



Early Learning Center

Betsy McKinnon-Principal

February 9, 2026

School / Department Budget Planning – SY27

Budget Overview - Executive Summary

Key Priorities for SY27

As we move into the 2027 school year, our primary objectives include:

1. **Creating a Unified Staff:** We aim to foster collaboration and cohesion through the merger of classrooms from across the district.
2. **Standards-Based Planning:** We will continue to emphasize the implementation of a curriculum aligned with learning standards.
3. **Data-Driven Instruction:** Utilizing assessment data will be essential for identifying and addressing learning gaps among students.

Changes from SY26

This year marks a significant expansion, as we will increase the number of preschool classrooms at the Early Learning Center from 18 to 33. This change will increase our student enrollment capacity from 408 to 627. Additionally, we anticipate the addition of 50-60 staff members with the relocated classrooms.

Stability in Leadership

The existing administrative team, comprising the Principal, Vice Principal, and BCBA, is expected to remain intact, ensuring continuity in leadership during this transition.

Budget Proposal Drivers

The primary focus of this budget proposal is to support the necessary staffing structure that will provide a high-quality and safe learning environment, addressing the substantial increase in school size and student population. We look forward to discussing these priorities and the associated budgetary needs to ensure a successful year ahead.

Alignment to District Priorities

- **Teaching & Learning**

All students at ELC are aged 3-5 years old with approximately 60% of students identified with a disability. In FY25 we launched the first district benchmark in math to collect consistent academic data for all preschool students. In FY26 an ELA benchmark was developed and implemented. All preschool teachers engage in PLC with an instructional coach 1x week with a focus on unpacking standards, data collection and differentiation. In FY26 the Early Childhood team also began conducting learning walks across all preschool classrooms.

- **Student Support & Well-Being**

Students present with significant social emotional needs. We continue to see an increase in the frequency and intensity of needs consistent with other age groups. In FY26 ELC added a behavior support staff to work in partnership with the BCBA to provide support and follow through in this area.

Alignment to District Priorities (continued)

Equity & Access-All staff create a sense of belonging through meaningful relationships and predictable routines so that all students feel valued and are engaged in their school community. Our goal is to enhance the ELC's positive, inclusive school climate so that all children and families experience a strong sense of belonging and engagement. The ELC has a significant number of MLL students. There is currently an open position for an ESL Teacher. We hope to find a qualified candidate for the upcoming school year.

Operational Efficiency-ILT-Currently the Admin team meets with the instructional coaches weekly to monitor the action steps and outcomes of school-based short term goals and adjust practice as needed. The Admin team observes classrooms at least three times per year and provides feedback related to priority. The Early Childhood Team currently conducts district walkthroughs of preschool classrooms to identify strengths and evidence of best practices across classrooms as well as areas for growth and further professional development. These walkthroughs are intended to highlight trends observed across the program. We plan to expand the ILT next year to include classroom teachers.

Academic Needs Assessment

Student Performance Trends

Based on SY25-26 Fall Math Assessment data, PK1 students demonstrate stronger performance than PK2 & PK3 students. Data indicates that 61.9% of PK1 students meet or exceed expectations in math, while 38.1% remain below proficiency, and 45.7% of PK2 & PK3 students are rated “Not Yet.”

Based on EOY SY24-25 Heggerty Assessment data, 55.5% of PK1 students fall below proficiency in phonemic awareness. PK2 & PK3 students were not assessed in this area at that time.

This data indicates ongoing needs in foundational math and early literacy, particularly for SPED and Multilingual Learners

Identified instructional Gaps

Review of the current *World of Wonders (WOW)* curriculum indicates limited opportunities for explicit instruction and practice aligned to Massachusetts standards related to recognizing attributes, sorting by more than one attribute, and understanding positions in space. Additionally, the curriculum provides limited and inconsistent phonemic awareness activities to support early literacy development. Instructional supports within the curriculum also do not consistently address the diverse learning needs of SPED and MLL populations.

Academic Needs Assessment (continued)

Curriculum or Intervention Needs

Curriculum needs include adopting or supplementing a hands-on, developmentally appropriate math curriculum focused on foundational skills such as recognizing attributes, multi-attribute sorting, and spatial awareness. Additionally, more consistent and intentional phonemic awareness instruction is needed, as current materials lack sufficient practice opportunities across settings.

