANA TYLER FEB18	CF	CONTRACT. SERV.(SPL. ED.	145553	1,410.00
DELL MARKETING, L.P./ 1548	18-01120	20-237-100-600-2200-/ TITLE 1 GARFIELD SUP	1801120	CF	TITLE 1 GARFIELD SUP	145554	10,943.83
	18-00926	20-237-100-600-2800-/ TITLE 1 MEM SUP	1800926	CF	TITLE 1 MEM SUP	145554	31,279.89
		Total for DELL MARKETING, L.P./ 1548					\$42,223.72
DIDAX EDUCATIONAL RESOURCES/ 1575	18-01435	11-190-100-610-2202-/ ED SUPPLIES GARFIELD	125533	CF	ED SUPPLIES GARFIELD	145555	295.10
	18-01434	11-190-100-610-2202-/ ED SUPPLIES GARFIELD	125532	CF	ED SUPPLIES GARFIELD	145555	51.20
	18-01433	11-190-100-610-2202-/ ED SUPPLIES GARFIELD	125530	CF	ED SUPPLIES GARFIELD	145555	37.30
		Total for DIDAX EDUCATIONAL RESOURCES/ 1575					\$383.60
DIGITAL SOLUTIONS 21 LLC/ 3666	18-01764	11-190-100-610-7B00-/ ED SUPP DIST	PICTURES STATE OF DI	CF	ED SUPP DIST	145556	375.00
DIRECT ENERGY BUSINESS/ 1072	18-00847	11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS7425943	CF	ENERGY (NATURAL GAS)	145557	1,946.39
		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS7425520	CF	ENERGY (NATURAL GAS)	145557	65.66
		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS7410393	CF	ENERGY (NATURAL GAS)	145557	978.54
		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS7407159	CF	ENERGY (NATURAL GAS)	145557	855.44
		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS7425942	CF	ENERGY (NATURAL GAS)	145557	537.24
		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS7425941	CF	ENERGY (NATURAL GAS)	145557	1,526.88
		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS7425940	CF	ENERGY (NATURAL GAS)	145557	760.38
		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS7425945	CF	ENERGY (NATURAL GAS)	145557	244.70
		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS425946	CF	ENERGY (NATURAL GAS)	145557	913.45
18-00848		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS 7425943	CF	ENERGY (NATURAL GAS)	145557	1,144.70
		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS 7425520	CF	ENERGY (NATURAL GAS)	145557	148.67
		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS 7410393	CF	ENERGY (NATURAL GAS)	145558	575.50
		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS 7407159	CF	ENERGY (NATURAL GAS)	145558	483.11
		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS 7425942	CF	ENERGY (NATURAL GAS)	145558	1,216.40
		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS 7425941	CF	ENERGY (NATURAL GAS)	145558	823.16
		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS 7425940	CF	ENERGY (NATURAL GAS)	145558	409.89

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Unposted Checks							
18-00847		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS 7425945	CF	ENERGY (NATURAL GAS)	145558	316.60
		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS 7425946	CF	ENERGY (NATURAL GAS)	145558	562.79
		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS 7425521	CF	ENERGY (NATURAL GAS)	145558	2,626.12
		11-000-262-621-9B00-/ ENERGY (NATURAL GAS)	HS7425521	CF	ENERGY (NATURAL GAS)	145558	1,159.83
			Total for DIRECT ENERGY BUSINESS/ 1072				\$17,295.45
EDUCATIONAL SERVICES UNIT OF BCSSSD/ 1631							
18-01889		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-SLE-1710	CF	CST/PUR PROF SER PPS	145562	821.00
			15				
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-EI-171015	CF	CST/PUR PROF SER PPS	145559	1,440.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-AT/AAC-1	CF	CST/PUR PROF SER PPS	145559	184.00
			71031				
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-CA-17103	CF	CST/PUR PROF SER PPS	145559	2,565.00
			1				
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-EI-17103	CF	CST/PUR PROF SER PPS	145559	1,980.00
			1				
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-TOD-1710	CF	CST/PUR PROF SER PPS	145559	2,756.25
			31				
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-AT/AAC-1	CF	CST/PUR PROF SER PPS	145559	276.00
			71130				
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-CA-17113	CF	CST/PUR PROF SER PPS	145559	2,147.00
			0				
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-EI-171130	CF	CST/PUR PROF SER PPS	145559	3,474.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-JC-17113	CF	CST/PUR PROF SER PPS	145559	234.00
			0				
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-PSY-1711	CF	CST/PUR PROF SER PPS	145559	430.00
			30				
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-PT-17113	CF	CST/PUR PROF SER PPS	145559	168.00
			0				
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-SLE-1711	CF	CST/PUR PROF SER PPS	145560	879.72
			30				
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-TOD-1711	CF	CST/PUR PROF SER PPS	145560	2,835.00
			30				
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	18E-0373	CF	CST/PUR PROF SER PPS	145560	39.00

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Unposted Checks							
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-CA-18011 CF	5	CST/PUR PROF SER PPS	145560	1,273.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-EI-180115 CF		CST/PUR PROF SER PPS	145560	2,592.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-JC-18011 CF	5	CST/PUR PROF SER PPS	145560	1,911.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-PT-18011 CF	5	CST/PUR PROF SER PPS	145560	168.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-SLE-1801 CF	15	CST/PUR PROF SER PPS	145560	431.28
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-TOD-1801 CF	15	CST/PUR PROF SER PPS	145560	1,470.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-CA-17111 CF	5	CST/PUR PROF SER PPS	145560	1,482.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-EI-171115 CF		CST/PUR PROF SER PPS	145560	2,340.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-LD-17111 CF	5	CST/PUR PROF SER PPS	145561	430.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-SLE-1711 CF	15	CST/PUR PROF SER PPS	145561	69.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-SP-17111 CF	5	CST/PUR PROF SER PPS	145561	495.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-TOD-1711 CF	15	CST/PUR PROF SER PPS	145561	1,260.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	18E-0459 CF		CST/PUR PROF SER PPS	145561	78.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-AT/AAC-1 CF	71231	CST/PUR PROF SER PPS	145561	1,342.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-EI-171231 CF		CST/PUR PROF SER PPS	145561	6,264.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-JC-17123 CF	1	CST/PUR PROF SER PPS	145561	6,201.01
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-PSY-1712 CF	31	CST/PUR PROF SER PPS	145561	430.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-PT-17123 CF	1	CST/PUR PROF SER PPS	145561	504.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-SLE-1712 CF	31	CST/PUR PROF SER PPS	145561	1,241.99

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Unposted Checks							
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-CA-17123 CF	CF	CST/PUR PROF SER PPS	145562	3,591.00
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	1				
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-TOD-1710 CF	CF	CST/PUR PROF SER PPS	145562	2,703.75
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	15				
		11-000-219-320-5B33-/ CST/PUR PROF SER PPS	WILL-TOD-1712 CF	CF	CST/PUR PROF SER PPS	145562	4,935.00
		11-000-270-518-9B52-/ CONTRACT. SERV.(SPL. ED.	31				
	18-01041	11-000-270-518-9B52-/ CONTRACT. SERV.(SPL. ED.	18E-0500	CF	CONTRACT. SERV.(SPL. ED.	145562	14,157.73
							\$75,598.73
					Total for EDUCATIONAL SERVICES UNIT OF BCSSSD/		
					1631		
EMR POWER SYSTEMS, LLC/ 5928							
	18-00982	11-000-261-420-9B47-/ PS REQ MAINT - MAINT	61194	CF	PS REQ MAINT - MAINT	145563	340.00
		11-000-261-420-9B47-/ PS REQ MAINT - MAINT	60708	CF	PS REQ MAINT - MAINT	145563	340.00
		11-000-261-420-9B47-/ PS REQ MAINT - MAINT	61206	CF	PS REQ MAINT - MAINT	145563	455.00
		11-000-261-420-9B47-/ PS REQ MAINT - MAINT	61207	CF	PS REQ MAINT - MAINT	145563	455.00
		11-000-261-420-9B47-/ PS REQ MAINT - MAINT	60706	CF	PS REQ MAINT - MAINT	145563	340.00
		11-000-261-420-9B47-/ PS REQ MAINT - MAINT	60707	CF	PS REQ MAINT - MAINT	145563	340.00
					Total for EMR POWER SYSTEMS, LLC/ 5928		\$2,270.00
EVANS, WEBSTER/ 1675							
	18-01884	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER	GAME OFFICIAL FEB18	CF	ATHLET OTHER PURCH SER	145564	50.00
	18-01894	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER	G OFFICIAL FEB18	CF	ATHLET OTHER PURCH SER	145564	50.00
					Total for EVANS, WEBSTER/ 1675		\$100.00
FITZSIMMONS, MICHAEL J/ 5608							
	18-01885	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER	GAME OFFICIAL FEB18	CF	ATHLET OTHER PURCH SER	145565	57.00
FOLLETT SCHOOL SOLUTIONS, INC./ 1718							
	18-01404	11-190-100-640-2202-/ TEXTBOOKS GARFELD	2204234A	CF	TEXTBOOKS GARFELD	145566	12.75
		11-190-100-640-2202-/ TEXTBOOKS GARFELD	2204234B	CF	TEXTBOOKS GARFELD	145566	73.15
					Total for FOLLETT SCHOOL SOLUTIONS, INC./ 1718		\$85.90

FOUNDATION ACADEMY CHARTER SCHOOL/ 4827

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Unposted Checks							
18-01519		10-000-100-564-5B00-/ TRANS TO CHARTER SCHOOL		CF	TRANS TO CHARTER SCHOOL	145567	1,890.00
FOUNDATION FOR EDUCATIONAL ADMINSTRATIO/ 1726							
18-01839		11-000-251-580-PB45-/ TRAVEL HR	41790	CF	TRAVEL HR	145568	150.00
FREEHOLD TOWNSHIP HIGH SCHOOL/ 6357							
18-01815		11-402-100-891-6B31-/ ATHLETICSSTUDENT TRAVEL		CF	ATHLETICSSTUDENT TRAVEL TOURN.	145569	100.00
GARFIELD PARK ACADEMY/ 1757							
18-00692		11-000-100-566-5B00-/ TUITION/ PRIVATE SCHOOL	17-18-5B	CF	TUITION/ PRIVATE SCHOOL WILLINGBORO	145570	5,614.31
		11-000-100-566-5B00-/ TUITION/ PRIVATE SCHOOL	1718-7 MAR 18	CP	garfield park credit	145570	-8,569.21
		11-000-100-566-5B00-/ TUITION/ PRIVATE SCHOOL	1718-7 MAR 18	CF	TUITION/ PRIVATE SCHOOL	145570	23,639.20
18-01423		20-252-100-500-0000-/ IDEA 6B C/O TUITION		CF	IDEA 6B C/O TUITION	145570	5,909.80
		20-252-100-500-0000-/ IDEA 6B C/O TUITION	MAR18 CG	CF	IDEA 6B C/O TUITION	145570	2,900.00
Total for GARFIELD PARK ACADEMY/ 1757							\$29,494.10
GENERAL CHEMICAL & SUPPLY, INC./ 3723							
18-01794		11-000-262-610-9B47-/ OPER GEN SUP CUSTOD	239332	CF	OPER GEN SUP CUSTOD	145571	2,290.20
GOLDING, GEORGE/ 1789							
18-01879		11-402-100-590-6B31-/ ATHLET OTHER PURCH SER		CF	ATHLET OTHER PURCH SER	145572	72.00
GREAT MINDS INSTITUTE/ 6425							
18-01355		11-190-100-610-2R02-/ ED SUPPLIES STUART	INV011011	CF	ED SUPPLIES STUART	145573	1,264.32
18-00834		11-190-100-610-7B00-/ ED SUPP DIST	INV008+90	CF	ED SUPP DIST	145573	190.00
Total for GREAT MINDS INSTITUTE/ 6425							\$1,454.32
GREEN, RON/ 3511							
18-01880		11-402-100-590-6B31-/ ATHLET OTHER PURCH SER		CF	ATHLET OTHER PURCH SER	145574	72.00
GRIFFITH ELEC SUPPLY CO., INC./ 1828							

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Unposted Checks							
	18-01574	11-000-262-610-9B47-/ OPER GEN SUP CUSTOD	S1956135.002	CF	OPER GEN SUP CUSTOD	145575	48.84
		11-000-262-610-9B47-/ OPER GEN SUP CUSTOD	S195635.003	CF	OPER GEN SUP CUSTOD	145575	73.26
	18-01796	11-000-262-610-9B47-/ OPER GEN SUP CUSTOD	S1963814.001	CF	OPER GEN SUP CUSTOD	145575	195.60
	18-01810	11-000-262-610-9B47-/ OPER GEN SUP CUSTOD	S1966504.001	CF	OPER GEN SUP CUSTOD	145575	172.50
	18-00550	12-000-252-730-AB51-/ EQUIP INFO SYS DISTRICT	S1922080.001	CF	EQUIP INFO SYS DISTRICT	145575	5,950.00
	18-01574	11-000-262-610-9B47-/ OPER GEN SUP CUSTOD	S1956135.001	CF	OPER GEN SUP CUSTOD	145575	270.48
		GUARDIAN GYM EQUIPMENT/ 5097			Total for GRIFFITH ELEC SUPPLY CO., INC./ 1828		\$6,710.68
	18-01375	11-000-261-420-9B47-/ PS REQ MAINT - MAINT	18-021	CF	PS REQ MAINT - MAINT	145576	42,189.00
	18-01622	11-000-261-420-9B47-/ PS REQ MAINT - MAINT	18-031	CF	PS REQ MAINT - MAINT	145576	3,614.00
		HARMON, NATWYNE/ 6188			Total for GUARDIAN GYM EQUIPMENT/ 5097		\$45,803.00
	18-01886	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER	GAME OFFICIAL FEB18	CF	ATHLET OTHER PURCH SER	145577	57.00
		HARRY'S PLUMBING & HEATING SUPPLY/ 6503					
	18-01863	11-000-262-610-9B47-/ OPER GEN SUP CUSTOD	75303	CF	OPER GEN SUP CUSTOD	145578	958.28
	18-01747	11-000-240-610-2301-/ ADM SUPPLIES HAWTH	625318	CF	ADM SUPPLIES HAWTH	145579	179.00
		HEWLETT-PACKARD FINACIAL SERVICES/ 5674					
	18-00397	11-000-266-300-0B49-/ SECURITY PURCH SER	600554026	CF	SECURITY PURCH SER	145580	2,889.35
		HORREY, MICHAEL/ 6185					
	18-01888	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER	GAME OFFICIAL FEB18	CF	ATHLET OTHER PURCH SER	145581	81.00
		INSTITUTE FOR ED DEVELOPMENT/ 1966					
	18-01392	20-272-200-580-0000-/ TITLE 2A TRAVEL	4778932	CF	TITLE 2A TRAVEL	145582	249.00
		JACKSON, LONNIE/ 6497					
	18-01883	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER	GAME OFFICIAL FEB18	CF	ATHLET OTHER PURCH SER	145583	50.00
	18-01895	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER	G OFFICIAL FEB18	CF	ATHLET OTHER PURCH SER	145583	50.00

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Unposted Checks							
KINGSWAY LEARNING CENTER/ 2068							
18-01049	20-252-100-500-0000-/	IDEA 6B C/O TUITION	21865 JA,TD	CF	IDEA 6B C/O TUITION	145584	12,105.66
	20-252-100-500-0000-/	IDEA 6B C/O TUITION	21944	CF	IDEA 6B C/O TUITION	145584	3,465.00
18-00682	11-000-100-566-5B00-/	TUITION/ PRIVATE SCHOOL	21922	CF	TUITION/ PRIVATE SCHOOL	145584	9,647.40
	11-000-100-566-5B00-/	TUITION/ PRIVATE SCHOOL	21865 DE,AR	CF	TUITION/ PRIVATE SCHOOL	145584	12,105.66
		Total for KINGSWAY LEARNING CENTER/ 2068					\$37,323.72
KURTZ BROS/ 2090							
18-01365	11-190-100-610-2202-/	ED SUPPLIES GARFIELD	78430.00	CF	ED SUPPLIES GARFIELD	145585	33.58
LAKESHORE LEARNING MATERIALS/ 2094							
18-01743	11-190-100-610-2202-/	ED SUPPLIES GARFIELD	3165110218	CF	ED SUPPLIES GARFIELD	145586	134.97
18-01366	11-190-100-610-2202-/	ED SUPPLIES GARFIELD	15311051217	CF	ED SUPPLIES GARFIELD	145586	100.88
		Total for LAKESHORE LEARNING MATERIALS/ 2094					\$235.85
LEAP ACADEMY UNI CHARTER SCHOOL/ 2121							
18-00532	10-000-100-564-5B00-/	TRANS TO CHARTER SCHOOL	LEAP MAR18	CF	TRANS TO CHARTER SCHOOL	145587	17,078.00
LEWER, JASON/ 5621							
18-01887	11-402-100-590-6B31-/	ATHLET OTHER PURCH SER	GAME OFFICIAL FEB18	CF	ATHLET OTHER PURCH SER	145588	81.00
M-F ATHLETIC COMPANY, INC/ 3758							
18-01669	11-402-100-610-6B31-/	ATHLETIC SUPPLIES	INV5569	CF	ATHLETIC SUPPLIES	145589	71.60
MACK INDUSTRIES, INC./ 5281							
18-01791	11-000-262-610-9B47-/	OPER GEN SUP CUSTOD	52449	CF	OPER GEN SUP CUSTOD	145590	627.99
MACOMBER, DENNIS/ 4430							
18-01908	11-402-100-590-6B31-/	ATHLET OTHER PURCH SER	G OFFICIAL FEB18	CF	ATHLET OTHER PURCH SER	145591	72.00
MOORESTOWN TWP PUBLIC SCHOOLS/ 2296							
18-01873	20-272-200-580-0000-/	TITLE 2A TRAVEL	8V1144	CF	TITLE 2A TRAVEL	145592	6,600.00
NATIONAL ASSOCIATION ELEMENTARY SCHOOL/ 4335							
18-01655	11-190-100-610-2202-/	ED SUPPLIES GARFIELD	342530	CF	ED SUPPLIES GARFIELD	145593	75.00
NEW JERSEY MUSIC EDUCATORS ASSN/ 4503							

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Unposted Checks							
NJAHPERD/ 3365	18-01759	11-000-223-580-7B00-/ STAFF DEVL DISTRICT TRA	FEB18147	CF	STAFF DEVL DISTRICT TRA	145594	170.00
	18-01181	11-000-223-580-7B00-/ STAFF DEVL DISTRICT TRA	201711081	CF	STAFF DEVL DISTRICT TRA	145595	145.00
	18-01761	11-000-223-580-7B00-/ STAFF DEVL DISTRICT TRA	201802348	CF	STAFF DEVL DISTRICT TRA	145595	200.00
					Total for NJAHPERD/ 3365		\$345.00
NJSIAA/ 2434	18-01814	11-402-100-891-6B31-/ ATHLETICSSTUDENT TRAVEL	WINTER FEES	CF	ATHLETICSSTUDENT TRAVEL	145596	258.00
ORFE, KIMBERLYN/ 6505	18-01915	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER	G OFFICIAL FEB18	CF	ATHLET OTHER PURCH SER	145597	81.00
ORIENTAL TRADING COMPANY, INC./ 2466	18-01864	11-190-100-610-7B00-/ ED SUPP DIST	688613939-01	CF	ED SUPP DIST	145598	531.91
OTICON/ 3387	18-01489	11-000-219-610-5B33-/ CST/SUPPLIES PPS	INV5932789	CF	CST/SUPPLIES PPS	145599	2,769.00
OUTERBOOKS/JANICE W. KINGSBURY/ 6444	18-01190	11-000-219-320-5B33-/ CST/PUR PROF SER PPS	1061	CF	CST/PUR PROF SER PPS	145600	1,050.00
POSITIVE PROMOTIONS INC/ 2565	18-01744	11-190-100-610-2202-/ ED SUPPLIES GARFIELD	05945878	CF	ED SUPPLIES GARFIELD	145601	148.85
RAMBUS, JUEL/ 2610	18-01881	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER	GAME OFFICIAL FEB18	CF	ATHLET OTHER PURCH SER	145602	81.00
RANCOGAS VALLEY REGIONAL HS/ 2616	18-01933	11-000-100-561-5B00-/ REG TUITION/LEA W/I STAT	17-00028	CF	REG TUITION/LEA W/I STAT	145603	2,496.80
		11-000-100-561-5B00-/ REG TUITION/LEA W/I STAT	17-00066	CF	REG TUITION/LEA W/I STAT	145603	2,496.80
		11-000-100-561-5B00-/ REG TUITION/LEA W/I STAT	17-00102	CF	REG TUITION/LEA W/I STAT	145603	2,496.80
		11-000-100-561-5B00-/ REG TUITION/LEA W/I STAT	17-00122	CF	REG TUITION/LEA W/I STAT	145603	2,496.80
		11-000-100-561-5B00-/ REG TUITION/LEA W/I STAT	17-00156	CF	REG TUITION/LEA W/I STAT	145603	2,496.80
		11-000-100-561-5B00-/ REG TUITION/LEA W/I STAT	17-00191	CF	REG TUITION/LEA W/I STAT	145603	2,496.80
		11-000-100-561-5B00-/ REG TUITION/LEA W/I STAT	17-00217	CF	REG TUITION/LEA W/I STAT	145603	2,496.80
		11-000-100-561-5B00-/ REG TUITION/LEA W/I STAT	17-00237	CF	REG TUITION/LEA W/I STAT	145603	2,496.80
		11-000-100-561-5B00-/ REG TUITION/LEA W/I STAT	17-00260	CF	REG TUITION/LEA W/I STAT	145603	2,496.80

