



DELTRAN TOWNSHIP SCHOOL DISTRICT

52 Hartford Rd., Delran NJ, 08075

"dedicated to nurturing a supportive, student-centered environment where all people are treated with dignity and respect"

A Journey Through the School Funding Reform Act (SFRA) of 2008

How Delran has experienced the impact of disproportionate funding and diversity of student needs while revising programs

“Delran is dedicated to nurturing a supportive student-centered environment where all people are treated with dignity and respect.”



Program Goals

We seek to educate and inform

- English Language Learners
 - English as a Second Language
 - Bilingual Programs
- Support for current Kindergarten students
- SFRA of 2008

We seek to inquire

- What is your position on our changes?

Definition of Terms

ELL: English Language Learner - a student whose native language is other than English

ESL: Daily developmental second-language program taught in English

Bilingual: Full-time program of instruction that provides structured English language instruction in a second language in all content areas for ELLs and for native English speaking students

N.J.A.C: New Jersey Administrative Code are the NJ State BOE regulations currently in effect

Transitional First Grade (T-1) - Students that are placed together after kindergarten after determined that they would benefit socially from an additional year of schooling prior to grade one

District Goals: Guidance in collaborative decisions

Goal #1: Student Achievement

Goal #2: College and Career Preparedness

Goal #3 Student Integration

Goal #4: Community Engagement

Goal #5: Finance and Operation

Discussed annually during public meetings in July and August and adopted in September

Goal #1: Student Achievement

Increase student achievement for all students at all levels in the area of literacy with an emphasis on narrowing the achievement gaps among the various sub-groups, as evidenced through benchmark assessments and other data sources.

Goal #2: College and Career Preparedness

Support student environments that prepare for college and career competencies through the development and expansion of programming in the areas of literacy, science, technology, engineering, arts, industrial arts and mathematics for all students.

Goal #3: Student Integration

Increase opportunities for special education and English language learner programs in the least restrictive environment (LRE) through the enhanced use of differentiated instruction in all settings.

Goal #4: Community Engagement

Prioritize timely collaboration with parents, students and residents through the frequent and ongoing communication that provides information on coursework, assessments, homework, projects, school/classroom events, and any other school-related information.

Goal #5: Finance and Operation

Develop a cost effective operating budget that promotes educational programming, district infrastructure and facilities maintenance and grant funding procurement.