Professional learning implications

These findings indicate a need for targeted professional learning that builds educator capacity to deliver hands-on, developmentally appropriate math instruction focused on foundational skills, as well as consistent, explicit phonemic awareness instruction across instructional settings. Professional learning should emphasize effective use of the supplemental curricula to be implemented.

Social-Emotional & Behavioral Needs

Counseling / adjustment support needs

Both BCBA and behavior technician are providing support to students who are struggling with transitions, SEL needs, communication and community supports - such supports consist of providing visuals and coaching to staff, responding to classroom support calls (i.e., dysregulated students, facilitating lunch bunch, check-in/check-outs, positive behavior support incentives, supporting with movement breaks, arrival/dismissal, supporting with late pick-ups, bus returns, overseeing and implementation of Behavior Support Plans (BSPs). BCBA currently overseeing outreach to families community resources (i.e., stop & shop grocery, Full Plate Project, Family Resource Center Referrals).

SEL programming considerations

As the building doubles in size it is important that we have appropriate staffing to meet the increased need.

Social Emotional & Behavioral Needs con't

Attendance or engagement trends

Behavior Technician is currently monitoring student attendance, tracking consecutive and chronic absences, calling families, implementing attendance incentives. BCBA providing support to families for students who have difficulties with riding district transportation (i.e., supporting students with visuals to independently get on the bus, bringing students into school who have refused to ride district transportation when parents are unable to transport).

Behavioral or mental health supports

Currently ELC does not have a school adjustment counselor or SEL liaison to provide counseling or mental health supports.

Operational & Facilities Considerations

Facility or space constraints

There are several facilities projects that will need to be completed to prepare the building for the additional classrooms.

Technology needs

The 15 additional classrooms will require promethean boards.

Safety and supervision considerations

Classrooms will need to be equipped with walkies and phones will need to be on the network.

Other operational factors impacting instruction

Classrooms will need to be outfitted with age appropriate furniture.

Full and half day programs will run on staggered start times to facilitate safe and efficient arrival, dismissal routines.

Impact of Enrollment Trends

Currently ELC has approximately 300 children aged 3-5. We are expected to enroll up to 50 additional children through the end of the school year.

As we move into SY27 and add 15 classrooms we anticipate opening with approximately 400 children and growing to 600 over the course of the year.

*It is important to note that enrollment in preschool is rolling as children age into preschool special education on their 3rd birthday. This accounts for the significant increase over the course of a school year.

Current Staffing Overview

Current staffing - [ELC-BC - Staff Verification for Budget](#)

Current staffing structure - [ELC Org Chart SY25-26.pdf](#)

Staffing ratios or class sizes (as applicable)

All class sizes are determined by DESE special education regulations

Integrated classrooms can have 15 children (7 students with disabilities / 8 community peers)

Substantially Separate classrooms can have 9 children (all students with disabilities)

All classrooms are staffed with one dual certified (sped / EC) teacher and two paraprofessionals

Effectiveness of Current Staffing

Structures that are working well—The current organizational structure—comprised of a Principal, Vice Principal, BCBA, and Behavior Technician—has proven effective in supporting both instructional quality and student social-emotional and behavioral needs within the ELC.

The Principal and Vice Principal oversee instructional vision, compliance, daily operations and staff support. This division ensures timely decision-making and consistent oversight. The BCBA and Behavior Technician provide embedded, proactive behavioral supports aligned with classroom instruction, reducing disruptions and increasing student engagement. With defined roles, staff concerns and student needs are addressed quickly, preventing escalation and supporting a positive school climate. As a result, classrooms operate with stability, staff report strong support, and students benefit from predictable, developmentally appropriate learning environments.

Effectiveness of Current Staffing (continued)

Areas of concern or strain-With the planned addition of 15 classrooms next year, the existing structure will no longer be sufficient to maintain the same level of effectiveness without intentional expansion. As the number of classrooms, students and staff increases, leadership and support capacity must also increase in order to continue with the same amount of effective support systems.

Expanding the leadership structure through the addition of a Department Head will allow the ELC to maintain manageable leadership-to-classroom ratios, ensure consistent instructional oversight and staff support, and maintain the ability to respond promptly to behavioral, staffing, and family needs.

This approach allows the school to grow without sacrificing quality, consistency, or staff morale.

Effectiveness of Current Staffing(continued)

As enrollment grows, so does the diversity of social-emotional needs among students and families. While the BCBA and Behavior Technician focus on behavioral interventions, there is a growing need for a role that bridges social-emotional learning and family support.