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Unposted Checks								
		11-000-100-561-5B00-/ REG TUITION/LEA W/I STAT	17-00281	CF	REG TUITION/LEA W/I STAT	145603	2,496.80	
18-01932		11-000-100-561-5B00-/ REG TUITION/LEA W/I STAT	18-00020	CF	REG TUITION/LEA W/I STAT	145603	4,149.00	
		11-000-100-561-5B00-/ REG TUITION/LEA W/I STAT	18-00061	CF	REG TUITION/LEA W/I STAT	145604	8,989.47	
		11-000-270-515-9B52-/ JOINTURES SPEC ED	18-00044	CF	JOINTURES SPEC ED	145604	601.20	
		11-000-270-515-9B52-/ JOINTURES SPEC ED	18-00071	CF	JOINTURES SPEC ED	145604	601.20	
		11-000-100-561-5B00-/ REG TUITION/LEA W/I STAT	18-00098	CF	REG TUITION/LEA W/I STAT	145604	6,915.00	
		11-000-100-561-5B00-/ REG TUITION/LEA W/I STAT	18-00134	CF	REG TUITION/LEA W/I STAT	145604	6,300.30	
		11-000-270-515-9B52-/ JOINTURES SPEC ED	18-00148	CF	JOINTURES SPEC ED	145604	601.20	
		11-000-100-561-5B00-/ REG TUITION/LEA W/I STAT	18-00178	CF	REG TUITION/LEA W/I STAT	145604	5,532.00	
		11-000-270-515-9B52-/ JOINTURES SPEC ED	18-00155	CF	JOINTURES SPEC ED	145604	601.20	
		Total for RANCOCAS VALLEY REGIONAL HS/ 2616						\$59,258.57
REED, GARY B./ 4018	18-01876	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER	GAME OFFICIAL FEB18	CF	ATHLET OTHER PURCH SER	145605	57.00	
REMINGTON, VERNICK & ARANGO, EN/ 2641	17-TWIN HILL	12-000-400-450-9B47-/ CONSTRUCTION SERVICES	0338C011-9	CF	CONSTRUCTION SERVICES	145606	250.83	
		12-000-400-450-9B47-/ CONSTRUCTION SERVICES	0338C011-8	CF	CONSTRUCTION SERVICES	145606	285.00	
	18-00805	11-000-261-420-9B47-/ PS REQ MAINT - MAINT	0338C013-2	CF	PS REQ MAINT - MAINT	145606	2,756.25	
		Total for REMINGTON, VERNICK & ARANGO, EN/ 2641						\$3,292.08
REPUBLIC SERVICES OF NJ LLC/ 5486	18-00580	11-000-262-330-9B47-/ OPER PURCH SER MAINT	0628-00062442	CF	OPER PURCH SER MAINT	145607	5,914.66	
RIVERBANK CHARTER SCHOOL OF EXCELLENCE/ 4828	18-00533	10-000-100-564-5B00-/ TRANS TO CHARTER SCHOOL	RIVERBANK MAR18	CF	TRANS TO CHARTER SCHOOL	145608	12,794.00	
ROWAN UNIVERSITY/ 4080	18-01788	11-000-251-580-PB45-/ TRAVEL HR	EXPO	CF	TRAVEL HR	145609	175.00	
RULLO & JUILLET ASSOCIATES, INC/ 2700	18-01812	11-000-262-420-9B47-/ OPER REPAIR MAINT	5637022818	CF	OPER REPAIR MAINT	145610	650.00	
SAFETY-KLEEN/ 2722								

* CF - Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial
Run on 03/06/2018 at 10:58:39 AM

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Unposted Checks							
SAMSON, MARK/ 6519	18-00439	11-000-262-420-9B47-/ OPER REPAIR MAINT	75812305	CF	OPER REPAIR MAINT	145611	549.65
	18-01872	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER	GAME OFFICIAL FEB18	CF	ATHLET OTHER PURCH SER	145612	81.00
SCHOLASTIC INC./ 2758	18-01809	11-190-100-610-2702-/ ED SUPPLIES T HILLS	16637887	CF	ED SUPPLIES T HILLS	145613	657.00
	18-01662	11-190-100-610-2202-/ ED SUPPLIES GARFIELD	308102943143	CF	ED SUPPLIES GARFIELD	145614	114.59
	18-01746	20-237-100-600-2300-/ TITLE 1 HAWTHORNE SUP	208119920519	CF	TITLE 1 HAWTHORNE SUP	145614	479.50
					Total for SCHOOL SPECIALTY ED. ESSENTIALS/ 2767		\$594.09
SIEMENS INDUSTRY, INC./ 6150							
	18-00368	11-000-262-330-9B47-/ OPER PURCH SER MAINT	5444903544	CF	OPER PURCH SER MAINT	145615	95.00
	18-01587	11-000-261-420-9B47-/ PS REQ MAINT - MAINT	5444882765	CF	PS REQ MAINT - MAINT	145615	4,700.00
	18-01586	11-000-261-420-9B47-/ PS REQ MAINT - MAINT	5444897608	CF	PS REQ MAINT - MAINT	145615	1,505.00
					Total for SIEMENS INDUSTRY, INC./ 6150		\$6,300.00
SIR SPEEDY/ 2824							
	18-01919	11-000-251-610-9B46-/ SUPPLIES BUS OFF	24 17	CF	SUPPLIES BUS OFF	145616	10.00
SOUTH JERSEY PAPER PRODUCTS/ 2871							
	18-01850	11-000-262-610-9B47-/ OPER GEN SUP CUSTOD	152031	CF	OPER GEN SUP CUSTOD	145617	358.80
SOUTH JERSEY UMPIRES ASSOCIATI/ 2875							
	18-01816	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER	UMPIRE ASSIGNOR FEES	CF	ATHLET OTHER PURCH SER	145618	142.00
SPORTS PARADISE/ 2887							
	18-01352	11-402-100-610-6B31-/ ATHLETIC SUPPLIES	22530	CF	ATHLETIC SUPPLIES	145619	1,482.00
STAPLES/ 3728							
	18-01745	11-190-100-610-2302-/ ED SUPPLIES HAWTH	3368401989	CF	ED SUPPLIES HAWTH	145620	294.50
	18-01871	11-000-251-610-PB45-/ SUPPLIES HR	3369797579	CF	SUPPLIES HR	145620	291.57
					Total for STAPLES/ 3728		\$586.07
STEWART BUSINESS SYSTEMS/ 5641							
	18-00395	11-190-100-610-7B00-/ ED SUPP DIST	IN233552	CF	ED SUPP DIST	145621	6,644.00

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Unposted Checks							
THE TIMES/ 3007	18-01917	11-000-251-340-9B46-/TECH SER BUS OFF	104492043-0202 2018	CF	TECH SER BUS OFF	145622	23.20
		11-000-230-592-8B00-/BOE PURCH SERVICES	104493416	CF	BOE PURCH SERVICES	145622	20.88
		11-000-230-592-8B00-/BOE PURCH SERVICES	104493413	CF	BOE PURCH SERVICES	145622	18.27
					Total for THE TIMES/ 3007		\$62.35
TOZOUR-TRANE/ 5590	18-00749	11-000-262-420-9B47-/ OPER REPAIR MAINT	055566923	CF	OPER REPAIR MAINT	145623	519.50
TROTTIE, MALCOLM/ 6320	18-01914	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER	G. OFFICIAL FEB18	CF	ATHLET OTHER PURCH SER	145624	81.00
UNIFORMS 4 ALL, INC / 4720	18-01563	11-000-266-610-0B49-/ SECURITY SUPPLIES	635959	CF	SECURITY SUPPLIES	145625	125.13
UZBL/ 6512	18-01723	20-237-100-600-CLOV-/ GENERAL SUPPLIES	6228	CF	GENERAL SUPPLIES	145626	426.00
VERIZON WIRELESS/ 3144	18-01752	11-000-230-530-9B00-/ TELEPHONE DISTRICT	9801952947	CF	TELEPHONE DISTRICT	145627	156.45
	18-01529	60-990-320-300-7B57-/ PURCH PRO & TECH SERVICE	9802277813	CF	PURCH PRO & TECH SERVICE	511346	265.89
	18-01234	11-000-230-530-9B00-/ TELEPHONE DISTRICT	9802277811	CF	TELEPHONE DISTRICT	145627	2,722.96
	18-00472	11-000-252-340-AB51-/ PUR TECH SERV INFO SYS	9802277812	CF	PUR TECH SERV INFO SYS	145627	78.02
					Total for VERIZON WIRELESS/ 3144		\$3,223.32
W.B. MASON CO., INC./ 3158	18-01838	11-000-230-610-8B00-/ BOARD OFFICE SUPPLIES	152623420	CF	BOARD OFFICE SUPPLIES	145628	44.27
	18-01629	11-000-251-610-9B46-/ SUPPLIES BUS OFF	152416794	CF	SUPPLIES BUS OFF	145628	9.35
		11-000-251-610-9B46-/ SUPPLIES BUS OFF	152534666	CF	SUPPLIES BUS OFF	145628	22.88
	18-01868	11-190-100-610-2802-/ ED SUPPLIES MEMORIAL	152739447	CF	ED SUPPLIES MEMORIAL	145628	373.75
	18-01860	11-000-251-610-9B00-/ BA OFFICE SUPPLIES	152726994	CF	BA OFFICE SUPPLIES	145628	202.94
		11-000-251-610-9B00-/ BA OFFICE SUPPLIES	152766939	CF	BA OFFICE SUPPLIES	145628	32.36
					Total for W.B. MASON CO., INC./ 3158		\$685.55
WALKER, TODD/ 5817	18-01877	11-402-100-590-6B31-/ ATHLET OTHER PURCH SER	G. OFFICIAL FEB18	CF	ATHLET OTHER PURCH SER	145629	57.00

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Unposted Checks							
WILLIAMS SCOTSMAN, INC./ 3207	18-00351	11-000-262-330-9B47-/ OPER PURCH SER MAINT	5581505	CF	OPER PURCH SER MAINT	145630	75.00
		11-000-262-330-9B47-/ OPER PURCH SER MAINT	5583588	CF	OPER PURCH SER MAINT	145630	75.00
		11-000-262-330-9B47-/ OPER PURCH SER MAINT	5586701	CF	OPER PURCH SER MAINT	145630	75.00
					Total for WILLIAMS SCOTSMAN, INC./ 3207		\$225.00
WOODBURY MEDICAL OFFICE/ 3836	18-00469	11-000-251-340-PB45-/ ADVERT & TECH SERV HR	PHYSICALS FEB18	CF	ADVERT & TECH SERV HR	145631	150.00
XEROX CORPORATION/ 5665	18-00856	11-000-218-390-4900-/ GUIDANCE PURCH SERV WHS		CP	GUIDANCE PURCH SERV WHS	145632	200.34
		11-000-219-390-5B00-/ CST OTHER CONTR SERV		CP	CST OTHER CONTR SERV	145632	461.81
		11-000-221-390-7B00-/ PURCH TECH SERV CURR		CP	PURCH TECH SERV CURR	145632	177.19
		11-000-230-440-1B00-/ GEN ADM LEASE EXP		CP	GEN ADM LEASE EXP	145632	572.91
		11-000-251-330-PB45-/ PURCH PROF SER HR		CP	PURCH PROF SER HR	145632	364.18
		11-000-251-330-PB46-/ PURCHASED PROFESSIONAL S		CP	PURCHASED PROFESSIONAL S	145632	415.01
		11-000-262-420-9B47-/ OPER REPAIR MAINT		CP	OPER REPAIR MAINT	145632	208.02
		11-000-266-300-0B49-/ SECURITRY PURCH SERV		CP	SECURITRY PURCH SERV	145632	175.67
		11-190-100-340-2202-/ ED MAINT CONTR GAR		CP	ED MAINT CONTR GAR	145632	765.30
		11-190-100-340-2302-/ PURCH TECH SERV HAWTH		CP	PURCH TECH SERV HAWTH	145632	823.33
		11-190-100-340-2602-/ PURCH TECH SERV JAMES		CP	PURCH TECH SERV JAMES	145632	734.32
		11-190-100-340-2702-/ PURCH TECH SERV T HILLS		CP	PURCH TECH SERV T HILLS	145632	577.41
		11-190-100-340-2802-/ ED MAINT CONTR MEMORIAL		CP	ED MAINT CONTR MEMORIAL	145632	1,467.43
		11-190-100-340-2R02-/ ED MAINT CONTR STUART		CP	ED MAINT CONTR STUART	145632	906.80
		11-190-100-340-3T02-/ PUR ED TECH SER LEVITT		CP	PUR ED TECH SER LEVITT	145632	613.50
		11-190-100-340-4902-/ ED MAINT CONTR WHS		CP	ED MAINT CONTR WHS	145632	3,812.85
		11-190-100-340-7B00-/ PURCH ED TECH ASST SUP		CP	PURCH ED TECH ASST SUP	145632	283.69
		11-402-100-390-6B31-/ ATHLETICS PURCH SER		CP	ATHLETICS PURCH SER	145632	283.69
		60-990-320-300-7B57-/ PURCH PRO & TECH SERVICE		CP	PURCH PRO & TECH SERVICE	511347	296.88
	18-00398	11-190-100-340-7B00-/ PURCH ED TECH ASST SUP	091992200	CF	PURCH ED TECH ASST SUP	145632	340.00
		11-190-100-340-7B00-/ PURCH ED TECH ASST SUP	092317441	CF	PURCH ED TECH ASST SUP	145632	1,984.50
					Total for XEROX CORPORATION/ 5665		\$15,464.83
XTEL COMMUNICATIONS, INC./ 3695							

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18-00491		11-000-230-530-9B00- / TELEPHONE DISTRICT	40313421	CF	TELEPHONE DISTRICT	145633	42,406.36
Total for Unposted Checks							\$812,081.64

Unposted Checks

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Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator,  be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed.

Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
10	10	\$31,762.00				\$31,762.00
10	11	\$634,163.99				\$634,163.99
10	12	\$6,485.83				\$6,485.83
Fund 10	TOTAL	\$672,411.82				\$672,411.82
20	20	\$139,042.05				\$139,042.05
60	60	\$562.77				\$562.77
61	61	\$65.00				\$65.00
GRAND	TOTAL	\$812,081.64	\$0.00	\$0.00	\$0.00	\$812,081.64

March 12, 2018

SECRETARY'S REPORT

10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

Be it resolved that the Board of Education approves the submission of the NJDOE Early Childhood Preschool Program Grant Application and 3-Year Program Plan for 2018-2019 Annual Update to 2017-2020 Three Year Preschool Program Plan.

Flat Funded PEA Budget 1

See Attached.

Moved by Grover McKenzie

APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

Seconded by Felicia Hopson

A roll call resulted as follows:

Felicia Hopson	-	Yes	Sarah Holley	-	Yes
Gary Johnson	-	Yes	Grover McKenzie	-	Yes
Jennifer Noble-Slaton	-	Yes	Dennis Tunstall	-	Yes
Debra Williams	-	Yes	Kimbrali Davis	-	Yes
Tonya Brown	-	Yes			

9 Voting: 9 Affirmatives, 0 Negatives, 0 Abstentions

MOTION PASSED

SECRETARY'S REPORT

10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

(cont'd) District Name: Willingboro

County: Burlington

Date: January 23, 2018

**New Jersey Department of Education
Division of Early Childhood Education and Family Engagement**

2018-2019 Annual Update to 2017-2020 Three-Year Preschool Program Plan

For school districts formerly known as Early Childhood Program Aid (ECPA) districts and for school districts formerly known as Early Launch to Learning Initiative (ELLI) 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*.

This 2018-2019 Annual Update once approved, works in conjunction with your approved three-year plan.

March 12, 2018

SECRETARY'S REPORT

10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

(Cont'd) Name: Willingboro

County: Burlington

Date: January 23, 2018

Submission Instructions: Please complete, submit and/or upload the following documents by the submission date noted. Please ensure that all PDF documents are signed and dated.				
Document	File Type	Submission To	Submission Method	Submission Date
2018-2019 Annual Update to Three-Year Preschool Program Plan	Word	Homeroom	Upload via Homeroom	March 5, 2018
		Executive County Superintendent	Standard Mail	
Program Plan Signed Cover Sheet	PDF	Homeroom	Upload via Homeroom	March 5, 2018
		Executive County Superintendent	Standard Mail	
District Statement of Assurances Signed	PDF	Homeroom	Upload via Homeroom	March 5, 2018
		Executive County Superintendent	Standard Mail	
Table 1 Enrollment & Table 2 Class Size	Excel	Homeroom	Upload via Homeroom	March 5, 2018
		Executive County Superintendent	Standard Mail	
District Signed Board Resolution	PDF	Homeroom	Upload via Homeroom	March 12, 2018
		Executive County Superintendent	Standard Mail	
Professional Development Plan	PDF	Homeroom	Upload via Homeroom	March 5, 2018
		Executive County Superintendent	Standard Mail	
Budget Workbook: Table 4 Pre-K Teachers Credentials, Table 4A Pre-K Teacher Assistant Credentials, Schedule A Personnel, & Budget Statement	Excel	Homeroom	Upload via Homeroom	March 5, 2018
		Executive County Superintendent	Standard Mail	
If you have any questions, please direct them to the ECPA ELLI Team at: ECPA.ELLITeam@doe.state.nj.us				

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District Name: Willingboro County: Burlington Date: January 23, 2018

(cont'd)

- Approval letters will be mailed from the Division of Early Childhood Education and Family Engagement (DECEFE) on April 1, 2018 to school districts that submit timely and complete plans.
- Failure to follow the above submission instructions and deadlines will result in a delayed approval letter.

Program Plan Components

Please complete the information requested for the following components:

- **District information**
- **District statement of assurances**
- **Outreach/program delivery**
- **Facilities**
- **Chronic absenteeism**
- **Administrative oversight**
- **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**
- **Program evaluation**
- **Transition**
- **Budget planning workbook**

March 12, 2018

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(cont'd) District Name: Willingboro County: Burlington Date: January 23, 2018

District Information

County: Burlington County County Code: 05

District: Willingboro District Code: 5805

Chief School Administrator: Dr. Ronald G. Taylor, Superintendent of Schools

Address: 440 Beverly Rancocas Road, Willingboro, NJ 08046

Telephone Number: 609-835-8600 x. 1013 Fax Number: 609-835-3880

E-Mail Address: rtaylor@wboe.net

School Business Administrator: Mr. Kelvin Smith

Address: 440 Beverly Rancocas Road, Willingboro, NJ 08046

Telephone Number: 609-835-8600 x. 1020 Fax Number: 609-871-1566

E-Mail Address: ksmith@wboe.net

Preschool Program Contact: Dr. Adrian C. Cora-Waters Title: Director of Special Projects

Address: 440 Beverly Rancocas Road, Willingboro, NJ 08046

Telephone Number: 609-835-8600 x. 1039 Fax Number: 609-871-1566

E-Mail Address: acwaters@wboe.net

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: Monday, March 12, 2018


Chief School Administrator's Signature

3/9/18
Date


School Business Administrator's Signature

3/9/18
Date

SECRETARY'S REPORT

10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

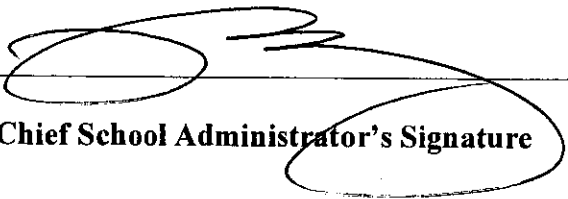
(cont'd) District Name: Willingboro County: Burlington Date: January 23, 2018

District Statement of Assurances

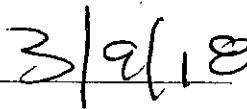
The Chief School Administrator hereby assures that the following has occurred.

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.



Chief School Administrator's Signature



Date

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County Name: Willingboro

County: Burlington

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Outreach/Program Delivery

Recruitment and Outreach: Multiple recruitment strategies are being used.

1. Please describe your district's recruitment outreach/program strategies for 2018-2019.

The Willingboro Public School District continues to improve and develop a comprehensive plan to engage in outreach, recruitment, and enrollment strategies to serve age eligible children in our community. Informational brochures have been designed that emphasize the importance of children attending a high-quality preschool program and the benefits early learning programs can yield. Our brochures are disseminated at all district schools, the Parent Resource Center, and community events. For the 2018-2019 school year, we will continue to collaborate with Headstart, Burlington County Community Action Program (BCAAP), and community churches by sending letters and informational flyers to solicit their assistance in helping to recruit age eligible children who reside in Willingboro.

As mentioned in our Preschool Education Expansion Aid (PEEA) application, we are committed to finding ways to provide at risk families with information about the academic opportunities offered by the district. Robo-calls go out to the entire community about our 3 and 4-year-old preschool program. A representative from Radio One has also contacted the district to discuss how the radio station could be instrumental in helping the district recruit students.

The Early Childhood Department collaborates with the district McKinney-Vento Homeless Education Liaison representative to disseminate information about our program to families and children who are in a state of homelessness. In addition, our goal is to formulate a collaborative partnership with Temporary Assistance for Needy Families (TANF), Women, Infants, and Children (WIC), and other social service agencies to have social workers provide information about the preschool program to their clients. Caseworkers who have formed relationships with their clients can be instrumental in sharing positive messages and literature about the importance of children attending a high-quality preschool program. Collaboration with the Division of Child Protection & Permanency (DCP&P), Burlington Reserve Net, and the Providence House will help our district target children in placement, children born to teen mothers, and children who are sheltered due to domestic violence issues. During our Round-Up period, we disseminate Child Find flyers to reach children with disabilities. As we continue to explore ways to reach at risk students and hard to reach families, we will begin to send literature to the Willingboro Senior Center to ensure that grandparents raising their grandchildren are aware that the community offers a high-quality program for young children. As American classrooms become increasingly more diverse, it is essential to find ways to recruit ESL/Immigrant families. We will continue to work in concert with our Registration Department to provide information to ESL/Immigrant families about our preschool program. Priority will be given to place children and families most at risk in our program.

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In addition to implementing strategies to reach at risk children and families, we have a continuous enrollment period for families to register throughout the year. Families may enroll during the Round-Up; however, they will be able to enroll a child at any point in the school year as seats become available. We will continue to display Round-Up posters in local businesses and the community. Information will also be posted on the district website as well as district and community marquee boards. Although we advertise in the community, word of mouth testimonies from parents who had children enrolled in our program help to increase our enrollment.

Our program is also advertised on the district website. We also place flyers at the local library, community events, medical and health care facilities. Our department has also engaged in discussion about collaborating with Radio One to help promote and recruit for our program.

2. How are the recruitment strategies assessed for efficacy?

During the Round-Up parents are surveyed to determine their level of satisfaction with the Round-Up process and Round-Up staff. Parents will once again be surveyed in the Round-Up and asked how they were informed about our program. Using the data from the survey, our department will be able to determine which recruitment strategies are most effective.