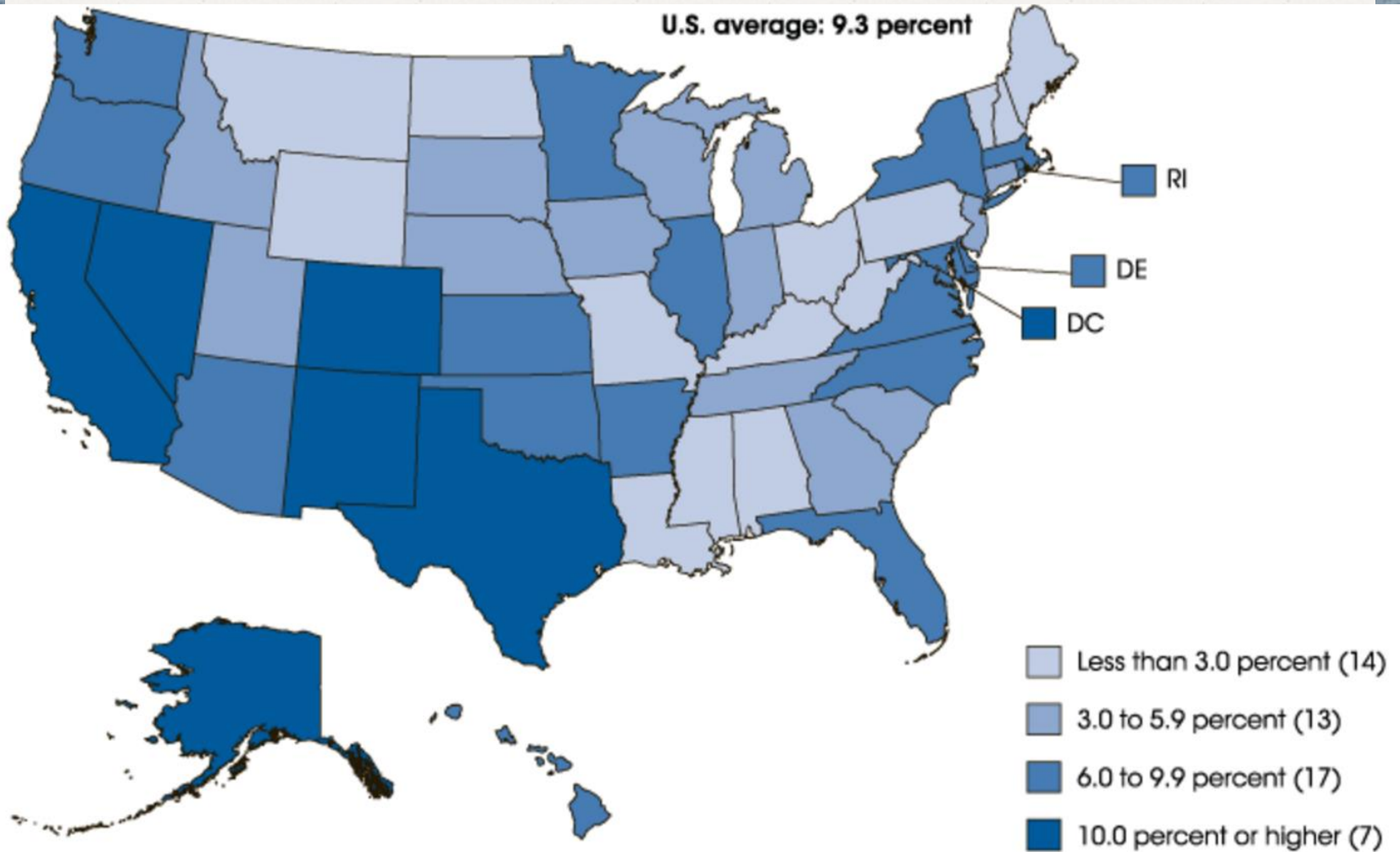
English Language Learners

*A student population group
defined*

English Language Learners

- Nearly five million children in U.S. public schools are learning the English Language, including 184 in Delran Township and 120 in Millbridge.
- Nationally, only one-third of district-level leaders believe educators in their schools are prepared to effectively teach ELLs.
- ELLs are at much greater risk for dropping out of school than their native English speaking peers, and the graduation gap between ELLs and other students is vast.

Where English Language Learners Live



Source: National Center for Educational Statistics

English Language Learners: 2017-2018 Projected Enrollments

School	Total Projected Enrollment
Millbridge	120
DIS	34
DMS	26
DHS	26

English Language Learners at Millbridge: Enrollment History

Year	Kindergarten Full Day Preschool	Grade 1	Grade 2	Total ESL Bilingual Students	Yearly Percent Increase	Multi-year Trend
2017-18 <i>Projected</i>	50	47	27	120	12%	210%
2016-2017	46	41	21	108	24%	176%
2015-2016	32	40	15	87	45%	123%
2014-2015	18	32	10	60	15%	54%
2013-2014	17	15	11	52	57%	
2012-2013	17	14	7	33	-15%	
2011-2012	18	10	11	39	n/a	

Delran English Language Learner Population

- District wide, our English Language Learner population has more than doubled from 2011-2012 to 2016-2017.
- ELL students are predominantly Portuguese (62.5%) and Turkish (23.3%) speakers.
- 14.2% of our ELL students speak another language (Chinese, Spanish, Urdu, Arabic, Gujarati, Korean, Vietnamese, Creole-Haitian).

English Language Learner Achievement: 2016 PARCC

***0% of English Language Learners are
either Meeting or Exceeding
Expectations in ELA and 5% of English
Language Learners are either Meeting
or Exceeding Expectations in
Mathematics***

Bilingual Programming: What does N.J.A.C 6A:15 direct?

The district board of education shall establish bilingual education programs whenever there are 20 or more ELLs in any one language classification enrolled in the school district, pursuant to N.J.S.A. 18A:35-18.

Bilingual Programming Report Card

*Does Millbridge have more than 20 students in any one language: **YES***

*How long has Millbridge had in excess of 20 students in any one language: **at least since 2011***

*Why didn't Millbridge offer a bilingual program?
Applied and received a NJDOE waiver that permitted ESL programming in lieu of bilingual programming*

Bilingual Waiver

According to 18A:35-18 the Commissioner of Education may waive the requirement that a Board of Education establish a full time bilingual education program when the Board is able to demonstrate that due to the age range, grade span or geographic location of the eligible pupils it would be impractical to provide a full time bilingual education program

Bilingual Waiver

Once the concentration of Turkish and Portuguese speakers increased at Millbridge applying for a waiver became impractical and irresponsible.