Facilities

1. Do all your preschool classrooms meet the 950 sq. foot space requirement?

According to Mr. Orlando Chandler, Manager of Buildings and Grounds, there are twelve preschool classrooms that meet the 950 sq. foot space requirement in the Willingboro Public School District.

2. If applicable, how many classrooms do not meet the 950 sq. foot space requirement?

According to Mr. Orlando Chandler, Manager of Buildings and Grounds, there are five preschool classrooms that do not meet the 950 sq. foot space requirement in the Willingboro Public School District.

3. Have you received a waiver from the County Office for those classrooms that do not meet 950 sq. foot square requirement?

Currently we have not applied for a waiver based on the counsel of a representative from the New Jersey Department of Education via email.

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(Cont'd) Name: Willingboro County: Burlington Date: January 23, 2018

4. Classroom Units (TCUs)

The preschool department in the Willingboro Public School District does not utilize Temporary Classroom Units (TCUs). Sub questions (a-d) do not apply to the school district and will receive a response of Not Applicable (N/A).

- a. **Do you use TCUs in the district for preschool classrooms?** N/A
- b. **If applicable, how many TCUs does the district have?** N/A
- c. **Where are the TCUs located?** N/A
- d. **How long have the TCUs been in use?** N/A

Chronic Absenteeism

Please review the guidance regarding Chronic Absenteeism:

1. What was your preschool absenteeism rate for 2016-2017?

The preschool absenteeism rate for the 2016-2017 school year was 7.32%.

2. If your district's absentee rate is calculated by a technique other than the NJ SMART calculation method please explain.

Our school district uses the NJ SMART calculation method to calculate the absentee rate.

3. What strategies will the district employ to reduce preschool absenteeism?

For the upcoming school year, the Early Childhood Team will use the concepts and practices that are supported by Attendance Works. The Tiers of Intervention to Reduce Chronic Absenteeism helps to address students who suffer from chronic absenteeism. There are three tiers that define chronic absenteeism and there are strategies to work with students in each of the three tiers.

- Tier 1: This tier addresses students who have good attendance that could be maintained.
- Tier 2: This tier addresses students who have a history of chronic absenteeism. These students miss 10% or more time from school.
- Tier 3: This tier addresses students who miss 20% or more time from school. They also have other types of factors that hinder them from attending school.

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To resolve attendance issues with preschool children, it is important to monitor their attendance for the entire year. The following strategies will be used to address and reduce preschool absenteeism based on which tier a preschool child is in. The higher tiers will involve more intense strategies to help students.

1. Monitor Data for all preschool students regarding attendance
2. Engage students so that school matters and is enriching
3. Recognize good and improved attendance
4. Provide personalized early outreach for students regarding attendance
5. Remove barriers to attendance issues
6. Conduct home visits to support families who have attendance issues

Attendance Works provides strategies to help students in each of the categories mentioned above as well as each tier. For example: There are strategies to address children in Tier 1, Tier 2, and Tier 3. Each category has strategies for children in each tier. In addition to implementing some of the strategies outlined in Attendance Works, we will convey the importance of attendance in parent meetings and literature. Letters will be sent to families who have children who do not attend school. Inexpensive incentives will also be used to promote good attendance for students in the preschool program.

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(b)(1)(d) Name: Willingboro County: Burlington Date: January 23, 2018

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.

Table 1 – Oversight of Preschool Program

Title	Name	Certification	Preschool experience	Other responsibilities	Contact Information
Director of Special Projects	Dr. Adrian C. Cora-Waters	<ul style="list-style-type: none"> • PK Teacher Certification • Teacher K-8 Certification • Student Personnel Services Certification • Supervisor Certification • Director of Counseling Certification • Principalship Certification 	PK Supervisor/Director PK Teacher	Oversight Preschool Dept. Oversight Kindergarten Oversight Grade 1 Oversight Grade 2 Oversight Grade 3 Oversight Perkins Grant Oversight Title I Oversight Title II Oversight Title III & 3I Oversight Title IV Oversight ESL K-12 Oversight Out of Park Oversight Extended Learning/Field Trips Oversight Special Projects	acwaters@wboe.net 609-835-8600 x 1039

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(cont'd) Name: Willingboro

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1. What is your vision for the preschool program and how is consensus reached?

For many years, Willingboro Public School District has provided young learners with an opportunity to attend a high-quality program in our five elementary schools. Our mission to develop a high-quality program is important. Our program is designed to address the needs of the whole child and recognize the importance of parental and community involvement. These factors continue to be essential building blocks that will ensure the success of the young learners we value and respect.

The administrators and educators in the Willingboro Public School District's Early Childhood Department believe that children are our most precious resource. We value each child as a unique individual with diverse talents and abilities. We have adopted a play-based philosophy that recognizes the importance of play in the life of young learners. This provides children with opportunities to learn as they play in structured and unstructured ways supported by a well-researched curriculum, High Scope. Constructive and purposeful play supports essential learning and can foster positive social interactions with peers and adults (Teaching Strategies, 2017).

Coaching

1. Who is responsible for coaching the preschool staff and how is it facilitated?

Ms. Paula Garguillo and Ms. Iris DeVaughn are responsible for coaching the preschool staff. As a result of the Preschool Education Expansion Aid (PEEA), we were able to hire two Master Teachers who support the preschool classrooms on a full-time basis. Each Master Teacher is assigned to a designated school. Master teachers are required to provide and maintain high levels of quality by helping and supporting preschool teachers. Their primary role is to visit classrooms and coach teachers using reflective practice to improve instruction. The work of each Master Teacher is facilitated through the Office of Special Projects. Through weekly team meetings, data is analyzed, and the following types of work assignment and duties are given to each Master Teachers:

- Visit classrooms on a regular basis to coach and provide feedback to teachers to improve teaching practices through the reflective cycle.
- Coach teachers on the use of Performance-Based Assessments such as (COR Advantage) as well as help teachers with interpretation of data and use of assessment data in planning.
- Administer structured program evaluation instruments (in assigned classrooms) to measure quality practices in preschool classrooms (e.g., ECERS-3, High/Scope Preschool Program Quality Assessment).
- Confer with key stakeholders to coordinate, articulate, and provide professional development for all early childhood staff. Master Teachers also facilitate professional development workshops.

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- Reflect on their own professional development needs, attend workshops, read research articles, consult with others to ensure that they are up to date and current on early childhood issues, trends, and best practices.
- Confer regularly with the preschool intervention and referral team to discuss how to support teachers and parents with children who have challenging behaviors. Master Teachers also provide support to help children make smooth transitions into schools and higher grades. They also help to plan visits for preschool and kindergarten children and help ensure that academic and assessment information is shared with teachers. They also support ELL learners and students with IEPs.

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 with access to 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.
 - Pull-out services are used on a limited basis.
 - Classroom teachers participate in all meetings throughout the IEP process and provide input through utilization of the Review of the Preschool Day.
 - Collaboration among teachers, special education staff and intervention teams is built into the schedule.
1. In the table below, project the number of children with disabilities to be included in general education settings for 2019-2020 to ensure inclusion to the maximum extent possible.

Table 2 – Projected Number of Children with Disabilities

	estimated # of children with disabilities	# in general education classrooms	# in self-contained classrooms
Year 2019-2020	39	9	30

2. What is the plan to return children with disabilities in out of district settings back to the home district?

Each year the district meets with families of students who have disabilities. During the meetings, parents, educators, and other key stakeholders engage a discussion to determine what the least restricted environment would be for the student. The team also discusses

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(cont’d) Name: Willingboro County: Burlington Date: January 23, 2018

what supports and services are available to help students transition back to their home district if possible. If students are not able to return to their home district due to the nature of their disabilities(s), consideration is given to how the child can be included in after school activities or extended learning opportunities that go beyond the school day.

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.

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

Table 3 – PIRT/I&RS Members

Name	Role	Specialty	Email
Dr. Adrian Waters	Director	Early Childhood	acwaters@wboe.net
Ms. Marchelle Coleman	CST Supervisor	Special Education	scoleman@wboe.net
Mr. Phillip Crisostomo	Principal	Ed. Leadership	pcrisostomo@wboe.net
Ms. Faye Whitaker	Social Worker	Social Work	fwhitaker@wboe.net
Ms. Jeannie James	LDTC	Learning Problems	jjames@wboe.net
Ms. Cherly Caruso	Speech Therapist	Speech Issues	ccaruso@wboe.net
Ms. Sharon Coleman	Behavior Therapist	Behavior Issues	shcoleman@wboe.net
Ms. Paula Garguillo	Master Teacher	Early Childhood	pgarguillo@wboe.net
Ms. Iris DeVaughn	Master Teacher	Early Childhood	idevaughn@wboe.net

1. How does the PIRT/I&RS support the preschool program?

The Preschool Intervention and referral Team (PIRT) is a team that meets to discuss children who are experiencing social or challenging behavior. The team has the following professionals serving for the 2017-2018 school year: Administrators, Master Teachers, Social Worker, School Psychologist, LDTC, Behavioral Specialist, Speech Therapist, and early childhood educators.

The team reviews each case, collaborating with teachers and key stakeholders to discuss what factors trigger the child’s behavior and brainstorm about strategies that will address the behavior the child is demonstrating. The team also help link families with outside resources that will help the child.

2. PIRT/I&RS 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?

3. PIRT/I&RS and teachers;

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

In regard to questions 2-6, the PIRT Team in Willingboro meets once a month. We also meet on an emergency basis if needed. All teachers who refer students to the PIRT Team attend the meeting. We also ask parents to attend as well to discuss their child. Follow up meetings are scheduled for all students who are referred to PIRT. The follow-up meeting will provide the team with information that conveys if the strategies that were given to help the child were effective.

7. 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?
 - b. Of those, how many are for children with challenging behaviors?
 - c. Of those, how many are for children with other issues?

Our PIRT is fairly new. We were able to establish a PIRT through the PEEA Grant. We have had eight cases to date. Of those eight cases, five cases were for children with challenging behaviors. Three cases were for other issues.

8. How many children who were provided with an intervention were given IEPs

To date, we did not have any PIRT referrals move to the level of Child Study Team Intervention.

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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.

1. Does your district preschool program participate in the National School Breakfast Program and the National School Lunch Program? If not please refer to: National School Breakfast Program and the National School Lunch Program

The Willingboro Public School District participates in the National School Breakfast Program. The district also participates in the National School Lunch Program.

2. Do your district's contracted providers (if relevant) participate in the Child and Adult Care Food Program (CACFP)? If not please refer to: Child and Adult Care Food Program (CACFP) – N/A.

3. Are the preschool children served family style meals in their classrooms?

Meal time is one segment of the educational day in our preschool program. Although family style meals are a best practice as outlined in the Preschool Program Implementation Guidelines, the children who attend preschool in Willingboro are served meals on individual lunch compartmentalized food trays. This practice does not allow children to serve themselves from communal bowls with their peers. The contracted vendor does not serve meals to our preschool children that encourage them to serve themselves or consume their meals in a family style manner.

The benefits of family style dining in school are vast. When children eat the same food as their peers, they are more likely to try new items and show excitement about the meal in front of them.

4. If not, where do they eat their meals?

All preschool students in Willingboro eat their meals in their classrooms. Allowing students to eat their lunch in their classroom provides young children with an opportunity to eat in their natural environment. One benefit is that the classroom is away from the chaos and increased energy that occurs in lunch rooms with many children in varied grades. The classroom provides a cozy place where children can converse with peers and adults as well as engage in interest areas if they finish lunch early.

Nurses who work with preschool children and their families must provide the following services (N.J.A.C:6A:13A):

- 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.

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- Provide health-related training to staff and/or children, as needed.
5. 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.)

As per code (N.J.A.C. 6A:13A), at a minimum, vision, hearing, dental, height and weight screenings of each eligible child upon enrollment in preschool. To accommodate district scheduling constraints and late registrants the DECEFE recommends that screenings occur within the first 30 days of school.

6. What specific services will nurses provide to preschool children in district classrooms and provider and Head Start classrooms if relevant?

The School Nurses will provide assistance for the preschool children in the following ways:

- Emergency health services for basic/minor injuries and illness.
 - Commission for the Blind vision screenings
 - Engage children in Mindfulness activities to help them breathe and be calm during screenings and visits to the Nurse's Office for care
 - Changing the child during accidents if assistance is needed
 - Administer medication as prescribed by a doctor
7. Submit a copy of the 2018-2019 proposed schedule of health screenings for preschool children.
- Height, Weight, Vision, Hearing, and Blood Pressure
 - Physicals are once a year
 - According to the School Nurse, the proposed schedule of health screenings would be in January and February
8. What health-related family education programs (e.g. nutrition, lead screening, asthma) will be provided in 2018-2019?

We would like to conduct workshops on nutrition, food allergies, and sports injuries. We would also like to conduct workshops on summer safety.

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9. Submit a copy of the 2018-2019 proposed family health education workshop schedule

A copy of the 2018-2019 proposed family health education workshop schedule is attached to this application.

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*.

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

Table 4 – Coordination of Social Services and Programs

Name	Role	Specialty	Email
Ms. Denise Saunders	Parent Liaison Specialist	Education & Parental Involvement	dsaunders@wboe.net

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

The following activities will be planned for the preschool families for the 2018-2019 school year in addition to the health related workshops:

- Mathematics Literacy Night
- Language Arts Literacy Night
- Kidz Gotta Move – Exercise & Fitness Night
- Preschoolers, Punch, and Paint – Art Night
- I'm Moving to Australia! Helping Young Learners Manage Emotions

2. Submit a copy of the survey and community needs assessment that will be used to plan for meeting the particular needs of the community and families.

A copy of the 2018-2019 Pre-K Family Interest Survey is attached to this application.

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(Continued) Name: Willingboro County: Burlington Date: January 23, 2018

3. 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 include families, contracting private providers and Head Start agencies (if applicable), and stakeholders in the community, who can provide resources to address identified needs.

Table 5 – Early Childhood Advisory Council Members

Name	Title
Dr. Adrian C. Cora-Waters	Director of Special Projects
Mr. Ron Zalika	Director of Curriculum & Instruction
Ms. Marti Hill	Asst. Director of C & I
Ms. Dezoray Moore	School Administrator
Ms. Linda Adens	Willingboro Children's Librarian
Ms. Paula Garguillo	Master Teacher
Ms. Iris DeVaughn	Master Teacher
Ms. Sara Holley	Willingboro Board of Education Member
Ms. Denise Saunders	Parent Liason Specialist
TBA	Parent

4. What is the projected focus, goals, and objectives of the Early Childhood Advisory Council (ECAC)?

The primary purpose of the Early Childhood Advisory Council (ECAC) in our district is to bring the collective wisdom and expertise of key stakeholders together to discuss innovative ways of improving our program and explore ways to bring positive change to the academic lives of young learners. To accomplish this work, experts from diverse backgrounds collaborate four times a year to discuss and make recommendations about ways to serve the early care and education of children in preschool through grade 3, discuss ways to improve program quality, and offer resources and services that will help meet the needs of the children as they transition through our program. The team is also charged with the task of assessing needs for the program, determining desired outcomes, and implementing a comprehensive and cohesive plan to reach our strategic, measurable, achievable, timely, and relevant goals.

The projected focus of the Early Childhood Advisory Council (ECAC) in the Willingboro Public School District is to provide leadership in the charge to build and sustain a high-quality early childhood program in our district for students in grades PK-3. We are committed to the following goals and objectives that will support the goals:

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Goal: Review program implementation for grades PK-3 to ensure that a high-quality program is in place through team planning, engagement, and evaluation.

Objective: Establish a strong team and put structures in place so that the ECAC can function effectively and merge the collective strengths of key stakeholders so that the goal to build a high-quality program for students in grades PK-3 can be accomplished.

Goal: Ensure that transitions are in place for students in grades PK-3.

Objective: Establish a transition plan by the end of the summer of 2018 so that all transition plans for students in PK-3 can be implemented in the 2018-2019 school year.

Goal: Ensure that early childhood parents have access to how they can receive services for their young learners and their families.

Objective: Create a directory of "Where to Go to For Help for Young Learners". Network with social services agencies such as free dental and flu shots for young learners.

Goal: Continue to build the knowledge, skills, and pedagogical practices of educators who serve young learners.

Objective: Plan professional development sessions throughout the year and over the summer. Use Grow NJ Kids to help teachers advance their degrees.

Goal: Engage in advocacy to ensure that a strong high-quality curriculum and assessment tool is in place.

Objective: Use data to improve. Remain current with research and best practices. Engage in advocacy and partnerships with organizations such as PK Our Way to remain connected and stand on a larger political stage to advocate for early childhood initiatives that support young learners having access to high-quality preschool. Keep parents, key stakeholders, and the public informed about the importance of high-quality programs and how they help young learners to be successful in the future.

The DECEFE recommends that the ECAC meets at least semi-annually. Please submit the proposed meeting schedule.

The Early Childhood Advisory Council is expected to meet in the following months for the 2018-2019 school year:

- September 2018
- December 2018
- March 2019
- June 2019

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6. Please provide a brief narrative and sample of the method(s) used by the council to assess and evaluate their role and work?

The Early Childhood Advisory Council will be accessed and evaluated once a year. The purpose of evaluating the council is to identify the strengths and weaknesses of the council. Evaluating the council also helps to ensure that roles are clearly defined, strengths and weaknesses are addressed, reflection time is given to think about what appears to be working and what is not working, strategize about what can be done differently, create action plans, and continue to reflect and evaluate in terms of how to improve. A copy of the Early Childhood Advisory Council's reflection survey is attached to the application.

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 curricula is the school district currently using?
- a. Creative Curriculum
 - b. Curiosity Corner
 - c. High Scope
 - d. Tools of the Mind
 - e. Other (Describe)

The DECEFE strongly discourages the use of district-developed and supplemental curricula.

2. What is the district's stage in implementing the preschool curriculum?
- a. 1st year
 - b. 2nd year
 - c. 3rd year
 - d. 4th year
 - e. 5th year
 - f. More than 5 years. Willingboro has used the High Scope Curriculum for approximately 15 years. Currently, the ECAC is researching some of the other curriculums that the NJDOE supports for our preschool classrooms.

3. When was curriculum training provided by the curriculum developer(s)?

Curriculum training has been provided by the curriculum developers on a number of occasions. The last time the curriculum developers conducted a full day workshop was September 5, 2017.

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4. When does the district plan on scheduling curriculum training updates provided by the curriculum developers?

Curriculum training updates are disseminated to the teachers during formal and informal meeting times. The Curriculum & Instruction Team also disseminates dates that reflect when curriculum training will be offered.

5. 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:

- a. Fidelity Tool (Creative Curriculum)
- b. Implementation Self-Assessment Guide (Curiosity Corner)
- c. Preschool Quality Assessment (HighScope)
- d. Preschool Teacher Self-Reflection (Tools of the Mind)
- e. Other (please describe)

Cross Curricula:

- f. Early Childhood Environmental Rating Scale – Third Edition
- g. Other (please describe)

6. What performance-based assessment will the school district use in preschool to inform instruction?
- a. Teaching Strategies GOLD
 - b. Child Assessment Tool (Curiosity Corner)
 - c. Child Observation Record (High Scope)
 - d. 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 and Family Engagement recommends use of the Early Screening Inventory–Revised. If the district is planning to use another instrument, please describe below.

Currently the preschool students in Willingboro Twp., are screened with the Brigance III. For the 2018-2019 academic school year, we will continue to use the Brigance III pending the approval of the NJ Division of Early Childhood Education and Family Engagement.

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2. The NJ Division of Early Childhood Education and Family Engagement recommends the following protocol for screening preschool children:
 - Screening instruments are administered within the first 6 weeks of school by the child's teacher. The NJ Division of Early Childhood Education and Family Engagement recommends allowing sufficient time for the child to acclimate to the classroom before administering the screening.
 - 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.

The protocol outlined above are best practices that we follow in the preschool program in Willingboro Township. We often refer students who do not pass to the PIRT for further discussion and intervention before moving to a Child Study Team referral.

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.

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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 children's 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.

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.

A copy of the staff survey is attached to this application.

- 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 and/or refer to Grow NJ Kids.

Our district is in the process of getting enrolled in the Grow NJ Kids program.

3. Is your district enrolled in the Kindergarten Entry Assessment (KEA)? If not, please explain. For more information, please visit KEA.

The Willingboro Twp. Public School is enrolled in the Kindergarten Entry Assessment (KEA).

4. Is your district enrolled in the Kindergarten Seminar? If not, please explain.

The Willingboro Twp. Public School District is enrolled in the NJKEA Kindergarten Seminars organized and sponsored by the NJDOE.

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5. Is your district familiar with the First through Third Grade Guidelines?

Yes, our district is familiar with the First through Third Grade Guidelines.

Supporting English Language Learners – (ELL)

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

1. How many children based on the Home Language Survey speak a language other than English at home?

There were approximately six children who had family members who spoke another language other than English at home; however, the children speak full English in school. They are proficient in speaking English.

2. Of this amount how many students based on teacher observation seem to have difficulty communicating in English?

At this time, we do not have any students who have difficulty communicating in English at this time.

3. How many bilingual preschool teachers will be employed in 2018-2019?

Currently, there are no plans to request a bilingual preschool teacher for the 2018-2019 school year.

4. What language(s) do they support? N/A

5. How many bilingual preschool assistants will be employed in 2018-2019?

Currently, there are no plans to request a bilingual preschool teacher for the 2018-2019 school year. The district employs one bilingual preschool assistant. The same number of bilingual preschool assistants will be employed in the 2018-2019 school year. New bilingual preschool assistants are always welcome to submit an application for employment.

6. What language(s) do they support?

The preschool assistant speaks English and Polish.

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

There are 16 classrooms that do not have a bilingual teacher or assistant. We have one U

8. What is the name and title of the person(s) responsible for making decisions about serving preschool English language learners in the district?

Dr. Adrian C. Cora-Waters is responsible for making decisions about servicing preschool English language learners in the district. Dr. Cora-Waters also consults with Mr. Ron Zalika to make decisions about the ELL students in the district.

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.