Bilingual Programming: What do we do now?

No program offered
NJDOE Waiver applied
NJDOE position

Year	Program	Personnel/Projected
Through 2016-2017	No program, waiver applied	0
2017-2018	Bilingual	2

ESL Programming: What does N.J.A.C say?

English as a second language (ESL) program means a daily developmental second-language program of instruction based on student language proficiency that teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the students' experiences in their ESL instruction.

Programs for Small ELL Populations	Alternatives to Full-Time Programs	Full-Time Programs
<ul style="list-style-type: none">• English Language Services• English as a Second Language* <p>* Always a component of bilingual program types</p>	<ul style="list-style-type: none">• Sheltered Instruction• High-Intensity ESL• Bilingual Tutorial• Bilingual Resource• Bilingual Part-Time	<ul style="list-style-type: none">• Full-Time Bilingual (Transitional Bilingual)• Dual Language (Two Way Immersion)

Millbridge will be implementing *High Intensity ESL* - Two Periods daily

ELL's and ESL Programming: A historical view of personnel

Year	Student Minutes per day	Personnel Allocation	Personnel Increase
2014-2015	30	1.0 teacher	n/a
2015-2016	30	1.6 teachers	60%
2016-2017	30	2.4 teachers	140%
2017-2018	80	3.6 teachers	260%

Why ESL and Bilingual? What are the advantages?

- By increasing services now, students acquisition of English will occur quicker reducing the need for later services
- Programming for students who do not speak English at home as their first language will be provided the full range of equity and opportunity.
- The Every Student Succeeds Act (ESSA) requires that we provide a full range of opportunities for all students.

Transitional First Grade



What is the T-1 program at Millbridge and who does it serve?

- Traditionally “T-1” is a classroom that has been used to meet the needs of students who have completed Kindergarten who did not consistently demonstrate the maturity to be ready for a traditional first grade classroom.
- Typically, 50% of T-1 students are achieving at or above the benchmark in Math and Reading.

Student Identification Process

Multiple indicators to assist student placement

Student Name: XXXX

Teacher 2016-17:XXXX

Ethnicity (please indicate if incorrect): XXXXX

Grade:XXXX

Meal Status: XXXXX

Please circle level for both subjects and indicate F&P or DRA reading level:

<u>Reading Level</u>	Above Level	On Level	Below Level	Significantly Below Level	F&P/DRA Level _____
<u>Math Level</u>	Above Level	On Level	Below Level	Significantly Below Level	

Please check ALL that apply:

Classified Classification Pending Speech Only 504 Student I&RS Involved
 Basic Skills Language Arts Basic Skills Math RTI Reading ESL Nut Allergy
 Other considerations _____

Please indicate if student would have been recommended for T-1 if program was available in other considerations.

Behavior (please check the appropriate box and add comments as needed)

	Above Average Ability	Average Ability	Below Average Ability
Works Independently			
Works Well with Others			
Motivated			
Manages Impulses			
Other Insights			

Do Not place with (include siblings and cousins, if known) _____

Should be placed with (if necessary) _____

FY 2018: How will current T-1 funding be allocated?

Current salary allocations for the T-1 program will be used during the 2017-2018 school year to fund one new bilingual program

Each new bilingual program requires \$80,000 in professional staff salaries and benefits

Implementing two new bilingual programs will require \$160,000 in salaries and benefits

Program Revisions: ESL, Transitional First Grade and Bilingual



Millbridge Program Revisions: ESL

- 2016-2017, provided students with one 30-minute periods of English as Second Language support
- 2017-2018, we will be providing students with the required two full periods per day of High Intensity ESL, as outlined by N.J.A.C. 6A: 15-1.2
- Additional training for all staff on strategies to support English Language Learners
- Continued exploration and implementation of software programs to foster language development

Millbridge Programing Revisions: Bilingual

- Offer two programs in kindergarten
 - Bilingual Instruction in Portuguese and
 - Bilingual Instruction in Turkish
- Identification of students that need additional English instruction as part of registration process
- Ensure that kindergarten class sizes remain comparable to size based on five-year average

Millbridge Program Revisions: Transitional Grade 1

- Identification of students that would have been recommended for T-1 as one of the placement factors
- Similar to other intervention programs (such as BSI, G&T, RTI) cluster candidates into 2 First Grade classrooms to offer coordinated supports
- Addition of dedicated certified counselor offering weekly social skill sessions
- Increased availability of sensory support tools in designated classroom (wobble seats, standing desks)
- Examination of full-day classroom management assistant support for the two classrooms

FY 2018: How did we get here?

Story of SFRA

- Concept of Adjustment Aid
- Results of Adjustment Aid statewide

Income plateau

- Banked Cap
- Employee contributions

Impacts on Delran Township

FY 2018: How did we get here

- Overall fiscal prudence
 - Transportation since 2001
 - Pay \$1.13 per gallon
 - Health benefit renegotiation
 - \$200k-\$325k in projected savings
 - Bond refinancing
 - Savings of \$148k
 - Energy Savings Improvement Program
 - Solar and building envelope enhancements (\$4.5M over 15 years)
 - Impacts in all areas of curricular revision
 - No facility upgrades

Past Responses to Underfunding

School	Response
DHS	Cut World Language, Social Studies, English, Home Economics and Engineering teachers - all of which increased class sizes
DMS	Cut interdisciplinary teaming (since reinstated), eliminated pull-out Gifted and Talented program, increased class sizes
DIS	Eliminated Gifted and Talented, increased class sizes
Millbridge	Cut Developmental Kindergarten, cut and reinstated T-1, reduced Kindergarten to half day, reinstated Kindergarten, restricted Preschool enrollment by eliminating general education students

Cut 33 positions over two budgets

FY 2017: Fiscal Realities

Percentage of funding received: **46%**

Underfunded Amount: **\$13.6M**

Underfunded Amount per Student: **\$4,482**

Delran Residents "Fair Share": **\$23.6M**

Delran Residents Actual Tax Levy: **\$29.3M**

Delran Tax Gap: **\$5.7M**

Tax Levy to Fair Share Ratio: **124%**

Funding Fairness Index: **-92**

SFRA Failed to Deliver

Total funding gap: \$100,000,000 and counting

Delran Tax Gap: \$40,000,000 and counting

Possible Future Responses to Underfunding

While anything is possible, every program will require examination if our income (funding) does not change. Below are examples and only serve as discussion points

Decreases of professional and support staff
Interdisciplinary Teaming
World Language options
Class sizes
Electives

2017-2018 Budget Development

Upcoming Dates of Importance

- February 28: Governor's Budget Address
- March 2: Funding Released by NJDOE
- March 4: Special Meeting, 2017-2018 Budget
 - BOE Offices, 10am
- March 6: BOE Work Session
 - BOE Offices, 7:30pm
- March 13: BOE Tentative Budget Adoption
 - DMS Cafeteria, 7:30pm
- May 8: BOE Final 2017-2018 Budget Adoption
 - DMS Cafeteria, 7:30pm

Next Steps

Millbridge Student Integration Task Force
Interim Report at April 3 BOE Work Session

Final Report at May 1 BOE Work Session

Student Registration

Kindergarten Registration

Residency Initiatives

McKinney Vento Homeless Assistance



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Mr. Glenn Kitley

Board of Education President (2015-Current)

Board of Education Member (2013-Current)

Past President, DHS/DMS PTO

40+ year Delran resident

Parent to two graduates

Basketball Referee

Youth Soccer Coach



Mr. Mike Piper
Fair Funding Activist
Speaking Opportunities
Community Involvement Opportunities



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Public Comment

Public Comment: Common Questions Answered

Is the elimination of T-1 for the 2017-2018 school year going to be reflected in the recommended budget? **Yes**

How do parents plan for next year? ***Make an appointment with Mrs. Lowe to plan collaboratively for the 2017-2018 school year***

What are the options for current Kindergarten students? ***Enroll in a traditional Grade 1, enroll in a small group Grade 1 with social and other supports or re-enroll in Kindergarten***

Public Comment: Common Questions Answered

What are the biggest stressors to the Delran budget: *Not having the income supports that prior budgets had (healthcare, SGLA, banked cap) to assist in balancing revenues and appropriations.*

What will Millbridge be doing this spring to assist with student integration, specifically, for the Kindergarten students who may have been T-1 candidates? *Mrs. Lowe is leading a Student Integration Task Force to ensure that each child is placed appropriately through a collaborative process between families and the school. Formal reports to the community will take place on April 3 and May 1.*

Contact Information

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