Our teachers use the following strategies to help ELL learners in a developmentally appropriate manner:

- Extend the student's understanding by building vocabulary
- Engage the students in conversation during interest centers to activate prior knowledge and build vocabulary
- Provide many opportunities for students to speak with adults and peers
- Use the power and benefits of small group instruction to provide additional assistance to students
- Utilize peer helpers
- Involve the family for additional support
- Teachers can also scaffold language learning, ask questions, give appropriate wait time for children to respond, restate, and encourage ELL learners.

10. What types of services are provided by the preschool master teacher or coach.

Preschool Master Teachers provide the same support to teachers who have ELL students in the classroom. Professional Development will help teachers learn about how to support ELL students in the preschool classroom. They also support teachers by providing information on the following: Opportunities to develop academic language; Building vocabulary through developmental practices and how to expose students to rich language by sharing books as well as teacher talk to enhance language development

11. If your district does not have a master teacher how are services provided to support preschool English language learners?

Our district was able to hire Master Teachers through the new PEEA Grant offered by the NJDOE. Master Teachers will remain in place pending state funding.

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12. How are families of preschool English language learners supported?

- Families are supported by having documents, literatures in their native language.
- Create a welcoming school environment.
- Connect with families through home visits
- Look for ways to have families volunteer
- Link families with social services agencies that will help them help their families
- Create safe environments that build trust
- Offer parent workshops that provide parents with strategies to help their ELL learner

13. How does the classroom environment support preschool English language learners and their families?

The classroom environments Support students with early literacy skills by supporting students in the areas of alphabetic knowledge, print awareness, and phonological awareness. Focus on fundamental literacy skills through interactive storybook reading, pretend reading and writing, and games are offered and available. Labeling classroom items in multiple languages also helps students. Ensuring that classrooms have bilingual classroom libraries can support language development. Classroom library books can also be color coded to help children identify books in a specific language.

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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*.

It is recommended that the school district use an annual self-assessment to assess the status of its preschool program and to inform the Three-year preschool program plan and annual updates.

1. 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:

- The Fidelity Tool Teacher Checklist
- Curiosity Corner Implementation Self-Assessment Guide
- High Scope Preschool Quality Assessment
- Tools of the Mind 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)

2. How will the results be summarized and used?

All data will be summarized and used to improve the quality of the program.

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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?

The following methods will be used to communicate with teachers about children transitioning from early intervention and children making transitions between grades:

- Children with disabilities transitioning from early intervention programs to preschool?
- Children transitioning from preschool to kindergarten?

The district Learning Consultant will have an initial IEP meeting regarding students who are transitioning from early intervention programs. A meet and greet can be organized for the child and family with the PSD preschool teachers.

Various activities can be held for children transitioning from preschool to kindergarten:

- The Kindergarten Ambassador Program: All preschool 4 children can visit kindergarten classes at the end of the school year.
- Bridges program (an extended school year) being implemented for Pre-K 4s going to kindergarten that show signs of potential regression.
- Kindergarten orientation- Kindergarten children and families get to see their classroom, meet their teachers and classmates.

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

Table 6 – Transition Team Members

Name	Title
Dr. Adrian C . Cora-Waters	Director of Special Projects
Ms. Paula Garguillo	Master Teacher
Ms. Iris DeVaughn	Master Teacher
Ms. Marchelle Coleman	Co-Director of CST
Ms. Jeannie James	LDTC
Ms. Fay Whitaker	Social Worker

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3. How often will they meet?

The topic of transitions will be discussed during PIRT meetings as well as the Early Childhood Advisory Council meetings. This topic will also be discussed during Early Childhood Team meetings. Many of the members serve on numerous teams.

4. What strategies will be in place for preschool and kindergarten alignment of curriculum, standards, assessment, and professional development?

- a. Preschool and Kindergarten programs will use the same (respective to grade level) research based early childhood curriculum.
- b. Switch to using the same assessment tool or cross professional development so PreK and K teachers understand how COR and TSGold align.
- c. Vertical articulation meetings between PreK and K teachers.
- d. Sharing student portfolios and assessment data.

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

Table 4 – Projected Transition Activities

From early intervention to preschool	Teaching Staff	Children	Families
From Early Intervention to Preschool	LDTC – informs teacher of new student. Sets up meet & greet for teachers and families.	Children visit the classroom and meet teacher and classmates during meet & greet.	Holds IEP meeting with CST and meets teacher during meet & greet.
From Home to Preschool	1. PreK –Orientation 2. Back to School Night 3. Home Visits	PreK orientation – children and families visit classroom and meet their teachers and classmates	1. Preschool Round up – registration event. 2. PreK orientation 3. Back to School Night Provide literature to parents and families about the programs. Place informational videos on the web about the EC Department.

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From Preschool to Kindergarten	<ol style="list-style-type: none"> 1. PreK class visits to K rooms in June 2. Kindergarten Orientation 	<ol style="list-style-type: none"> 1. PreK class visits to K rooms in June. 2. Kindergarten orientation – children and families visit classrooms and meet their teachers and classmates. Provide teachers with articulation time. 	<ol style="list-style-type: none"> 1. Kindergarten orientation. 2. Back to School Night Send information to parents about school and grade level expectations Open House Day
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New Jersey Department of Education
Division of Early Childhood Education

**DISTRICT BUDGET PLANNING WORKBOOK INSTRUCTIONS
SCHOOL YEAR 2018-2019**

For school districts formerly known as Early Childhood Program Aid (ECPA) districts and for school districts formerly known as Early Launch to Learning Initiative (ELLI) districts.

Submission Instructions:

An electronic copy of the completed District Budget Planning Workbook must be uploaded in Excel format to homeroom on March 5, 2018.

A paper copy must be sent to the executive county superintendent.

Using the instructions below, please complete the Microsoft Excel file entitled, "2018-19 District Budget Planning Workbook." Use the District Budget Planning Workbook tables and schedule to inform the program components of the preschool plan.

2018-19 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, 2017 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

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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.

2018-19 Table 2: Current and Projected Capacity

For both current (2017-18) and projected (2018-19) 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.

2018-19 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, 2017. 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 2018-19 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, 2015 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).

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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.

2018-19 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, 2017. 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, 2017 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 2018-19 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 2018-19. Enter the employee name, job title, salary, and benefits for 2017-18 and 2018-19 for each position. Use the FTE column to indicate the portion of each person's time

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dedicated to the preschool program. Do not include employees from 2017-18 who will not be employed in 2018-19. If applicable, include any positions for 2018-19 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 2018-19.

2017-18 2018-19 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 2018-19 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 "2018-19 Projected Funding", first enter the district's **2018-19 PEA amount*** and any carryover funds the district plans to use in the 2018-19 school year. Next, enter any estimated General Funds the district plans to use for preschool in the 2018-19 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.

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 2018-19 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.

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10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

~~(cont'd)~~ Name: Willingboro County: Burlington Date: January 23, 2018

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 2017-18, 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.

SECRETARY'S REPORT

10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

(Cont'd) District Name: Willingboro County: Burlington Date: January 23, 2018

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)

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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 2017-18, 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

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10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

(District) Name: Willingboro County: Burlington Date: January 23, 2018

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

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10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

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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 Family Care.

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)

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(Cont'd) Name: Willingboro County: Burlington Date: January 23, 2018

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".

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10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

(cont'd)

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 "2017-18 Actual Enrollment," enter your actual enrollment numbers submitted to the Department on October 15, 2017. 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:

Total Universe of Eligible Preschoolers	340
2018-19 Projected Three-Year-Old Universe	170
2018-19 Projected Four-Year-Old Universe	170

	Three-Year-Olds		Four-Year-Olds	
	Half-Day Program	Full-Day Program	Half-Day Program	Full-Day Program
2017-18 ACTUAL ENROLLMENT (10/15/2017)				
In-District Programs				
General education children in general education classrooms		26		151
Classified special education children in general education classrooms (full-time only)				
Classified special education children in self-contained preschool disabled classrooms		14		15
Classified special education children in out-of-district placements				
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	-	40	-	166
Total Projected General Education Enrollment		26		151
Universe of Eligible General Education Children		340		
Proportion of Universe Served		52.1%		

	Three-Year-Olds		Four-Year-Olds	
	Half-Day Program	Full-Day Program	Half-Day Program	Full-Day Program
2018-19 PROJECTED ENROLLMENT				
In-District Programs				
General education children in general education classrooms (PEA Funded)		30		165
Classified special education children in regular education classrooms (full-time only)				
Classified special education children in self-contained preschool disabled classrooms		18		22
Classified special education children in out-of-district placements				
Preschoolers in tuition-paid slots				
Contracted Head Start Programs				
General education children in general education classrooms (PEA Funded)				
Classified special education children in general education classrooms (full-time only)				
Other Contracted Private Provider Programs				
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)				
Total Projected Enrollment (All Children)	-	48	-	187
Total Projected General Education Enrollment (PEA Funded Children)		30		165
Universe of Eligible General Education Children		340		
Proportion of Universe Served		57.4%		

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10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN (cont'd)

2018-19 TABLE 4: Preschool Teacher Education, Credentials, and Experience

District: **Burlington County, Willingboro Twp**

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, 2017. If necessary, indicate any positions for 2018-19 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, 2017 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		Hiring/ Experience				Highest Level of Education Attained			Early Childhood Education Credentials and Certification (Select all that apply)						Language Abilities		
	Last Name	First Name	Date of Hire (mm/dd/yy)	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-6) +2 years	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			1				
Sample School	Doe	John	09/01/96	6	5	4						1	1				1	5
In-District Regular/Inclusion Teachers																		
Garfield East	Wiltshire	Geraldine	09/01/03	14y4m		9	1											
Garfield East	Wilson	Crystal	09/01/03	14y4m		9	1				1							
Hawthorne	Slatterback	Nancy	09/01/08	9y4m		6	1	1										
Hawthorne	Johnson	Linda	01/01/90	28y		15	1				1							
JC Stuart	Chesney	Janice	09/01/03	14y4m		9	1							1				
JC Stuart	Woody	Denise	09/01/03	14y4m		12	1	1			1							
Twin Hills	Coleman	Nikki	09/01/11	6y4m		9	1	1										
Twin Hills	Ketchell	Patricia	09/01/03	14y4m		9	1	1			1							
WR James	Collier	Kia	09/01/09	8y4m		15	1	1			1							
WR James	Esperance	Hugette	09/01/03	14y4m		10	1	1			1			1			4	
WR James	Wright	Kelly	03/05/07	10y10m		14	1				1							
Garfield East	Lisa	Clendaniel	10/12/17	4m		4	1											
Garfield East	Marina	Miller	10/12/17	4m		2	1	1										

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10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN (cont'd)

2018-19 TABLE 4a: Teacher Assistant Education, Credentials, and Experience

District: Burlington County, Willingboro Twp

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, 2017. If necessary, please indicate any positions for 2018-19 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, 2017 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=Portugese, 4=Creole (Haitian), 5=Arabic, 6=Sujurati, 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 (m/d/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)
Sample School	Doe	Jane	09/01/01	0	2								
Sample School	Doe	John	09/01/99	5	4			1			1	1	5
In-District Regular/Inclusion Teacher Assistants													
Garfield East	Jason	Jones											
Garfield East	Mosley	Tasha	Jan. 2, 01	17y	15			1					
Hawthorne	Jackson	Virginia	Apr. 8, 02	15y2m	13				1				
Hawthorne	Andrews	Takia	Nov. 5, 07	10y2m	8			1		1			
Stuart													
Stuart	Wonszek	Wieslawa	Nov. 1, 08	9y4m	8			1					8
WR James	Lepandotti	Judith	Jan. 5, 16					1					
WR James	Yanborough	Sonia	Nov. 23, 09	7y6m	17			1					
WR James	Marin	Tamara	Sept. 1, 07	10y4m	7			1					
Twin Hills	Hampton	Nadine	Dec. 10, 07	9y4m	7			1					
Twin Hills	Sandwell	Eileen	Oct. 1, 09	8y2m	7			1					
Garfield East		Flori	Oct. 12, 2017	3	2				1				
Garfield East	Duff Thomas	Cynthia	Nov. 22, 2017	2m	1			1					
In-District Self-Contained PSD Teachers													
Hawthorne													
JC Stuart	Crawford	Melanie											
JC Stuart		Melanie											
WR James	Austin	Sabrina											
WR James	Laur	Heather											
Head Start Teacher Assistants													
Other Private Provider Teacher Assistants													

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10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN (cont'd)

District: **Burlington County, Willingboro, WPA**

DIRECTIONS:

1. 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).
2. **Both full-time and part-time employees should be included.**
3. **Full-time salary and benefit equivalent should be reported for all part-time employees.**
4. Do not include employees from 2017-18 who will not be employed in 2018-19.
5. 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.

NAME	POSITION	CLASSIFICATION	STEP	MONTHS	2017-18 SALARY	2018-19 SALARY	2019-20 SALARY	2020-21 SALARY	2021-22 SALARY	2022-23 SALARY	2023-24 SALARY	2024-25 SALARY	2025-26 SALARY	2026-27 SALARY	2027-28 SALARY	2028-29 SALARY	2029-30 SALARY
<i>SAMPLE John Doe</i>	<i>Teacher</i>	<i>M2</i>	<i>1.00</i>	<i>9</i>	<i>\$ 50,000</i>	<i>\$ 50,000</i>	<i>\$ 50,000</i>	<i>\$ 50,000</i>	<i>\$ 50,000</i>	<i>\$ 50,000</i>	<i>\$ 50,000</i>	<i>\$ 50,000</i>	<i>\$ 50,000</i>	<i>\$ 50,000</i>	<i>\$ 50,000</i>	<i>\$ 50,000</i>	<i>\$ 50,000</i>
<i>SAMPLE Jane Doe</i>	<i>Clerical Worker</i>	<i>M1a</i>	<i>1.00</i>	<i>9</i>	<i>\$ 45,000</i>	<i>\$ 45,000</i>	<i>\$ 45,000</i>	<i>\$ 45,000</i>	<i>\$ 45,000</i>	<i>\$ 45,000</i>	<i>\$ 45,000</i>	<i>\$ 45,000</i>	<i>\$ 45,000</i>	<i>\$ 45,000</i>	<i>\$ 45,000</i>	<i>\$ 45,000</i>	<i>\$ 45,000</i>
Geraldine Wiltshire	Teacher		1.00	9	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032
Crystal Wilson	Teacher		1.00	9	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032
Nancy Slotterback	Teacher		1.00	6	\$ 60,095	\$ 60,095	\$ 60,095	\$ 60,095	\$ 60,095	\$ 60,095	\$ 60,095	\$ 60,095	\$ 60,095	\$ 60,095	\$ 60,095	\$ 60,095	\$ 60,095
Linda Johnson	Teacher		1.00	15	\$ 73,392	\$ 73,392	\$ 73,392	\$ 73,392	\$ 73,392	\$ 73,392	\$ 73,392	\$ 73,392	\$ 73,392	\$ 73,392	\$ 73,392	\$ 73,392	\$ 73,392
Janice Chesney	Teacher		1.00	9	\$ 60,270	\$ 60,270	\$ 60,270	\$ 60,270	\$ 60,270	\$ 60,270	\$ 60,270	\$ 60,270	\$ 60,270	\$ 60,270	\$ 60,270	\$ 60,270	\$ 60,270
Denise Woody	Teacher		1.00	12	\$ 72,558	\$ 72,558	\$ 72,558	\$ 72,558	\$ 72,558	\$ 72,558	\$ 72,558	\$ 72,558	\$ 72,558	\$ 72,558	\$ 72,558	\$ 72,558	\$ 72,558
Nikki Coleman	Teacher		1.00	9	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032
Patricia Ketchell	Teacher		1.00	9	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032	\$ 66,032
Kia Collier	Teacher		1.00	15	\$ 82,249	\$ 82,249	\$ 82,249	\$ 82,249	\$ 82,249	\$ 82,249	\$ 82,249	\$ 82,249	\$ 82,249	\$ 82,249	\$ 82,249	\$ 82,249	\$ 82,249
Hugette Esperance	Teacher		1.00	10	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845
Kelly Wright	Teacher		1.00	14	\$ 70,964	\$ 70,964	\$ 70,964	\$ 70,964	\$ 70,964	\$ 70,964	\$ 70,964	\$ 70,964	\$ 70,964	\$ 70,964	\$ 70,964	\$ 70,964	\$ 70,964
Lisa Clendaniel	Teacher		1.00	4	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845
Marlina Miller	Teacher		1.00	2	\$ 58,745	\$ 58,745	\$ 58,745	\$ 58,745	\$ 58,745	\$ 58,745	\$ 58,745	\$ 58,745	\$ 58,745	\$ 58,745	\$ 58,745	\$ 58,745	\$ 58,745
Iris DeV Vaughn	Master Teacher		1.00	1	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845	\$ 51,845
Paula Garguillo	Master Teacher		1.00	1	\$ 51,235	\$ 51,235	\$ 51,235	\$ 51,235	\$ 51,235	\$ 51,235	\$ 51,235	\$ 51,235	\$ 51,235	\$ 51,235	\$ 51,235	\$ 51,235	\$ 51,235
Taylor Jones Ne Hire	Teacher Assistant		1.00		\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524	\$ 14,524
Taisha Mosley	Teacher Assistant		1.00	15	\$ 17,847	\$ 17,847	\$ 17,847	\$ 17,847	\$ 17,847	\$ 17,847	\$ 17,847	\$ 17,847	\$ 17,847	\$ 17,847	\$ 17,847	\$ 17,847	\$ 17,847
Virginia Jackson	Teacher Assistant		1.00	13	\$ 17,442	\$ 17,442	\$ 17,442	\$ 17,442	\$ 17,442	\$ 17,442	\$ 17,442	\$ 17,442	\$ 17,442	\$ 17,442	\$ 17,442	\$ 17,442	\$ 17,442
Takia Andrews	Teacher Assistant		1.00	8	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351
Wieslawa Womaszek	Teacher Assistant		1.00	8	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351	\$ 16,351
Bonita Yarbrough	Teacher Assistant		1.00	17	\$ 18,358	\$ 18,358	\$ 18,358	\$ 18,358	\$ 18,358	\$ 18,358	\$ 18,358	\$ 18,358	\$ 18,358	\$ 18,358	\$ 18,358	\$ 18,358	\$ 18,358
Nadine Hampton	Teacher Assistant		1.00	7	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084
Eileen Sandovall	Teacher Assistant		1.00	7	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084	\$ 16,084
Helen White New Hire	Teacher Assistant		1.00														

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SECRETARY'S REPORT

**10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL
PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN
(cont'd)**

Flori Thomas	Teacher Assistant	1.00	2	\$	14,776		\$ 15,034
Cynthia Duff Thomas	Teacher Assistant	1.00	1	\$	14,524		\$ 14,776
Gloria J. Edwards	Secretary	1.00		\$	30,105		\$ 30,918
Adrian Cora-Waters	Director	1.00		\$	120,000	\$ 17,631	\$ 123,548

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SECRETARY'S REPORT

**10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL
PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN
(cont'd)**

\$ 17,634

March 12, 2018

SECRETARY'S REPORT

10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN (cont'd)

New Jersey Department of Education
Office of Early Childhood Education

Early Childhood Program Aid
2018-19 Former ECPA/ELLI DISTRICT BUDGET STATEMENT

District: Burlington County, Willingboro Twp.

2018-19 PROJECTED GENERAL EDUCATION PRESCHOOL ENROLLMENT (PEA-Funded Children):

Preschool Three-Year-Olds Half-Day	0
Preschool Three-Year-Olds Full-Day	30
Preschool Four-Year-Olds Half-Day	0
Preschool Four-Year-Olds Full-Day	165

2018-19 PROJECTED PRESCHOOL ENROLLMENT (Tuition-Funded Children):

Preschool Half-Day	0
Preschool Full-Day	0

2018-19 PROJECTED FUNDING

2018-19 Preschool Education Aid (PEA)	\$1,110,668
Available PEA Carryover	\$78,631
2018-19 General Funds used for Preschool	\$773,116
2018-19 Estimated Other Funds (Including Tuition)	

EXPENDITURE CATEGORY	FUNCTION/ OBJECT CODES	PEA	GENERAL FUND	OTHER FUNDS
		(Including any estimated PEA Carryover) 2018-19	2018-19	(Including Tuition) 2018-19
INSTRUCTION	20-218-100-			
Salaries of Teachers	100-101	\$756,426	\$134,000	
Other Salaries for Instruction	100-106	\$181,954	\$35,824	
Unused Vacation Payment to Terminated/Retired Staff	100-199			
Purchased Professional and Educational Services	100-321			
Other Pur. Serv. (400-500)	100-500	\$5,000		
Tuition to Other LEA's within the State - Regular	100-561			
Supplies and Materials	100-600	\$50,979		
Other Objects	100-800			
SUBTOTAL INSTRUCTION		\$994,359	\$169,824	\$0
SUPPORT SERVICES	20-218-200-			
Sal. of Supervisors of Instr.	200-102		\$123,548	
Sal. of Principals/Asst. Principals/Program Directors	200-103			
Sal. of other Professional Staff	200-104			
Sal. of Secretarial & Clerical Assistants	200-105	\$30,918		
Other Salaries	200-110			
Family/Parent Liaison	200-173			
Facilitator/Coach	200-176	\$108,022		
Unused Vacation Payment to Terminated/Retired Staff	100-199			
Personnel Serv.-benefits	200-200		\$479,744	
Purchased Prof.-Ed. Services - Contracted Pre-k	200-321			
Purchased Prof.-Ed. Services - Head Start	200-325			
Other Purchased Prof.-Educational Services	200-329	\$48,000		
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	\$5,000		
Travel	200-580			
Miscellaneous Purchased Services	200-590			
Supplies and Materials	200-600	\$5,000		
Other Objects	200-800			
SUBTOTAL - SUP. SERV.		\$194,940	\$603,292	\$0
FACILITIES ACQ. CONSTR. SERVICES	20-218-400-			
Instructional Equipment	400-731			
NonInstructional Equipment	400-732			
SUBTOTAL - FAC. ACQ. & CONSTRUCTION		\$0	\$0	\$0
TOTAL		\$1,189,299	\$773,116	\$0

SECRETARY'S REPORT

10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN (cont'd)

PROFESSIONAL DEVELOPMENT PLAN

For the 2018-2019 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 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).

2018-2019 Professional Development Plan

Topic	Participants	Dates	Trainer(s)	Approx. Cost
High Scope	PK Teachers PK Teacher Assistants Principals/Aps Administrators	9/2018	High Scope Foundation	2 @ \$7,000 AM/PM Session
SIOP Training for Teachers to help ELL Learners	PK Teachers PK Teacher Assistants Principals/Aps Administrators	9/2018	Pearson	\$15,000 for 3 Sessions
SIOP Training for Teachers to help ELL Learners	PK Teachers PK Teacher Assistants Principals/Aps Administrators	10/2018	Pearson	
SIOP Training for Teachers to help ELL Learners	PK Teachers PK Teacher Assistants Principals/Aps Administrators	1/2019	Pearson	
High Scope	PK Teachers PK Teacher Assistants Principals/Aps Administrators	6/20189	High Scope Foundation	2 @ \$7,000 AM/PM Session

Note: The district has five professional development days built into the school calendar. Additional training may be offered during the summer pending funding. The ECAC is also looking at other curriculums supported by the NJDOE. **Professional Development cost could increase significantly if the district elects to move to another curriculum that is supported by the state.**

SECRETARY'S REPORT

10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN (cont'd)

**Willingboro Twp. Public School District
The Early Childhood Advisory Council Self-Assessment**

Domain	Element	Low ----->High					Do not Know
		1	2	3	4	5	
Team Dynamics	The Early Childhood Advisory Council met on the dates set for the current school year.	1	2	3	4	5	
	Team members did not miss more than 1 excused meeting.	1	2	3	4	5	
	All meetings began on time.	1	2	3	4	5	
	All meetings stayed on task following the agenda.	1	2	3	4	5	
	The agenda, sign-in sheet, and minutes were sent to team members via email after the meeting.	1	2	3	4	5	
	The team leader is selected through a voting process.	1	2	3	4	5	
	The meeting location is comfortable.	1	2	3	4	5	
	All discourse among council members is professional and respectful.	1	2	3	4	5	
Curriculum	The team consistently discusses the curriculum in each grade to ensure that high quality curriculum is in place at each grade level.	1	2	3	4	5	
	The team ensured that the PK-3 Implementation Guidelines were discussed and followed.	1	2	3	4	5	
	The Council ensured that the district was enrolled in Grow NJ Kids and Kindergarten Seminars.	1	2	3	4	5	
Transitions	Transitions are well thought out for grade PK.	1	2	3	4	5	
	Transitions are well thought out for grade K.	1	2	3	4	5	
	Transitions are well thought out for grade 1.	1	2	3	4	5	
	Transitions are well thought out for grade 2.	1	2	3	4	5	
	Transitions are well thought out for grade 3.	1	2	3	4	5	
Resources for Families	The council ensured that students and their families members had access to a directory that gave information about where families could receive assistance if needed.	1	2	3	4	5	
ELLs	The Council ensured that ELLs were discussed at meetings and what best practices and strategies could help ELL students.	1	2	3	4	5	

SECRETARY'S REPORT

10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN (cont'd)

Domain	Element	Low ----->High					Do not Know
	The Council ensured that ELL families had literature and documents in their native language and interpreters were available for all meetings.	1	2	3	4	5	
Professional Development	The Council ensured that teachers had access to high quality professional development in grades PK-3.	1	2	3	4	5	
Advocacy	Council members connected themselves to larger political actors to advocate for high quality early childhood programs.	1	2	3	4	5	

Additional Comments:

SECRETARY'S REPORT

**10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL
PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN
(cont'd)**

Preschool Staff Professional Development Survey

Teacher's Name(optional) _____

Areas I would like professional development (please check all that apply)

- Curriculum Implementation
- Classroom arrangement and creating dynamic interest centers
- Classroom management
 - Building a Classroom Community
 - Developing and Implementing Classroom Rules and Expectations
 - Transitions
- Teaching during play – Teacher's role in the interest areas to promote development and learning.
- Process vs. Product – Sparking Creativity through Individual Art Work
- Large group planning
- Small group activities
 - o Language/Literacy
 - o Math
 - o Science
 - o Arts
- Strategies & Best Practices to Help ELL Learners
- Authentic Assessments and digital portfolios
- Social Emotional Development and Positive Behavior Supports
- Emergent Literacy
- Math all day – Embedding math in daily activities and play
- Reflective Practices
- Inclusive Classrooms – differentiating instruction to support all learners
- Classroom Arrangement & Organizing the Learning Environment
- Taking Effective Anecdotal Notes & Analyzing Data

Additional Suggestions:

March 12, 2018

SECRETARY'S REPORT

10.2.1 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN (cont'd)

Willingboro Public School District
Early Childhood Department
**Pre-K Family
Interest Survey**



Dear Families:

The Early Childhood Department would appreciate it if you would take a few minutes to complete this short survey. Please return the survey at the end of the registration process.

I. Please complete the following.

Child's School: _____

Child's Name _____

Parent's/Guardian's Name _____

Home/Cell Phone Number _____ Email _____

II. How did you hear about our Preschool Program?

Family/friend _____ Place of worship _____ Facebook _____ Twitter _____ District's website _____

Information posted at a school _____ Call from the district _____ Flyer from a staff member _____

Flyer/card in your community _____ Where? _____

III. Please check all areas of interest so that we may find appropriate resources, as well as develop workshop and activities for the 2017-2018 school year.

___ Social Service Programs (Housing, Employment, Child Care or _____)

___ Adult Education (Vocational, G.E.D., E.S.L., or other _____)

___ Health (Exercise, nutrition, or other _____)

___ Strategies to help my preschooler with self-help skills at home

___ Parent/Child Activities

___ Supporting Positive Behavior in Children

___ Understanding Your Preschooler's Day

___ Helping Your Child Grow as a Reader and Writer

___ Science here, there, and everywhere

___ Helping Your Preschooler Learn about Mathematics

___ Other areas of interest are _____

IV. Please complete the following questions.

1. Do you need childcare in order to attend workshops? ___ YES ___ NO

2. What days and times are best for you to attend workshops?

___ Monday ___ Tuesday ___ Wednesday ___ Thursday ___ Friday ___ Saturday ___ Sunday

___ 8:45 AM-10:00 AM

___ 4:00 PM-5:30 PM

___ 6:00 PM-7:30 PM

Thank you for your input! Please forward any questions or concerns to:
District Family Liaison

SECRETARY'S REPORT

10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

Be it resolved that the Board of Education approves the submission of the NJDOE Early Childhood Preschool Program Grant Application and 3-Year Program Plan for 2018-2019 Annual Update to 2017-2020 Three Year Preschool Program Plan.

PEA Funded Budget 2

See Attached.

Moved by Grover McKenzie

APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

Seconded by Felicia Hopson
A roll call resulted as follows:

Felicia Hopson	-	Yes	Sarah Holley	-	Yes
Gary Johnson	-	Yes	Grover McKenzie	-	Yes
Jennifer Noble-Slaton	-	Yes	Dennis Tunstall	-	Yes
Debra Williams	-	Yes	Kimbrali Davis	-	Yes
Tonya Brown	-	Yes			

9 Voting: 9 Affirmatives, 0 Negatives, 0 Abstentions

MOTION PASSED

March 12, 2018

SECRETARY'S REPORT

10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

(cont'd)

District Name: Willingboro

County: Burlington

Date: January 23, 2018

**New Jersey Department of Education
Division of Early Childhood Education and Family Engagement**

2018-2019 Annual Update to 2017-2020 Three-Year Preschool Program Plan

For school districts formerly known as Early Childhood Program Aid (ECPA) districts and for school districts formerly known as Early Launch to Learning Initiative (ELLI) 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*.

This 2018-2019 Annual Update once approved, works in conjunction with your approved three-year plan.

March 12, 2018

SECRETARY'S REPORT

10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

(Confid) Name: Willingboro

County: Burlington

Date: January 23, 2018

Submission Instructions: Please complete, submit, and/or upload the following documents by the submission date noted. Please ensure that all PDF documents are signed and dated.

Document	File Type	Submission To	Submission Method	Submission Date
2018-2019 Annual Update to Three-Year Preschool Program Plan	Word	Homeroom	Upload via Homeroom	March 5, 2018
		Executive County Superintendent	Standard Mail	
Program Plan Signed Cover Sheet	PDF	Homeroom	Upload via Homeroom	March 5, 2018
		Executive County Superintendent	Standard Mail	
District Statement of Assurances Signed	PDF	Homeroom	Upload via Homeroom	March 5, 2018
		Executive County Superintendent	Standard Mail	
Table 1 Enrollment & Table 2 Class Size	Excel	Homeroom	Upload via Homeroom	March 5, 2018
		Executive County Superintendent	Standard Mail	
District Signed Board Resolution	PDF	Homeroom	Upload via Homeroom	March 12, 2018
		Executive County Superintendent	Standard Mail	
Professional Development Plan	PDF	Homeroom	Upload via Homeroom	March 5, 2018
		Executive County Superintendent	Standard Mail	
Budget Workbook: Table 4 Pre-K Teachers Credentials, Table 4A Pre-K Teacher Assistant Credentials, Schedule A Personnel, & Budget Statement	Excel	Homeroom	Upload via Homeroom	March 5, 2018
		Executive County Superintendent	Standard Mail	
If you have any questions, please direct them to the ECPA ELLI Team at: ECPA.ELLITeam@doe.state.nj.us				

SECRETARY'S REPORT

10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

(cont'd) District Name: Willingboro

County: Burlington

Date: January 23, 2018

- Approval letters will be mailed from the Division of Early Childhood Education and Family Engagement (DECEFE) on April 1, 2018 to school districts that submit timely and complete plans.
- Failure to follow the above submission instructions and deadlines will result in a delayed approval letter.

Program Plan Components

Please complete the information requested for the following components:

- **District information**
- **District statement of assurances**
- **Outreach/program delivery**
- **Facilities**
- **Chronic absenteeism**
- **Administrative oversight**
- **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**
- **Program evaluation**
- **Transition**
- **Budget planning workbook**

March 12, 2018

SECRETARY'S REPORT

10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

(Dated) Name: Willingboro County: Burlington Date: January 23, 2018

District Information

County: Burlington County County Code: 05

District: Willingboro District Code: 5805

Chief School Administrator: Dr. Ronald G. Taylor, Superintendent of Schools

Address: 440 Beverly Rancocas Road, Willingboro, NJ 08046

Telephone Number: 609-835-8600 x. 1013 Fax Number: 609-835-3880

E-Mail Address: rtaylor@wboe.net

School Business Administrator: Mr. Kelvin Smith

Address: 440 Beverly Rancocas Road, Willingboro, NJ 08046

Telephone Number: 609-835-8600 x. 1020 Fax Number: 609-871-1566

E-Mail Address: ksmith@wboe.net

Preschool Program Contact: Dr. Adrian C. Cora-Waters Title: Director of Special Projects

Address: 440 Beverly Rancocas Road, Willingboro, NJ 08046

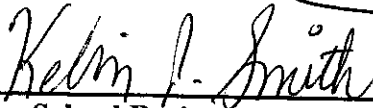
Telephone Number: 609-835-8600 x. 1039 Fax Number: 609-871-1566

E-Mail Address: acwaters@wboe.net

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: Monday, March 12, 2018

 3/9/18
Chief School Administrator's Signature Date

 3/9/18
School Business Administrator's Signature Date

SECRETARY'S REPORT

10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

(cont'd) District Name: Willingboro County: Burlington Date: January 23, 2018

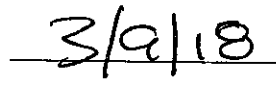
District Statement of Assurances

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.


Chief School Administrator's Signature


Date

SECRETARY'S REPORT

10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

(b)(1)(d) Name: Willingboro

County: Burlington

Date: January 23, 2018

Outreach/Program Delivery

Recruitment and Outreach: Multiple recruitment strategies are being used.

- 1. Please describe your district's recruitment outreach/program strategies for 2018-2019.**

The Willingboro Public School District continues to improve and develop a comprehensive plan to engage in outreach, recruitment, and enrollment strategies to serve age eligible children in our community. Informational brochures have been designed that emphasize the importance of children attending a high-quality preschool program and the benefits early learning programs can yield. Our brochures are disseminated at all district schools, the Parent Resource Center, and community events. For the 2018-2019 school year, we will continue to collaborate with Headstart, Burlington County Community Action Program (BCAAP), and community churches by sending letters and informational flyers to solicit their assistance in helping to recruit age eligible children who reside in Willingboro.

As mentioned in our Preschool Education Expansion Aid (PEEA) application, we are committed to finding ways to provide at risk families with information about the academic opportunities offered by the district. Robo-calls go out to the entire community about our 3 and 4-year-old preschool program. A representative from Radio One has also contacted the district to discuss how the radio station could be instrumental in helping the district recruit students.

The Early Childhood Department collaborates with the district McKinney-Vento Homeless Education Liaison representative to disseminate information about our program to families and children who are in a state of homelessness. In addition, our goal is to formulate a collaborative partnership with Temporary Assistance for Needy Families (TANF), Women, Infants, and Children (WIC), and other social service agencies to have social workers provide information about the preschool program to their clients. Caseworkers who have formed relationships with their clients can be instrumental in sharing positive messages and literature about the importance of children attending a high-quality preschool program. Collaboration with the Division of Child Protection & Permanency (DCP&P), Burlington Reserve Net, and the Providence House will help our district target children in placement, children born to teen mothers, and children who are sheltered due to domestic violence issues. During our Round-Up period, we disseminate Child Find flyers to reach children with disabilities. As we continue to explore ways to reach at risk students and hard to reach families, we will begin to send literature to the Willingboro Senior Center to ensure that grandparents raising their grandchildren are aware that the community offers a high-quality program for young children. As American classrooms become increasingly more diverse, it is essential to find ways to recruit ESL/Immigrant families. We will continue to work in concert with our Registration Department to provide information to ESL/Immigrant families about our preschool program. Priority will be given to place children and families most at risk in our program.

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In addition to implementing strategies to reach at risk children and families, we have a continuous enrollment period for families to register throughout the year. Families may enroll during the Round-Up; however, they will be able to enroll a child at any point in the school year as seats become available. We will continue to display Round-Up posters in local businesses and the community. Information will also be posted on the district website as well as district and community marquee boards. Although we advertise in the community, word of mouth testimonies from parents who had children enrolled in our program help to increase our enrollment.

Our program is also advertised on the district website. We also place flyers at the local library, community events, medical and health care facilities. Our department has also engaged in discussion about collaborating with Radio One to help promote and recruit for our program.

2. How are the recruitment strategies assessed for efficacy?

During the Round-Up parents are surveyed to determine their level of satisfaction with the Round-Up process and Round-Up staff. Parents will once again be surveyed in the Round-Up and asked how they were informed about our program. Using the data from the survey, our department will be able to determine which recruitment strategies are most effective.

Facilities

1. Do all your preschool classrooms meet the 950 sq. foot space requirement?

According to Mr. Orlando Chandler, Manager of Buildings and Grounds, there are twelve preschool classrooms that meet the 950 sq. foot space requirement in the Willingboro Public School District.

2. If applicable, how many classrooms do not meet the 950 sq. foot space requirement?

According to Mr. Orlando Chandler, Manager of Buildings and Grounds, there are five preschool classrooms that do not meet the 950 sq. foot space requirement in the Willingboro Public School District.

3. Have you received a waiver from the County Office for those classrooms that do not meet 950 sq. foot square requirement?

Currently we have not applied for a waiver based on the counsel of a representative from the New Jersey Department of Education via email.

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4. Classroom Units (TCUs)

The preschool department in the Willingboro Public School District does not utilize Temporary Classroom Units (TCUs). Sub questions (a-d) do not apply to the school district and will receive a response of Not Applicable (N/A).

- a. Do you use TCUs in the district for preschool classrooms? N/A
- b. If applicable, how many TCUs does the district have? N/A
- c. Where are the TCUs located? N/A
- d. How long have the TCUs been in use? N/A

Chronic Absenteeism

Please review the guidance regarding Chronic Absenteeism:

1. What was your preschool absenteeism rate for 2016-2017?

The preschool absenteeism rate for the 2016-2017 school year was 7.32%.

2. If your district's absentee rate is calculated by a technique other than the NJ SMART calculation method please explain.

Our school district uses the NJ SMART calculation method to calculate the absentee rate.

3. What strategies will the district employ to reduce preschool absenteeism?

For the upcoming school year, the Early Childhood Team will use the concepts and practices that are supported by Attendance Works. The Tiers of Intervention to Reduce Chronic Absenteeism helps to address students who suffer from chronic absenteeism. There are three tiers that define chronic absenteeism and there are strategies to work with students in each of the three tiers.

- Tier 1: This tier addresses students who have good attendance that could be maintained.
- Tier 2: This tier addresses students who have a history of chronic absenteeism. These students miss 10% or more time from school.
- Tier 3: This tier addresses students who miss 20% or more time from school. They also have other types of factors that hinder them from attending school.

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To resolve attendance issues with preschool children, it is important to monitor their attendance for the entire year. The following strategies will be used to address and reduce preschool absenteeism based on which tier a preschool child is in. The higher tiers will involve more intense strategies to help students.

1. Monitor Data for all preschool students regarding attendance
2. Engage students so that school matters and is enriching
3. Recognize good and improved attendance
4. Provide personalized early outreach for students regarding attendance
5. Remove barriers to attendance issues
6. Conduct home visits to support families who have attendance issues

Attendance Works provides strategies to help students in each of the categories mentioned above as well as each tier. For example: There are strategies to address children in Tier 1, Tier 2, and Tier 3. Each category has strategies for children in each tier. In addition to implementing some of the strategies outlined in Attendance Works, we will convey the importance of attendance in parent meetings and literature. Letters will be sent to families who have children who do not attend school. Inexpensive incentives will also be used to promote good attendance for students in the preschool program.

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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.

Table 1 – Oversight of Preschool Program

Title	Name	Certification	Preschool experience	Other responsibilities	Contact Information
Director of Special Projects	Dr. Adrian C. Cora-Waters	<ul style="list-style-type: none"> • PK Teacher Certification • Teacher K-8 Certification • Student Personnel Services Certification • Supervisor Certification • Director of Counseling Certification • Principalship Certification 	PK Supervisor/Director PK Teacher	Oversight Preschool Dept. Oversight Kindergarten Oversight Grade 1 Oversight Grade 2 Oversight Grade 3 Oversight Perkins Grant Oversight Title I Oversight Title II Oversight Title III & 3I Oversight Title IV Oversight ESL K-12 Oversight Out of Park Oversight Extended Learning/Field Trips Oversight Special Projects	acwaters@wboe.net 609-835-8600 x 1039

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1. What is your vision for the preschool program and how is consensus reached?

For many years, Willingboro Public School District has provided young learners with an opportunity to attend a high-quality program in our five elementary schools. Our mission to develop a high-quality program is important. Our program is designed to address the needs of the whole child and recognize the importance of parental and community involvement. These factors continue to be essential building blocks that will ensure the success of the young learners we value and respect.

The administrators and educators in the Willingboro Public School District's Early Childhood Department believe that children are our most precious resource. We value each child as a unique individual with diverse talents and abilities. We have adopted a play-based philosophy that recognizes the importance of play in the life of young learners. This provides children with opportunities to learn as they play in structured and unstructured ways supported by a well-researched curriculum, High Scope. Constructive and purposeful play supports essential learning and can foster positive social interactions with peers and adults (Teaching Strategies, 2017).

Coaching

1. Who is responsible for coaching the preschool staff and how is it facilitated?

Ms. Paula Garguillo and Ms. Iris DeVaughn are responsible for coaching the preschool staff. As a result of the Preschool Education Expansion Aid (PEEA), we were able to hire two Master Teachers who support the preschool classrooms on a full-time basis. Each Master Teacher is assigned to a designated school. Master teachers are required to provide and maintain high levels of quality by helping and supporting preschool teachers. Their primary role is to visit classrooms and coach teachers using reflective practice to improve instruction. The work of each Master Teacher is facilitated through the Office of Special Projects. Through weekly team meetings, data is analyzed, and the following types of work assignment and duties are given to each Master Teachers:

- Visit classrooms on a regular basis to coach and provide feedback to teachers to improve teaching practices through the reflective cycle.
- Coach teachers on the use of Performance-Based Assessments such as (COR Advantage) as well as help teachers with interpretation of data and use of assessment data in planning.
- Administer structured program evaluation instruments (in assigned classrooms) to measure quality practices in preschool classrooms (e.g., ECERS-3, High/Scope Preschool Program Quality Assessment).
- Confer with key stakeholders to coordinate, articulate, and provide professional development for all early childhood staff. Master Teachers also facilitate professional development workshops.

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- Reflect on their own professional development needs, attend workshops, read research articles, consult with others to ensure that they are up to date and current on early childhood issues, trends, and best practices.
- Confer regularly with the preschool intervention and referral team to discuss how to support teachers and parents with children who have challenging behaviors. Master Teachers also provide support to help children make smooth transitions into schools and higher grades. They also help to plan visits for preschool and kindergarten children and help ensure that academic and assessment information is shared with teachers. They also support ELL learners and students with IEPs.

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 with access to 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.
 - Pull-out services are used on a limited basis.
 - Classroom teachers participate in all meetings throughout the IEP process and provide input through utilization of the Review of the Preschool Day.
 - Collaboration among teachers, special education staff and intervention teams is built into the schedule.
1. In the table below, project the number of children with disabilities to be included in general education settings for 2019-2020 to ensure inclusion to the maximum extent possible.

Table 2 – Projected Number of Children with Disabilities

	estimated # of children with disabilities	# in general education classrooms	# in self-contained classrooms
Year 2019-2020	39	9	30

2. What is the plan to return children with disabilities in out of district settings back to the home district?

Each year the district meets with families of students who have disabilities. During the meetings, parents, educators, and other key stakeholders engage a discussion to determine what the least restricted environment would be for the student. The team also discusses

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what supports and services are available to help students transition back to their home district if possible. If students are not able to return to their home district due to the nature of their disabilities(s), consideration is given to how the child can be included in after school activities or extended learning opportunities that go beyond the school day.

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.

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

Table 3 – PIRT/I&RS Members

Name	Role	Specialty	Email
Dr. Adrian Waters	Director	Early Childhood	acwaters@wboe.net
Ms. Marchelle Coleman	CST Supervisor	Special Education	scoleman@wboe.net
Mr. Phillip Crisostomo	Principal	Ed. Leadership	pcrisostomo@wboe.net
Ms. Faye Whitaker	Social Worker	Social Work	fwhitaker@wboe.net
Ms. Jeannie James	LDTC	Learning Problems	jjames@wboe.net
Ms. Cherly Caruso	Speech Therapist	Speech Issues	ccaruso@wboe.net
Ms. Sharon Coleman	Behavior Therapist	Behavior Issues	shcoleman@wboe.net
Ms. Paula Garguillo	Master Teacher	Early Childhood	pgarguillo@wboe.net
Ms. Iris DeVaughn	Master Teacher	Early Childhood	idevaughn@wboe.net

1. How does the PIRT/I&RS support the preschool program?

The Preschool Intervention and referral Team (PIRT) is a team that meets to discuss children who are experiencing social or challenging behavior. The team has the following professionals serving for the 2017-2018 school year: Administrators, Master Teachers, Social Worker, School Psychologist, LDTC, Behavioral Specialist, Speech Therapist, and early childhood educators.

The team reviews each case, collaborating with teachers and key stakeholders to discuss what factors trigger the child's behavior and brainstorm about strategies that will address the behavior the child is demonstrating. The team also help link families with outside resources that will help the child.

2. PIRT/I&RS 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?
3. PIRT/I&RS and teachers;

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

In regard to questions 2-6, the PIRT Team in Willingboro meets once a month. We also meet on an emergency basis if needed. All teachers who refer students to the PIRT Team attend the meeting. We also ask parents to attend as well to discuss their child. Follow up meetings are scheduled for all students who are referred to PIRT. The follow-up meeting will provide the team with information that conveys if the strategies that were given to help the child were effective.

7. 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?
 - b. Of those, how many are for children with challenging behaviors?
 - c. Of those, how many are for children with other issues?

Our PIRT is fairly new. We were able to establish a PIRT through the PEEA Grant. We have had eight cases to date. Of those eight cases, five cases were for children with challenging behaviors. Three cases were for other issues.

8. How many children who were provided with an intervention were given IEPs

To date, we did not have any PIRT referrals move to the level of Child Study Team Intervention.

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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.

1. Does your district preschool program participate in the National School Breakfast Program and the National School Lunch Program? If not please refer to: National School Breakfast Program and the National School Lunch Program

The Willingboro Public School District participates in the National School Breakfast Program. The district also participates in the National School Lunch Program.

2. Do your district's contracted providers (if relevant) participate in the Child and Adult Care Food Program (CACFP)? If not please refer to: Child and Adult Care Food Program (CACFP) – N/A.

3. Are the preschool children served family style meals in their classrooms?

Meal time is one segment of the educational day in our preschool program. Although family style meals are a best practice as outlined in the Preschool Program Implementation Guidelines, the children who attend preschool in Willingboro are served meals on individual lunch compartmentalized food trays. This practice does not allow children to serve themselves from communal bowls with their peers. The contracted vendor does not serve meals to our preschool children that encourage them to serve themselves or consume their meals in a family style manner.

The benefits of family style dining in school are vast. When children eat the same food as their peers, they are more likely to try new items and show excitement about the meal in front of them.

4. If not, where do they eat their meals?

All preschool students in Willingboro eat their meals in their classrooms. Allowing students to eat their lunch in their classroom provides young children with an opportunity to eat in their natural environment. One benefit is that the classroom is away from the chaos and increased energy that occurs in lunch rooms with many children in varied grades. The classroom provides a cozy place where children can converse with peers and adults as well as engage in interest areas if they finish lunch early.

Nurses who work with preschool children and their families must provide the following services (N.J.A.C:6A:13A):

- 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.

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- Provide health-related training to staff and/or children, as needed.
- 5. 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.)

As per code (N.J.A.C. 6A:13A), at a minimum, vision, hearing, dental, height and weight screenings of each eligible child upon enrollment in preschool. To accommodate district scheduling constraints and late registrants the DECEFE recommends that screenings occur within the first 30 days of school.

- 6. What specific services will nurses provide to preschool children in district classrooms and provider and Head Start classrooms if relevant?

The School Nurses will provide assistance for the preschool children in the following ways:

- Emergency health services for basic/minor injuries and illness.
 - Commission for the Blind vision screenings
 - Engage children in Mindfulness activities to help them breathe and be calm during screenings and visits to the Nurse's Office for care
 - Changing the child during accidents if assistance is needed
 - Administer medication as prescribed by a doctor
- 7. Submit a copy of the 2018-2019 proposed schedule of health screenings for preschool children.
 - Height, Weight, Vision, Hearing, and Blood Pressure
 - Physicals are once a year
 - According to the School Nurse, the proposed schedule of health screenings would be in January and February
 - 8. What health-related family education programs (e.g. nutrition, lead screening, asthma) will be provided in 2018-2019?

We would like to conduct workshops on nutrition, food allergies, and sports injuries. We would also like to conduct workshops on summer safety.

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- 9. Submit a copy of the 2018-2019 proposed family health education workshop schedule

A copy of the 2018-2019 proposed family health education workshop schedule is attached to this application.

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*.

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

Table 4 – Coordination of Social Services and Programs

Name	Role	Specialty	Email
Ms. Denise Saunders	Parent Liaison Specialist	Education & Parental Involvement	dsaunders@wboe.net

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

The following activities will be planned for the preschool families for the 2018-2019 school year in addition to the health related workshops:

- Mathematics Literacy Night
- Language Arts Literacy Night
- Kidz Gotta Move – Exercise & Fitness Night
- Preschoolers, Punch, and Paint – Art Night
- I'm Moving to Australia! Helping Young Learners Manage Emotions

- 2. Submit a copy of the survey and community needs assessment that will be used to plan for meeting the particular needs of the community and families.

A copy of the 2018-2019 Pre-K Family Interest Survey is attached to this application.

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- 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 include families, contracting private providers and Head Start agencies (if applicable), and stakeholders in the community, who can provide resources to address identified needs.

Table 5 – Early Childhood Advisory Council Members

Name	Title
Dr. Adrian C. Cora-Waters	Director of Special Projects
Mr. Ron Zalika	Director of Curriculum & Instruction
Ms. Marti Hill	Asst. Director of C & I
Ms. Dezoray Moore	School Administrator
Ms. Linda Adens	Willingboro Children's Librarian
Ms. Paula Garguillo	Master Teacher
Ms. Iris DeVaughn	Master Teacher
Ms. Sara Holley	Willingboro Board of Education Member
Ms. Denise Saunders	Parent Liason Specialist
TBA	Parent

- What is the projected focus, goals, and objectives of the Early Childhood Advisory Council (ECAC)?

The primary purpose of the Early Childhood Advisory Council (ECAC) in our district is to bring the collective wisdom and expertise of key stakeholders together to discuss innovative ways of improving our program and explore ways to bring positive change to the academic lives of young learners. To accomplish this work, experts from diverse backgrounds collaborate four times a year to discuss and make recommendations about ways to serve the early care and education of children in preschool through grade 3, discuss ways to improve program quality, and offer resources and services that will help meet the needs of the children as they transition through our program. The team is also charged with the task of assessing needs for the program, determining desired outcomes, and implementing a comprehensive and cohesive plan to reach our strategic, measurable, achievable, timely, and relevant goals.

The projected focus of the Early Childhood Advisory Council (ECAC) in the Willingboro Public School District is to provide leadership in the charge to build and sustain a high-quality early childhood program in our district for students in grades PK-3. We are committed to the following goals and objectives that will support the goals:

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Goal: Review program implementation for grades PK-3 to ensure that a high-quality program is in place through team planning, engagement, and evaluation.

Objective: Establish a strong team and put structures in place so that the ECAC can function effectively and merge the collective strengths of key stakeholders so that the goal to build a high-quality program for students in grades PK-3 can be accomplished.

Goal: Ensure that transitions are in place for students in grades PK-3.

Objective: Establish a transition plan by the end of the summer of 2018 so that all transition plans for students in PK-3 can be implemented in the 2018-2019 school year.

Goal: Ensure that early childhood parents have access to how they can receive services for their young learners and their families.

Objective: Create a directory of "Where to Go to For Help for Young Learners". Network with social services agencies such as free dental and flu shots for young learners.

Goal: Continue to build the knowledge, skills, and pedagogical practices of educators who serve young learners.

Objective: Plan professional development sessions throughout the year and over the summer. Use Grow NJ Kids to help teachers advance their degrees.

Goal: Engage in advocacy to ensure that a strong high-quality curriculum and assessment tool is in place.

Objective: Use data to improve. Remain current with research and best practices. Engage in advocacy and partnerships with organizations such as PK Our Way to remain connected and stand on a larger political stage to advocate for early childhood initiatives that support young learners having access to high-quality preschool. Keep parents, key stakeholders, and the public informed about the importance of high-quality programs and how they help young learners to be successful in the future.

The DECEFE recommends that the ECAC meets at least semi-annually. Please submit the proposed meeting schedule.

The Early Childhood Advisory Council is expected to meet in the following months for the 2018-2019 school year:

- September 2018
- December 2018
- March 2019
- June 2019

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6. Please provide a brief narrative and sample of the method(s) used by the council to assess and evaluate their role and work?

The Early Childhood Advisory Council will be accessed and evaluated once a year. The purpose of evaluating the council is to identify the strengths and weaknesses of the council. Evaluating the council also helps to ensure that roles are clearly defined, strengths and weaknesses are addressed, reflection time is given to think about what appears to be working and what is not working, strategize about what can be done differently, create action plans, and continue to reflect and evaluate in terms of how to improve. A copy of the Early Childhood Advisory Council's reflection survey is attached to the application.

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 curricula is the school district currently using?
- a. Creative Curriculum
 - b. Curiosity Corner
 - c. High Scope
 - d. Tools of the Mind
 - e. Other (Describe)

The DECEFE strongly discourages the use of district-developed and supplemental curricula.

2. What is the district's stage in implementing the preschool curriculum?
- a. 1st year
 - b. 2nd year
 - c. 3rd year
 - d. 4th year
 - e. 5th year
 - f. More than 5 years. Willingboro has used the High Scope Curriculum for approximately 15 years. Currently, the ECAC is researching some of the other curriculums that the NJDOE supports for our preschool classrooms.

3. When was curriculum training provided by the curriculum developer(s)?

Curriculum training has been provided by the curriculum developers on a number of occasions. The last time the curriculum developers conducted a full day workshop was September 5, 2017.

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4. When does the district plan on scheduling curriculum training updates provided by the curriculum developers?

Curriculum training updates are disseminated to the teachers during formal and informal meeting times. The Curriculum & Instruction Team also disseminates dates that reflect when curriculum training will be offered.

5. 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:

- a. Fidelity Tool (Creative Curriculum)
- b. Implementation Self-Assessment Guide (Curiosity Corner)
- c. Preschool Quality Assessment (HighScope)
- d. Preschool Teacher Self-Reflection (Tools of the Mind)
- e. Other (please describe)

Cross Curricula:

- f. Early Childhood Environmental Rating Scale – Third Edition
- g. Other (please describe)

6. What performance-based assessment will the school district use in preschool to inform instruction?
- a. Teaching Strategies GOLD
 - b. Child Assessment Tool (Curiosity Corner)
 - c. Child Observation Record (High Scope)
 - d. 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 and Family Engagement recommends use of the Early Screening Inventory–Revised. If the district is planning to use another instrument, please describe below.

Currently the preschool students in Willingboro Twp., are screened with the Brigance III. For the 2018-2019 academic school year, we will continue to use the Brigance III pending the approval of the NJ Division of Early Childhood Education and Family Engagement.

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2. The NJ Division of Early Childhood Education and Family Engagement recommends the following protocol for screening preschool children:
 - Screening instruments are administered within the first 6 weeks of school by the child's teacher. The NJ Division of Early Childhood Education and Family Engagement recommends allowing sufficient time for the child to acclimate to the classroom before administering the screening.
 - 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.

The protocol outlined above are best practices that we follow in the preschool program in Willingboro Township. We often refer students who do not pass to the PIRT for further discussion and intervention before moving to a Child Study Team referral.

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.

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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 children's 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.

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.

A copy of the staff survey is attached to this application.

- 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 and/or refer to Grow NJ Kids.

Our district is in the process of getting enrolled in the Grow NJ Kids program.

3. Is your district enrolled in the Kindergarten Entry Assessment (KEA)? If not, please explain. For more information, please visit KEA.

The Willingboro Twp. Public School is enrolled in the Kindergarten Entry Assessment (KEA).

4. Is your district enrolled in the Kindergarten Seminar? If not, please explain.

The Willingboro Twp. Public School District is enrolled in the NJKEA Kindergarten Seminars organized and sponsored by the NJDOE.

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5. Is your district familiar with the First through Third Grade Guidelines?

Yes, our district is familiar with the First through Third Grade Guidelines.

Supporting English Language Learners -- (ELL)

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

1. How many children based on the Home Language Survey speak a language other than English at home?

There were approximately six children who had family members who spoke another language other than English at home; however, the children speak full English in school. They are proficient in speaking English.

2. Of this amount how many students based on teacher observation seem to have difficulty communicating in English?

At this time, we do not have any students who have difficulty communicating in English at this time.

3. How many bilingual preschool teachers will be employed in 2018-2019?

Currently, there are no plans to request a bilingual preschool teacher for the 2018-2019 school year.

4. What language(s) do they support? N/A

5. How many bilingual preschool assistants will be employed in 2018-2019?

Currently, there are no plans to request a bilingual preschool teacher for the 2018-2019 school year. The district employs one bilingual preschool assistant. The same number of bilingual preschool assistants will be employed in the 2018-2019 school year. New bilingual preschool assistants are always welcome to submit an application for employment.

6. What language(s) do they support?

The preschool assistant speaks English and Polish.

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

There are 16 classrooms that do not have a bilingual teacher or assistant. We have one U

8. What is the name and title of the person(s) responsible for making decisions about serving preschool English language learners in the district?

Dr. Adrian C. Cora-Waters is responsible for making decisions about servicing preschool English language learners in the district. Dr. Cora-Waters also consults with Mr. Ron Zalika to make decisions about the ELL students in the district.

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.

Our teachers use the following strategies to help ELL learners in a developmentally appropriate manner:

- Extend the student's understanding by building vocabulary
- Engage the students in conversation during interest centers to activate prior knowledge and build vocabulary
- Provide many opportunities for students to speak with adults and peers
- Use the power and benefits of small group instruction to provide additional assistance to students
- Utilize peer helpers
- Involve the family for additional support
- Teachers can also scaffold language learning, ask questions, give appropriate wait time for children to respond, restate, and encourage ELL learners.

10. What types of services are provided by the preschool master teacher or coach.

Preschool Master Teachers provide the same support to teachers who have ELL students in the classroom. Professional Development will help teachers learn about how to support ELL students in the preschool classroom. They also support teachers by providing information on the following: Opportunities to develop academic language; Building vocabulary through developmental practices and how to expose students to rich language by sharing books as well as teacher talk to enhance language development

11. If your district does not have a master teacher how are services provided to support preschool English language learners?

Our district was able to hire Master Teachers through the new PEEA Grant offered by the NJDOE. Master Teachers will remain in place pending state funding.

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12. How are families of preschool English language learners supported?

- Families are supported by having documents, literatures in their native language.
- Create a welcoming school environment.
- Connect with families through home visits
- Look for ways to have families volunteer
- Link families with social services agencies that will help them help their families
- Create safe environments that build trust
- Offer parent workshops that provide parents with strategies to help their ELL learner

13. How does the classroom environment support preschool English language learners and their families?

The classroom environments Support students with early literacy skills by supporting students in the areas of alphabetic knowledge, print awareness, and phonological awareness. Focus on fundamental literacy skills through interactive storybook reading, pretend reading and writing, and games are offered and available. Labeling classroom items in multiple languages also helps students. Ensuring that classrooms have bilingual classroom libraries can support language development. Classroom library books can also be color coded to help children identify books in a specific language.

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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*.

It is recommended that the school district use an annual self-assessment to assess the status of its preschool program and to inform the Three-year preschool program plan and annual updates.

1. 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:

- The Fidelity Tool Teacher Checklist
- Curiosity Corner Implementation Self-Assessment Guide
- High Scope Preschool Quality Assessment
- Tools of the Mind 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)

2. How will the results be summarized and used?

All data will be summarized and used to improve the quality of the program.

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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?

The following methods will be used to communicate with teachers about children transitioning from early intervention and children making transitions between grades:

- Children with disabilities transitioning from early intervention programs to preschool?
- Children transitioning from preschool to kindergarten?

The district Learning Consultant will have an initial IEP meeting regarding students who are transitioning from early intervention programs. A meet and greet can be organized for the child and family with the PSD preschool teachers.

Various activities can be held for children transitioning from preschool to kindergarten:

- The Kindergarten Ambassador Program: All preschool 4 children can visit kindergarten classes at the end of the school year.
- Bridges program (an extended school year) being implemented for Pre-K 4s going to kindergarten that show signs of potential regression.
- Kindergarten orientation- Kindergarten children and families get to see their classroom, meet their teachers and classmates.

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

Table 6 – Transition Team Members

Name	Title
Dr. Adrian C . Cora-Waters	Director of Special Projects
Ms. Paula Garguillo	Master Teacher
Ms. Iris DeVaughn	Master Teacher
Ms. Marchelle Coleman	Co-Director of CST
Ms. Jeannie James	LDTC
Ms. Fay Whitaker	Social Worker

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3. How often will they meet?

The topic of transitions will be discussed during PIRT meetings as well as the Early Childhood Advisory Council meetings. This topic will also be discussed during Early Childhood Team meetings. Many of the members serve on numerous teams.

4. What strategies will be in place for preschool and kindergarten alignment of curriculum, standards, assessment, and professional development?

- a. Preschool and Kindergarten programs will use the same (respective to grade level) research based early childhood curriculum.
- b. Switch to using the same assessment tool or cross professional development so PreK and K teachers understand how COR and TSGold align.
- c. Vertical articulation meetings between PreK and K teachers.
- d. Sharing student portfolios and assessment data.

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

Table 4 – Projected Transition Activities

From early intervention to preschool	Teaching Staff	Children	Families
From Early Intervention to Preschool	LDTC – informs teacher of new student. Sets up meet & greet for teachers and families.	Children visit the classroom and meet teacher and classmates during meet & greet.	Holds IEP meeting with CST and meets teacher during meet & greet.
From Home to Preschool	1. PreK –Orientation 2. Back to School Night 3. Home Visits	PreK orientation – children and families visit classroom and meet their teachers and classmates	1. Preschool Round up – registration event. 2. PreK orientation 3. Back to School Night Provide literature to parents and families about the programs. Place informational videos on the web about the EC Department.

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From Preschool to Kindergarten	1. PreK class visits to K rooms in June 2. Kindergarten Orientation	1. PreK class visits to K rooms in June. 2. Kindergarten orientation – children and families visit classrooms and meet their teachers and classmates. Provide teachers with articulation time.	1. Kindergarten orientation. 2. Back to School Night Send information to parents about school and grade level expectations Open House Day
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**New Jersey Department of Education
Division of Early Childhood Education**

**DISTRICT BUDGET PLANNING WORKBOOK INSTRUCTIONS
SCHOOL YEAR 2018-2019**

For school districts formerly known as Early Childhood Program Aid (ECPA) districts and for school districts formerly known as Early Launch to Learning Initiative (ELLI) districts.

Submission Instructions:

An electronic copy of the completed District Budget Planning Workbook must be uploaded in Excel format to homeroom on March 5, 2018.

A paper copy must be sent to the executive county superintendent.

Using the instructions below, please complete the Microsoft Excel file entitled, "2018-19 District Budget Planning Workbook." Use the District Budget Planning Workbook tables and schedule to inform the program components of the preschool plan.

2018-19 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, 2017 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

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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.

2018-19 Table 2: Current and Projected Capacity

For both current (2017-18) and projected (2018-19) 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.

2018-19 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, 2017. 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 2018-19 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, 2015 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).

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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.

2018-19 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, 2017. 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, 2017 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 2018-19 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 2018-19. Enter the employee name, job title, salary, and benefits for 2017-18 and 2018-19 for each position. Use the FTE column to indicate the portion of each person's time

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dedicated to the preschool program. Do not include employees from 2017-18 who will not be employed in 2018-19. If applicable, include any positions for 2018-19 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 2018-19.

2017-18 2018-19 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 2018-19 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 "2018-19 Projected Funding", first enter the district's **2018-19 PEA amount*** and any carryover funds the district plans to use in the 2018-19 school year. Next, enter any estimated General Funds the district plans to use for preschool in the 2018-19 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.

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 2018-19 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.

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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 2017-18, 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.

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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)

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10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

(cont'd)

District Name: Willingboro

County: Burlington

Date: January 23, 2018

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 2017-18, 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

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10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

(cont'd)

District Name: Willingboro

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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

SECRETARY'S REPORT

10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

(cont'd)

District Name: Willingboro

County: Burlington

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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 Family Care.

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)

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10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

(cont'd)

District Name: Willingboro

County: Burlington

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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".

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10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN (cont'd)

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 "2017-18 Actual Enrollment," enter your actual enrollment numbers submitted to the Department on October 15, 2017. 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:

Total Universe of Eligible Preschoolers	340
2018-19 Projected Three-Year-Old Universe	170
2018-19 Projected Four-Year-Old Universe	170

	Three-Year-Olds		Four-Year-Olds	
	Half-Day Program	Full-Day Program	Half-Day Program	Full-Day Program
2017-18 ACTUAL ENROLLMENT (10/15/2017)				
In-District Programs				
General education children in general education classrooms		26		151
Classified special education children in general education classrooms (full-time only)				
Classified special education children in self-contained preschool disabled classrooms		14		15
Classified special education children in out-of-district placements				
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	-	40	-	166
Total Projected General Education Enrollment		26		151
Universe of Eligible General Education Children		340		
Proportion of Universe Served		52.1%		

	Three-Year-Olds		Four-Year-Olds	
	Half-Day Program	Full-Day Program	Half-Day Program	Full-Day Program
2018-19 PROJECTED ENROLLMENT				
In-District Programs				
General education children in general education classrooms (PEA Funded)		30		165
Classified special education children in regular education classrooms (full-time only)				
Classified special education children in self-contained preschool disabled classrooms		18		22
Classified special education children in out-of-district placements				
Preschoolers in tuition-paid slots				
Contracted Head Start Programs				
General education children in general education classrooms (PEA Funded)				
Classified special education children in general education classrooms (full-time only)				
Other Contracted Private Provider Programs				
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)				
Total Projected Enrollment (All Children)	-	48	-	187
Total Projected General Education Enrollment (PEA Funded Children)		30		165
Universe of Eligible General Education Children		340		
Proportion of Universe Served		57.4%		

SECRETARY'S REPORT

10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN (cont'd)

2018-19 TABLE 4: Preschool Teacher Education, Credentials, and Experience

District: **Burlington County, Willingboro Twp**

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, 2017**. If necessary, indicate any positions for 2018-19 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, 2017 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		Hiring/ Experience				Highest Level of Education Attained			Early Childhood Education Credentials and Certification (Select all that apply)							Language Abilities	
	Last Name	First Name	Date of Hire (mm/dd/yy)	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)
<i>Sample School</i>	<i>Doe</i>	<i>Jane</i>	<i>09/01/01</i>	<i>1</i>	<i>0</i>	<i>2</i>	<i>1</i>							<i>1</i>				
<i>Sample School</i>	<i>Doe</i>	<i>John</i>	<i>09/01/96</i>	<i>6</i>	<i>5</i>	<i>4</i>			<i>1</i>		<i>1</i>	<i>1</i>				<i>1</i>	<i>1</i>	<i>5</i>
In-District Regular/Inclusion Teachers																		
Garfield East	Wiltshire	Geraldine	09/01/03	14y4m		9	1											
Garfield East	Wilson	Crystal	09/01/03	14y4m		9	1				1							
Hawthorne	Slotterback	Nancy	09/01/08	9y4m		6	1				1							
Hawthorne	Johnson	Linda	01/01/90	28y		15	1				1							
JC Stuart	Chesney	Janice	09/01/03	14y4m		9	1				1							
JC Stuart	Woody	Denise	09/01/03	14y4m		12					1							
Twin Hills	Coleman	Nikki	09/01/11	5y4m		9					1							
Twin Hills	Ketchell	Patricia	09/01/03	14y4m		9					1							
WR James	Collier	Kia	09/01/09	8y4m		15					1							
WR James	Esperance	Hugette	09/01/03	14y4m		10					1							4
WR James	Wright	Kelly	03/05/07	10y10m		14	1				1							
Garfield East	Lisa	Clendaniel	10/12/17	4m		4	1											
Garfield East	Marlina	Miller	10/12/17	4m		2												

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10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN (cont'd)

2018-19 TABLE 4a: Teacher Assistant Education, Credentials, and Experience

District: Burlington County, Willingboro Twp

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, 2017. If necessary, please indicate any positions for 2018-19 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 EP, or specialist (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, 2017 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=Ceole (Haitian), 5=Arabic, 6=Japanese, 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 (Select only One)			CDA	CDA Number of Hours Towards	Other Certification	Bilingual/Bicultural/Certified (Yes/No)	Language Abilities Proficiency (See codes)
	Last Name	First Name		Total Years of Experience as Teacher or TA in Preschool	Current Salary Step	High School Diploma	Associate's Degree	BA/BS or higher					
Sample School	Doe	Jane	09/07/01	0	2			1					
Sample School	Doe	John	09/07/96	5	4						1	1	5
In-District Regular/Inclusion Teacher Assistants													
Garfield East	Jason	Jones											
Garfield East	Malley	Tasha	Jan. 2, 01	17y	15			1					
Hawthorne	Jackson	Virginia	Apr. 8, 02	15y8m	13			1					
Hawthorne	Andrews	Talia	Nov. 5, 07	10y2m	8				1				
Shurt													
Shurt	Monczak	Wieslawa	Nov. 1, 08	9y4m	8			1					B
MR James	Lippincott	Judith	Jan. 5, 16					1					
MR James	Yarborough	Bonita	Nov. 23, 09	7y8m	17			1					
MR James	Martin	Terrena	Sept. 1, 07	10y4m	7				1				
Twin Hills	Hampton	Nadine	Dec. 10, 07	9y4m	7				1				
Twin Hills	Sandovall	Ebeth	Oct. 1, 09	8y3m	7				1				
Garfield East	Thomas	Fiori	Oct. 12, 2017	3	2			1					
Garfield East	Duff Thomas	Cynthia	Nov. 22, 2017	2m	1			1					
In-District Self-Contained PSD Teachers													
Hawthorne													
JC Stuart	Crawford	Melanie											
MR James	Austin	Sabrina											
MR James	Laur	Heather											
Head Start Teacher Assistants													
Other Private Provider Teacher Assistants													

SECRETARY'S REPORT

10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN (cont'd)

District: **Burlington County, Wilmington, DE**

DIRECTIONS:

1. 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).
2. Both full-time and part-time employees should be included.
3. Full-time salary and benefit equivalent should be reported for all part-time employees.
4. Do not include employees from 2017-18 who will not be employed in 2018-19.
5. 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.

Yes

SAMPLE JOHN DOE	Teacher	1.00	MP	50,000	9,000	58,000	9,000
SAMPLE JOHN DOE	Clerical Worker	1.00	Final	15,000	6,250	21,250	6,406
Geraldine Wiltshire	Teacher	1.00	9	\$ 66,032	\$ 7,015	\$ 68,224	\$ 8,319
Crystal Wilson	Teacher	1.00	9	\$ 66,032	\$ 12,379	\$ 68,229	\$ 15,252
Nancy Slotterback	Teacher	1.00	6	\$ 60,095	\$ 6,066	\$ 61,624	\$ 7,787
Linda Johnson	Teacher	1.00	15	\$ 73,392	\$ 14,028	\$ 76,334	\$ 15,407
Janice Chesney	Teacher	1.00	9	\$ 60,270	\$ 11,882	\$ 62,217	\$ 13,698
Denise Woody	Teacher	1.00	12	\$ 72,558	\$ 17,222	\$ 74,866	\$ 19,004
Nikki Coleman	Teacher	1.00	9	\$ 66,032	\$ 12,379	\$ 68,229	\$ 15,252
Patricia Ketchell	Teacher	1.00	9	\$ 66,032	\$ 12,379	\$ 68,229	\$ 15,252
Kia Collier	Teacher	1.00	15	\$ 82,249		\$ 84,922	\$ 16,054
Hugette Esperance	Teacher	1.00	10	\$ 51,845	\$ 15,220	\$ 70,268	\$ 16,758
Kelly Wright	Teacher	1.00	14	\$ 70,964	\$ 12,837	\$ 73,351	\$ 16,351
Lisa Clendaniel	Teacher	1.00	4	\$ 51,845	\$ 224	\$ 53,135	\$ 5,100
Marina Miller	Teacher	1.00	2	\$ 58,745	\$ 322	\$ 59,544	\$ 9,237
Iris DeV Vaughn	Master Teacher	1.00	1	\$ 51,845	\$ 5,148	\$ 53,135	\$ 6,517
Paula Garguillo	Master Teacher	1.00	1	\$ 51,235		\$ 51,835	\$ 2,246
Taylor Jones Ne Hire	Teacher Assistant	1.00		\$ 14,524		\$ 14,776	
Taisha Mosley	Teacher Assistant	1.00	15	\$ 17,847	\$ 3,032	\$ 18,130	\$ 3,275
Virginia Jackson	Teacher Assistant	1.00	13	\$ 17,442	\$ 2,690	\$ 17,667	\$ 2,878
Takia Andrews	Teacher Assistant	1.00	8	\$ 16,351	\$ 2,271	\$ 16,563	\$ 2,472
Wieslawa Womaszek	Teacher Assistant	1.00	8	\$ 16,351	\$ 4,042	\$ 16,563	\$ 2,301
Bonita Yarborough	Teacher Assistant	1.00	17	\$ 18,358		\$ 19,089	
Nadine Hampton	Teacher Assistant	1.00	7	\$ 16,084	\$ 1,678	\$ 16,351	\$ 1,807
Eileen Sandovall	Teacher Assistant	1.00	7	\$ 16,084	\$ 1,177	\$ 16,351	\$ 4,781
Helen White New Hire	Teacher Assistant	1.00					
Tamara Martin	Teacher Assistant	1.00	8	\$ 16,351	\$ 803	\$ 16,563	\$ 863

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**10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL
PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN
(cont'd)**

Tamara Martin	Teacher Assistant	1.00	8	\$	16,351	\$ 803
Flori Thomas	Teacher Assistant	1.00	2	\$	14,776	
Cynthia Duff Thomas	Teacher Assistant	1.00	1	\$	14,524	
Gloria J. Edwards	Secretary	1.00	9	\$	30,105	\$ 2,179
Adrian Cora-Waters	Director	1.00		\$	120,000	\$ 17,631

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**10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL
PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN
(cont'd)**

\$	16,563	\$	863
\$	15,034	-	
\$	14,776		
\$	31,659	\$	1,595
\$	123,548	\$	17,634

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10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN

(cont'd)

New Jersey Department of Education
Office of Early Childhood Education

**Early Childhood Program Aid
2018-19 Former ECPA/ELLI DISTRICT BUDGET STATEMENT**

District:

Burlington County, Willingboro Twp.

2018-19 PROJECTED GENERAL EDUCATION PRESCHOOL ENROLLMENT (PEA-Funded Children):

Preschool Three-Year-Olds Half-Day	0
Preschool Three-Year-Olds Full-Day	30
Preschool Four-Year-Olds Half-Day	0
Preschool Four-Year-Olds Full-Day	165

2018-19 PROJECTED PRESCHOOL ENROLLMENT (Tuition-Funded Children):

Preschool Half-Day	0
Preschool Full-Day	0

2018-19 PROJECTED FUNDING

2018-19 Preschool Education Aid (PEA)	\$2,583,089
Available PEA Carryover	\$78,631
2018-19 General Funds used for Preschool	
2018-19 Estimated Other Funds (Including Tuition)	

EXPENDITURE CATEGORY	FUNCTION/ OBJECT CODES	PEA (including any estimated PEA Carryover) 2018-19	GENERAL FUND 2018-19	OTHER FUNDS (Including Tuition) 2018-19
INSTRUCTION	20-218-100-			
Salaries of Teachers	100-101	\$890,428		
Other Salaries for Instruction	100-106	\$217,778		
Unused Vacation Payment to Terminated/Retired Staff	100-199			
Purchased Professional and Educational Services	100-321			
Other Pur. Serv. (400-500)	100-500	\$20,000		
Tuition to Other LEA's within the State - Regular	100-561			
Supplies and Materials	100-600	\$274,784		
Other Objects	100-800			
SUBTOTAL INSTRUCTION		\$1,402,988	\$0	\$0
SUPPORT SERVICES	20-218-200-			
Sal. of Supervisors of Instr.	200-102	\$123,548		
Sal. of Principals/Asst. Principals/Program Directors	200-103			
Sal. of other Professional Staff	200-104			
Sal. of Secretarial & Clerical Assistants	200-105	\$30,918		
Other Salaries	200-110			
Family/Parent Liaison	200-173			
Facilitator/Coach	200-176	\$106,022		
Unused Vacation Payment to Terminated/Retired Staff	100-199			
Personnel Serv.-benefits	200-200	\$479,744		
Purchased Prof.-Ed. Services - Contracted Pre-k	200-321			
Purchased Prof.-Ed. Services - Head Start	200-325			
Other Purchased Prof.-Educational Services	200-329	\$220,000		
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	\$5,000		
Travel	200-580			
Miscellaneous Purchased Services	200-590			
Supplies and Materials	200-600	\$1,500		
Other Objects	200-800	\$2,000		
SUBTOTAL - SUP. SERV.		\$968,732	\$0	\$0
FACILITIES ACQ. CONSTR. SERVICES	20-218-400-			
Instructional Equipment	400-731	\$90,000		
NonInstructional Equipment	400-732	\$200,000		
SUBTOTAL - FAC. ACQ. & CONSTRUCTION		\$290,000	\$0	\$0
TOTAL		\$2,661,720	\$0	\$0

SECRETARY'S REPORT

10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN (cont'd)

PROFESSIONAL DEVELOPMENT PLAN

For the 2018-2019 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 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).

2018-2019 Professional Development Plan

Topic	Participants	Dates	Trainer(s)	Approx. Cost
High Scope	PK Teachers PK Teacher Assistants Principals/Aps Administrators	9/2018	High Scope Foundation	2 @ \$7,000 AM/PM Session
SIOP Training for Teachers to help ELL Learners	PK Teachers PK Teacher Assistants Principals/Aps Administrators	9/2018	Pearson	\$15,000 for 3 Sessions
SIOP Training for Teachers to help ELL Learners	PK Teachers PK Teacher Assistants Principals/Aps Administrators	10/2018	Pearson	
SIOP Training for Teachers to help ELL Learners	PK Teachers PK Teacher Assistants Principals/Aps Administrators	1/2019	Pearson	
High Scope	PK Teachers PK Teacher Assistants Principals/Aps Administrators	6/20189	High Scope Foundation	2 @ \$7,000 AM/PM Session

Note: The district has five professional development days built into the school calendar. Additional training may be offered during the summer pending funding. The ECAC is also looking at other curriculums supported by the NJDOE. **Professional Development cost could increase significantly if the district elects to move to another curriculum that is supported by the state.**

SECRETARY'S REPORT

10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN (cont'd)

**Willingboro Twp. Public School District
The Early Childhood Advisory Council Self-Assessment**

Domain	Element	Low -----> High					Do not Know
		1	2	3	4	5	
Team Dynamics	The Early Childhood Advisory Council met on the dates set for the current school year.	1	2	3	4	5	
	Team members did not miss more than 1 excused meeting.	1	2	3	4	5	
	All meetings began on time.	1	2	3	4	5	
	All meetings stayed on task following the agenda.	1	2	3	4	5	
	The agenda, sign-in sheet, and minutes were sent to team members via email after the meeting.	1	2	3	4	5	
	The team leader is selected through a voting process.	1	2	3	4	5	
	The meeting location is comfortable.	1	2	3	4	5	
	All discourse among council members is professional and respectful.	1	2	3	4	5	
Curriculum	The team consistently discusses the curriculum in each grade to ensure that high quality curriculum is in place at each grade level.	1	2	3	4	5	
	The team ensured that the PK-3 Implementation Guidelines were discussed and followed.	1	2	3	4	5	
	The Council ensured that the district was enrolled in Grow NJ Kids and Kindergarten Seminars.	1	2	3	4	5	
Transitions	Transitions are well thought out for grade PK.	1	2	3	4	5	
	Transitions are well thought out for grade K.	1	2	3	4	5	
	Transitions are well thought out for grade 1.	1	2	3	4	5	
	Transitions are well thought out for grade 2.	1	2	3	4	5	
	Transitions are well thought out for grade 3.	1	2	3	4	5	
Resources for Families	The council ensured that students and their families members had access to a directory that gave information about where families could receive assistance if needed.	1	2	3	4	5	
ELLs	The Council ensured that ELLs were discussed at meetings and what best practices and strategies could help ELL students.	1	2	3	4	5	

SECRETARY'S REPORT

10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN (cont'd)

Domain	Element	Low ----->High					Do not Know
		1	2	3	4	5	
	The Council ensured that ELL families had literature and documents in their native language and interpreters were available for all meetings.						
Professional Development	The Council ensured that teachers had access to high quality professional development in grades PK-3.	1	2	3	4	5	
Advocacy	Council members connected themselves to larger political actors to advocate for high quality early childhood programs.	1	2	3	4	5	

Additional Comments:

SECRETARY'S REPORT

**10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL
PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN
(cont'd)**

Preschool Staff Professional Development Survey

Teacher's Name(optional) _____

Areas I would like professional development (please check all that apply)

- Curriculum Implementation
- Classroom arrangement and creating dynamic interest centers
- Classroom management
 - Building a Classroom Community
 - Developing and Implementing Classroom Rules and Expectations
 - Transitions
- Teaching during play – Teacher's role in the interest areas to promote development and learning.
- Process vs. Product – Sparking Creativity through Individual Art Work
- Large group planning
- Small group activities
 - o Language/Literacy
 - o Math
 - o Science
 - o Arts
- Strategies & Best Practices to Help ELL Learners
- Authentic Assessments and digital portfolios
- Social Emotional Development and Positive Behavior Supports
- Emergent Literacy
- Math all day – Embedding math in daily activities and play
- Reflective Practices
- Inclusive Classrooms – differentiating instruction to support all learners
- Classroom Arrangement & Organizing the Learning Environment
- Taking Effective Anecdotal Notes & Analyzing Data

Additional Suggestions:

March 12, 2018

SECRETARY'S REPORT

10.2.2 APPROVAL OF THE NJDOE EARLY CHILDHOOD PRESCHOOL PROGRAM GRANT APPLICATION AND 3-YEAR PROGRAM PLAN (cont'd)

Willingboro Public School District
Early Childhood Department
**Pre-K Family
Interest Survey**



Dear Families:

The Early Childhood Department would appreciate it if you would take a few minutes to complete this short survey. Please return the survey at the end of the registration process.

I. Please complete the following.

Child's School: _____

Child's Name _____

Parent's/Guardian's Name _____

Home/Cell Phone Number _____ Email _____

II. How did you hear about our Preschool Program?

Family/friend _____ Place of worship _____ Facebook _____ Twitter _____ District's website _____

Information posted at a school _____ Call from the district _____ Flyer from a staff member _____

Flyer/card in your community _____ Where? _____

III. Please check all areas of interest so that we may find appropriate resources, as well as develop workshop and activities for the 2017-2018 school year.

___ Social Service Programs (Housing, Employment, Child Care or _____)

___ Adult Education (Vocational, G.E.D., E.S.L., or other _____)

___ Health (Exercise, nutrition, or other _____)

___ Strategies to help my preschooler with self-help skills at home

___ Parent/Child Activities

___ Supporting Positive Behavior in Children

___ Understanding Your Preschooler's Day

___ Helping Your Child Grow as a Reader and Writer

___ Science here, there, and everywhere

___ Helping Your Preschooler Learn about Mathematics

___ Other areas of interest are _____

IV. Please complete the following questions.

1. Do you need childcare in order to attend workshops? ___ YES ___ NO

2. What days and times are best for you to attend workshops?

___ Monday ___ Tuesday ___ Wednesday ___ Thursday ___ Friday ___ Saturday ___ Sunday

___ 8:45 AM-10:00 AM ___ 4:00 PM-5:30 PM ___ 6:00 PM-7:30 PM

**Thank you for your input! Please forward any questions or concerns to:
District Family Liaison**

SECRETARY'S REPORT

10.5.1 APPROVAL TO ACCEPT DONATION FROM PENNONI ASSOCIATES, INCORPORATED

Be it resolved that the Willingboro Board of Education accepts the donation of \$300.00 from Pennoni Associates Inc. for Operation Yellow Ribbon to support the Honor Our Troops Program at Twin Hills Elementary School.

Moved by Felicia Hopson

APPROVAL TO ACCEPT DONATION FROM PENNONI ASSOCIATES, INCORPORATED

Seconded by Grover McKenzie

A roll call resulted as follows:

Felicia Hopson	-	Yes	Sarah Holley	-	Yes
Gary Johnson	-	Yes	Grover McKenzie	-	Yes
Jennifer Noble-Slaton	-	Yes	Dennis Tunstall	-	Yes
Debra Williams	-	Yes	Kimbrali Davis	-	Yes
Tonya Brown	-	Yes			

9 Voting: 9 Affirmatives, 0 Negatives, 0 Abstentions

MOTION PASSED

10.5.2 APPROVAL TO ACCEPT DONATION FROM JACK AND JILL WILLINGBORO CHAPTER

Be it resolved that the Willingboro Board of Education accepts the donation of Elementary reading books from Jack and Jill, Willingboro Chapter.

See Attached.

Moved by Felicia Hopson

APPROVAL TO ACCEPT DONATION FROM JACK AND JILL WILLINGBORO CHAPTER

Seconded by Grover McKenzie

A roll call resulted as follows:

Felicia Hopson	-	Yes	Sarah Holley	-	Yes
Gary Johnson	-	Yes	Grover McKenzie	-	Yes
Jennifer Noble-Slaton	-	Yes	Dennis Tunstall	-	Yes
Debra Williams	-	Yes	Kimbrali Davis	-	Yes
Tonya Brown	-	Yes			

9 Voting: 9 Affirmatives, 0 Negatives, 0 Abstentions

MOTION PASSED

March 12, 2018

SECRETARY'S REPORT

10.5.2 APPROVAL TO ACCEPT DONATION FROM JACK AND JILL WILLINGBORO CHAPTER (cont'd)

3/6/2018

Willingboro Public Schools Mail - Donation from Jack and Jill Willingboro Chapter



Evelyn Holland <eholland@wboe.net>

Donation from Jack and Jill Willingboro Chapter

1 message

Dr. Ronald Taylor <rtaylor@wboe.net>
To: Evelyn Holland <eholland@wboe.net>
Cc: "Hutton, Lyn" <lhutton@wboe.net>, "Smith, Kelvin" <ksmith@wboe.net>

Tue, Mar 6, 2018 at 12:27 PM

See below, please include this email as back up for your agenda item. Thank you

----- Forwarded message -----

From: <debjohnson@woods.org>
Date: Tue, Mar 6, 2018 at 12:22 PM
Subject: RE: FW: FW: CAUTION: Facilities Usage
To: rtaylor@wboe.net, debjohnson@woods.org, djohnson@jackandjillbw.org
Cc: lhutton@wboe.net

Good afternoon Dr. Taylor,

On behalf of the Burlington – Willingboro Chapter of Jack and Jill I would like to thank you for partnering with us and allowing us to use Memorial Middle School this past Saturday to present our 1st Storytime Live Black Author event!

We would like to donate 13 books to the Willingboro Elementary Schools. I don't know how you want to determine which schools get what. Can you please advise.

Thank you for partnering with us and making our Storytime Live event on Saturday, March 3 such a great SUCCESS!! We look forward to working with you in the future.

Debbie Johnson

Program Director,

Burlington ~ Willingboro Chapter

Jack and Jill of America, Inc.

Debbie Johnson

Woods Service

Medical Billing Coordinator

COMMITTEE REPORTS:

Personnel Committee:

Felicia Hopson

- Discussed open vacancies in the district. Will meet in 2 weeks with an update.

Policy Committee:

Kimbrali Davis

- Met on March 6, 2018, with Ms. Lucas and Ms. Williams. Worked on five policies for recommended changes and updates based on Strauss Essmay updates. Changes to language in policies, for example (Pupil to Student) reflects state policies.

Unfinished Business:

Kimbrali Davis

- When will there be an update on the Governor's Address and know what we're getting.

BUDGET #3 PRESENTATION

Dr. Taylor began the presentation @ 7:45 p.m. and touched on the following subjects:

- REVIEW BUDGET MEETING #2 (STAKEHOLDER INPUT)
- PURPOSE
- VISION/CHALLENGES
- COLLECTING INPUT
- POTENTIAL REVENUE
- BUDGET PROJECTION DETAILS
- APPLICATIONS AND PLATFORMS
- MADATED INCREASES

See Budget Details Attached.

BUDGET #3 PRESENTATION (cont'd)



**2018-2019
Budget Meeting # 3**

1

**DR. RONALD G. TAYLOR, SUPERINTENDENT
MR. KELVIN SMITH, CPA, MBA**

**MARCH 12, 2018
7:00PM**

BUDGET #3 PRESENTATION (cont'd)



Purpose

BUDGET #3 PRESENTATION (cont'd)



Purpose

3

- Briefly review information from Budget Meeting # 2 ;
- Discuss and quantify investments in applications/platforms;
- Present approximate cost of school furniture procurement;
- Discuss the cost of status quo;
- Review items that represent more than a 5% 'delta' in the previous budget documentation; and,
- Provide updated budget calendar.

BUDGET #3 PRESENTATION (cont'd)



Vision

4

As the Chief School Administrator, in my vision for this budget we continue to take steps to **strategically** rebrand/re-org our school district with hopes of becoming the #1 choice of our stakeholders.

In my vision we continue to look at our organization on a more granular scale and modify specific practices that have a 'direct' impact on our state reporting categories, while also increasing both our rigor and the public's confidence in our school district.

Lastly, it is my hope that this budget allows us to take steps to increase our utilization of normal 'out of school' time, to address student achievement needs for our children. While of course being fiscally responsible.

BUDGET #3 PRESENTATION (cont'd)



Budget Meeting #2

Review

BUDGET #3 PRESENTATION (cont'd)



Budget Meeting #2 Revisited...

6

- To discuss vision/general goals of the 2018-2019 budget;
- To present efforts taken thus far to collect input from stakeholders;
- To present stakeholder feedback received thus far;
- To offer achievements of the previous two year's budget decisions;
- To present potential revenue; and,
- To provide current budget calendar.

BUDGET #3 PRESENTATION (cont'd)



7

Potential Challenges to this Year's Budget Process

BUDGET #3 PRESENTATION (cont'd)

Potential challenges to this years budget process...

8

- Potential for additional Charter School costs-(BBPrep);
- Significantly less Fund Balance (\$1.4M);
- Early Childhood Expansion Grant not guaranteed
(\$777k from the General Fund to keep program status quo without PEEA grant);*
- Funding expected increases to salary and benefits; and,
- Potential funding changes regarding State Aid.

***Further discussions from last meeting**

BUDGET #3 PRESENTATION (cont'd)



9

Applications & Platforms

BUDGET #3 PRESENTATION (cont'd)

Applications and Platforms

	2017-2018 SY	2018-2019 SY	
	CURRENT	BUDGET	PROJECTION
DESCRIPTION	APPROPRIATION		NOTES
11-000-218-610-7B00	6,000.00	6,000.00	NAVIANCE RENEWAL
11-000-221-390-7B00	30,875.00	35,000.00	ACHIEVE 3000 - (TITLE 1)*
11-000-221-390-7B00	66,442.00	45,000.00	APEX
11-000-221-390-7B00	99,180.00	99,180.00	IREADY - CURRICULUM ASSOC. -(TITLE 1)*
11-000-221-390-7B00	18,750.00	19,000.00	DISCOVERY EDUCATION STREAMING
11-000-221-390-7B00	4,950.00	5,000.00	IXL LEARNING - (TITLE 1)*
11-000-222-390-AB63	19,752.00	18,100.00	KRONOS - SUPPORT
12-000-266-730-0B49	<u>4,687.00</u>	<u>5,000.00</u>	SOFT-SERV SUPPORT
	151,456.00	232,280.00	

BUDGET #3 PRESENTATION (cont'd)



School Furniture Update

BUDGET #3 PRESENTATION (cont'd)

District-Wide Furniture Estimate

12

Between \$180 to \$250/desk and
chair/student (Avg/Estimate)
x 3500 students
=Approximately \$875,000

BUDGET #3 PRESENTATION (cont'd)



Cost of Status Quo

BUDGET #3 PRESENTATION (cont'd)

Mandated Increases

14

- **Health Care**
- **Tuition**
- **Salary**

BUDGET #3 PRESENTATION (cont'd)

Mandated Increases

MANDATORY INCREASE - STATUS QUO

<u>Account</u>	<u>Account Description</u>	<u>Original Appr</u> 2017-2018	<u>Projected</u> <u>Budget</u> 2018-2019	<u>Variance</u>	<u>Explanation</u>
10-000-100-564-5B00-	TRANS TO CHARTER SCHOOL	2,763,963.00	5,187,332.00	2,423,369.00	CHARTER SCHOOL ENROLLMENT INCREASE
11-000-100-561-5B00-	REG TUITION/LEA W/I STAT	317,607.00	333,487.00	15,880.00	ESTIMATED INCREASE
11-000-100-562-5B00-	SPED TUITION/LEA W/I STA	85,975.00	96,292.00	10,317.00	PER DR. ALEGRIA
11-000-100-563-5B00-	REG TUITION/CO VOC/BCIT	2,221,846.00	2,266,283.00	44,437.00	PER BCIT ESTIMATED INVOICE
11-000-100-565-5B00-	TUITION CSSD & REGIONAL	3,665,808.00	3,480,034.00	-185,774.00	Trends
11-000-100-566-5B00-	TUITION/ PRIVATE SCHOOL	3,690,854.00	5,160,000.00	1,469,146.00	Trends...including IDEA Changes
11-000-100-568-5B00-	TUITION/STATE FACILITIES	436,556.00	436,556.00	0.00	PER STATE AID
11-000-100-569-9B00-	TUITION OTHER KATZ	60,279.00	51,410.00	-8,869.00	PER STATE AID
11-000-291-270-9B00-	HEALTH INSURANCE	10,777,324.00	11,912,545.00	1,135,221.00	ESTIMATED 13% INCREASE
11-000-100-xxx-xxxx	SALARIES	31,833,906.00	32,620,457.00	786,551.00	PROJECTED 2.7% INCREASE
Total Expenditures					55,854,118.00 61,544,396.00 5,690,278.00

BUDGET #3 PRESENTATION (cont'd)



Quantifying Significant Differences

BUDGET #3 PRESENTATION (cont'd)

All Items estimated to increase
more than 5% and Big ticket Items

17

- See attached (2)....

BUDGET #3 PRESENTATION (cont'd)

Back Up Budget Documents

BUDGET #3 PRESENTATION (cont'd)

Budget Projection Analysis

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**Willingboro Public School District
Projection Analysis**

D:\21\2017 Accounts / Exrs / Description	[Active Step]			
	14-15 Exp	15-16 Exp	Proposed	% Change
10-000-100-564-5800 / 7000 / TRANS TO CHARTER SCHOOL	2,152,031.00	2,315,252.00	2,763,963.00	1.74%
11-000-100-561-5800 / 7001 / REG TUITION/LEA W/ ST	82,491.82	203,806.11	317,607.00	18.85%
11-000-100-562-5800 / 7002 / SPED TUITION/LEA W/ ST	33,426.14	68,271.38	85,975.00	17.77%
11-000-100-563-5800 / 7003 / REG TUITION/CO VOC/BCIT	0.00	2,133,280.00	2,221,846.00	2.00%
11-000-100-563-AB63 / 7004 / REG TUITION/CO VOC/BCIT	2,054,448.45	0.00	0.00	
11-000-100-565-5800 / 7005 / TUITION CSSD & REGIONAL	3,894,290.69	3,536,483.64	3,665,908.00	-0.39%
11-000-100-566-5800 / 7006 / TUITION/ PRIVATE SCHOOL	2,399,051.83	2,399,372.73	3,680,654.00	5.50%
11-000-100-567-5800 / 6999 / TUITION/PRV SCH OUT/ ST	0.00	0.00	0.00	
11-000-100-568-5800 / 7007 / TUITION/STATE FACILITIES	245,611.00	341,470.00	316,173.00	0.00%
11-000-100-569-9500 / 7008 / TUITION/ OTHER KATZ	47,042.00	141,786.00	60,276.00	-65.11%

BUDGET #3 PRESENTATION (cont'd)

Budget Projection Details

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**Willingboro Public School District
Budget Projection Details Report for Step 1**

Account	FTE Description	Amount	Mod By	Applicant Step
Code			Tr. Type	
11-400-100-400-4000 / 7000 / TRANS TO CHARTER SCHOOL		2,703,850.00	MCATALANO	EA
0202/2017	0.00 PER STATE ENROLLMENT COUNT			
11-400-100-400-4000 / 7001 / REG TUITION/LEA WA STAT		317,407.00	MCATALANO	EA
0202/2017	0.00 ESTIMATE TUITION FROM OTHER LEA			
11-400-100-400-4000 / 7002 / 8P9D TUITION/LEA WA STA		88,979.50	MCATALANO	EA
0202/2017	0.00 ESTIMATED TUITION FOR SPED FROM OTHER LEA			
11-400-100-400-4000 / 7003 / REG TUITION/CO VOUCHER		2,221,148.00	MCATALANO	EA
0202/2017	0.00 APPROX 670 STUDENTS @ ESTIMATE RATE OF 7%			
11-400-100-400-4000 / 7004 / TUITION, CSD & REGIONAL		3,265,317.00	MCATALANO	EA
0202/2017	0.00 BURLINGTON COUNTY			
11-400-100-400-4000 / 7005 / TUITION/STATE FACILITIES		63,590.00	MCATALANO	EA
0202/2017	0.00 GLOUCESTER COUNTY			
11-400-100-400-4000 / 7006 / TUITION/PRIVATE SCHOOL		210,875.00	MCATALANO	EA
0202/2017	0.00 MER CER COUNTY			
	0.00	5,484,909.50		
11-400-100-400-4000 / 7006 / TUITION/PRIVATE SCHOOL		3,200,654.00	MCATALANO	EA
0202/2017	0.00 PER SCHEDULE			
11-400-100-400-4000 / 7007 / TUITION/STATE FACILITIES		310,173.00	MCATALANO	EA
0202/2017	0.00 14 STUDENTS			
11-400-100-400-4000 / 7008 / TUITION/OTHER KATZ		80,376.00	MCATALANO	EA
0202/2017	0.00 1 STUDENTS			
11-400-211-100-500-5000 / 7009 / SALARY ATTENDANCE		260,046.00	MCATALANO	EA
0202/2017	0.00 PER UPC			
11-400-211-100-500-5000 / 7010 / SALARY ATTENDANCE OT		3,900.00	MCATALANO	EA
0202/2017	0.00 OVERTIME ESTIMATE			
11-400-211-100-500-5000 / 7011 / SALARY FAMILY LIAISON		87,176.00	MCATALANO	EA
0202/2017	0.00 PER UPC			
11-400-211-100-500-5000 / 7012 / ATTENDANCE PUNCH SERVICES		25,000.00	MCATALANO	EA
0202/2017	0.00 GENESIS RENEWAL			
11-400-211-100-500-5000 / 7013 / ATTENDANCE TRAVEL		4,500.00	MCATALANO	EA
0202/2017	0.00 MILEAGE REIMB			
11-400-211-100-500-5000 / 7014 / ATTENDANCE SUPPLIES		1,000.00	MCATALANO	EA
0202/2017	0.00 ESTIMATED SUPPLIES			
11-400-211-100-500-5000 / 7015 / SALARY HEALTH		478,370.00	MCATALANO	EA
0202/2017	0.00 PER UPC			
11-400-211-100-500-5000 / 7016 / SALARIES HEALTH NURSE		85,000.00	MCATALANO	EA
0202/2017	0.00 ESTIMATED BUS NURSE			

BUDGET #3 PRESENTATION (cont'd)



Potential Revenue

BUDGET #3 PRESENTATION (cont'd)



Potential Revenue

WILLINGBORO BOARD OF EDUCATION

REVENUE - FUND 10	Actual		Projection		2% Tax Levy Revenue		Changes	Description
	2017-2018	2018-2019	2018-2019	2018-2019	2018-2019	2018-2019		
Budgeted Fund Balance -								
Operating Budget	3,146,536	1,674,578	1,674,578	1,674,578			-1,471,958.00	Per audit 6/30/2017
Local Tax Levy	29,862,738	29,862,738	29,862,738	30,459,993			597,254.76	2% Cap
Total Tuition	300,000	300,000	300,000	300,000			0.00	
Transportation Fees From								
Other LEA's	50,000	50,000	50,000	50,000			0.00	
Rentals and Royalties	15,000	15,000	15,000	15,000			0.00	
Unrestricted Miscellaneous								
Revenues	400,000	400,000	400,000	400,000			0.00	
Revenues From State								
Sources	38,450,560	38,471,878	38,471,878	38,471,878			21,318.00	State Aid Adjustment
Extraordinary Aid	777,867	500,000	500,000	500,000			-277,867.00	Projection Per Dept Director
Projected Semi Revenue	126,994	139,803	139,803	139,803			12,809.00	Per State Projection
Transfer from other funds	270,756	270,756	270,756	270,756			0.00	
Total Revenue	73,400,451	71,684,753	71,684,753	72,282,008			-1,118,443	

BUDGET #3 PRESENTATION (cont'd)



Potential Revenue

WILLINGBORO BOARD OF EDUCATION

REVENUE - FUND 10	Actual	Projection	2% Tax Levy Revenue	Description
	2017-2018	2018-2019	2018-2019	
Budgeted Fund Balance -				
Operating Budget	3,146,536	1,674,578	1,674,578	-1,471,958.00 Per audit 6/30/2017
Local Tax Levy	29,862,738	29,862,738	30,459,993	597,254.76 2% Cap
Total Tuition	300,000	300,000	300,000	0.00
Transportation Fees From				
Other LEA's	50,000	50,000	50,000	0.00
Rentals and Royalties	15,000	15,000	15,000	0.00
Unrestricted Miscellaneous				
Revenues	400,000	400,000	400,000	0.00
Revenues From State				
Sources	38,450,560	38,471,878	38,471,878	21,318.00 State Aid Adjustment
Extraordinary Aid	777,867	500,000	500,000	-277,867.00 Director
Projected Semi Revenue	126,994	139,803	139,803	12,809.00 Per State Projection
Transfer from other funds	270,756	270,756	270,756	0.00
Total Revenue	73,400,451	71,684,753	72,282,008	-1,118,443

BUDGET #3 PRESENTATION (cont'd)



Budget Calendar

BUDGET #3 PRESENTATION (cont'd)

Next Steps

25

- **Meeting Schedules**

- ~~Meeting #1-Saturday February 10th at 9am~~
- ~~Meeting #2-Wednesday February 21st at 6:30pm~~
- ~~Meeting #3-Monday March 12th at 7:00pm~~
- Meeting #4-Monday March 19th at 6:30pm
- Meeting #5-Wednesday March 21st at 6:30pm
- ~~Meeting #6-Wednesday March 14th at 6:30pm (Tentative)*~~
- Additional Meetings as required...

- **Timelines***

- Tuesday ~~March 20th~~ **29th** -Tentative Budget Due to be uploaded
- Friday ~~April 20th~~ **May 7th** -Last Day to hold Public Hearing

BUDGET #3 PRESENTATION (cont'd)



Purpose Revisited

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- Briefly review information from Budget Meeting # 2 ;
- Discuss and quantify investments in applications/platforms;
- Present approximate cost of school furniture procurement;
- Discuss the cost of status quo;
- Review items that represent more than a 5% 'delta' in the previous budget documentation; and,
- Provide updated budget calendar.

Budget Discussion:

Grover McKenzie:

- I know there are limited opportunities for board to make changes when it comes to health care benefits because it is a negotiated item.
- When is the board able to make changes for healthcare when it comes to cost?

Kelvin Smith:

- Stated can't be changed during mid-year, has to be done during open enrollment.

Kim Belin:

- Attorney spoke about Chapter 78 and how it causes the negotiation process to stall and how unions want one thing and districts can't afford it.
- Any changes have to be similar to or better.

Sarah Holley:

- When doing the health plan and you want to drop a family member it's done with negotiations unless it's a new employee or not offering coverage for spouse or a portion to spouse.
- However, if you're a veteran employee you cannot drop.

Superintendent:

Dr. Taylor talked about mandated increases and line items being increased by 5%. (Reviewed the Budget Projection Analysis and Budget projection Details and explanations for each)

Sarah Holley:

- If in fact have to reduce 5 million because of Charter Schools and the board vote not to raise taxes 2%, would this cause schools to close due to lost of students and have to reduce staff?
- Would like to see a breakdown of classrooms per school.
- How many students in each school.
- Stated that special education students and depending on how many students, allowed so much area per square feet and could divide students into two areas of classroom.

Kimbrali Davis:

- Previous budget you gave breakdown differences. Do we need to find 5 million dollars in the budget to satisfy all these mandates?

Superintendent:

- Don't have to find 5 million dollars. However if we don't receive our state aid due to Benjamin Banneker decision, we can be impacted by 5 million dollars.

Felicia Hopson:

- Line items in budgets and smaller line items should they be moved to mainline. Also, guidance has their own line, why are some schools budget lines larger than others?
- Does it make sense to consolidate smaller numbers and move to mainline.

Budget Discussion: (cont'd)

Kimbrali Davis:

- Your worst case scenario my concern is what the district receives from state aid. Do you know anticipated response going to be up or down since we only have two budget meeting left and that is impactful on your recommendation of what we're dealing with and so our backs are up against the wall with what's being presented.
- Have you heard any feedback on when they're going to make their determination?

Superintendent:

- Haven't heard from Commissioners office. Budget rolls out on 15th and 16th. Part of real numbers, no more preparing for just in case. It will be up or down. If Charter School is increased that will be our worst case scenario. Will be ready to deal with it.

Gary Johnson:

- My concern is we have only two budget meeting left. We knew from budget meeting # 2 that we didn't have sufficient projected revenue to cover the district as it existed last year.
- This year showing mandated increases, and at status quo 6.8 million greater than expected revenue, so why haven't we been presented with a budget more in line with projected revenue because figures we have of projected expenses given tonight are 12 million dollars greater then amount anticipated.

Superintendent:

- Next step of the process is to bring you a balanced budget.

Kelvin Smith:

- When charter school funding is put forward they will take 2.4 million out of budget, if there is no change they will put it back. Won't know until ASSA is done and adjustments are made.

Jennifer Noble-Slaton:

- In addition to Charter School, there is 5 million going to private schools. Can you elaborate on that more?
- Are any choice schools?

Superintendent:

- The majority of the private schools are based on special education out of district placement. Anything paid out this year will reflect next year.

Kelvin Smith:

- No choice schools are included in the line.

Superintendent:

Dr. Taylor talked about the context of potential revenue and changes in revenue along with the anticipated 2% tax levy or flat tax levy. Also, mentioned the differences in fund balance from this year and last year. Went over the remaining dates of the budget calendar and advised the board of the March 29th date for when the budget has to be uploaded. Plan is to bring board back a balanced budget that shows all scenarios.

March 12, 2018

APPROVAL OF RESOLUTION TO GO INTO CLOSED EXECUTIVE SESSION

WHEREAS, the Board of Education is now assembled at a public meeting, and

WHEREAS, the Board of Education now determines to go into closed/executive session for the purpose of discussing the following:

[Collective Bargaining]

NOW, THEREFORE BE IT RESOLVED THAT pursuant to the terms and conditions of the Open Public Meeting Act, N.J.S.A. 10:4-1, et.seq., that the Board of Education exclude the public, and enter into closed/executive session. It is estimated that these closed discussions might be disclosable to the public at the expiration of two (2) years from the date of the closed session, if not then legally privileged.

At the conclusion of this closed/executive session, it is anticipated that the Board will not reconvene in public session.

This resolution is adopted at 8:31 PM on March 12, 2018.

Tonya Brown
Board President

Attested To By:

Moved by Dennis Tunstall

APPROVAL OF RESOLUTION TO GO INTO CLOSED EXECUTIVE SESSION

Seconded by Grover McKenzie
A roll call resulted as follows:

Felicia Hopson	-	Yes	Sarah Holley	-	Yes
Gary Johnson	-	Yes	Grover McKenzie	-	Yes
Jennifer Noble-Slaton	-	Yes	Dennis Tunstall	-	Yes
Debra Williams	-	Yes	Kimbrali Davis	-	Yes
Tonya Brown	-	Yes			

9 Voting: 9 Affirmatives, 0 Negatives, 0 Abstentions

MOTION PASSED

APPROVAL TO COME OUT OF CLOSED EXECUTIVE SESSION

Moved by Dennis Tunstall

APPROVAL TO COME OUT OF CLOSED EXECUTIVE SESSION

Seconded by Felicia Hopson
A roll call resulted as follows:

Felicia Hopson	-	Yes	Sarah Holley	-	Yes
Jennifer Noble-Slaton	-	Yes	Dennis Tunstall	-	Yes
Kimbrali Davis	-	Yes	Tonya Brown	-	Yes

6 Voting: 6 Affirmatives, 0 Negatives, 0 Abstentions

MOTION PASSED

March 12, 2018

MOTION TO ADJOURN

- **MOTION TO ADJOURN WAS UNANIMOUS**

A roll call resulted as follows:

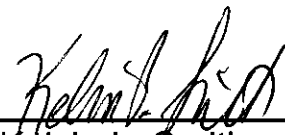
Felicia Hopson	-	Yes	Sarah Holley	-	Yes
Jennifer Noble-Slaton	-	Yes	Dennis Tunstall	-	Yes
Kimbrali Davis	-	Yes	Tonya Brown	-	Yes

6 Voting: 6 Affirmatives, 0 Negatives, 0 Abstentions

MOTION PASSED

THE MEETING ENDED @ 9:00 PM

3/23/18
Date



Kelvin L. Smith
Business Administrator/Board Secretary