The addition of a SEL Liaison will provide targeted support for students with emerging social-emotional needs before they escalate into behavioral challenges by collaborating with classroom staff to embed SEL strategies into daily routines. The SEL Liaison will serve as a key point of contact for families, supporting communication and alignment between home and school. The SEL Liaison will also complement the work of the BCBA by addressing emotional regulation, peer interactions, and trauma-informed practices.

The current structure is effective because it balances leadership, instructional support, and behavioral expertise. As the program expands, expanding this structure by adding a Department Head and a SEL Liaison is essential to sustaining quality, equity, and responsiveness. This staffing expansion ensures that growth enhances, rather than strains, the Early Learning Center's ability to meet the needs of students, staff, and families.

Anticipated Staffing Changes for SY27

Proposed additions, reductions, or reallocations

All staff attached to the 15 classrooms that will be relocated to ELC will transfer over with them. Additionally, the BCBA currently at FRLC will transfer to ELC. Reallocation of related service staff will be overseen by the Special Education Department.

Further we propose the addition of a Department Head and SEL Liaison.

Rationale for changes The addition of a Department Head is needed to partner with the Principal and Vice Principal due to the increase of 15 additional classrooms. The addition of a SEL Liaison would duplicate the existing structure of the BCBA and Behavior Tech to support the additional 200+ students.

Alignment to enrollment and student needs

There will be over 200 additional students and 50 additional staff coming with the 15 relocated classrooms.

Requests for Additional Resources (If Applicable)

Description of request

Purchase of new math curriculum - McGraw Hill Building Blocks

Purpose and expected impact

The current curriculum, McGraw Hill World of Wonders is a multi-disciplinary literacy based preschool curriculum. While it does include a math component, it is insufficient to adequately address the math standards for preschool. The addition of Building Blocks would provide a more comprehensive curriculum resource aligned to both state standards and developmental needs of young children.

Grants & Supplemental Funding

Current grants supporting the school

Anticipated grant funding

Partnerships or shared services

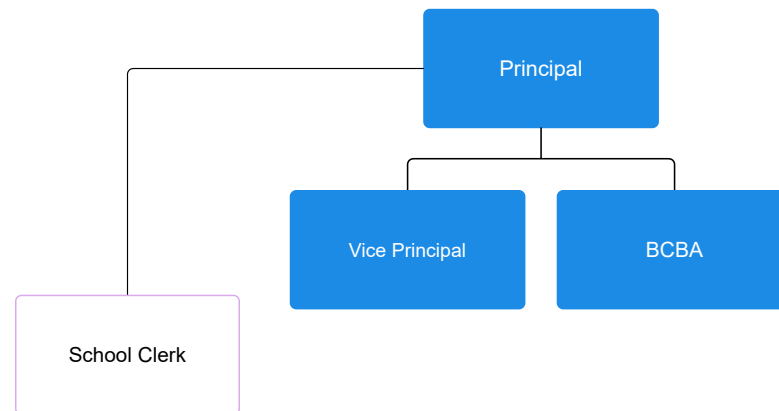
One-time vs. ongoing funding sources

The Early Learning Center does not currently have any grants or supplemental funding

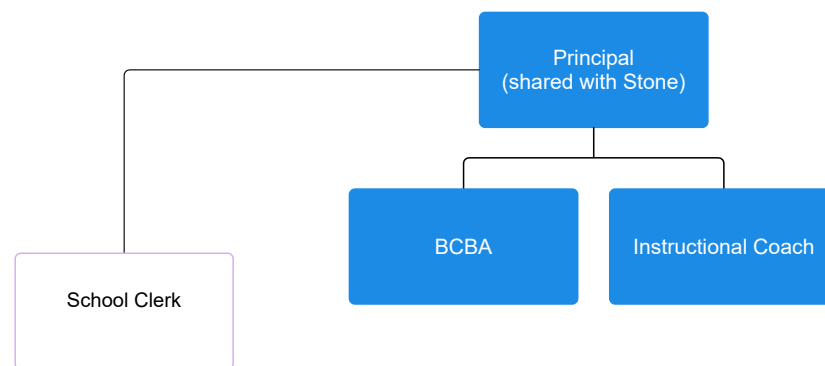
Discussion & Questions

Clarifying questions

Feedback and next steps



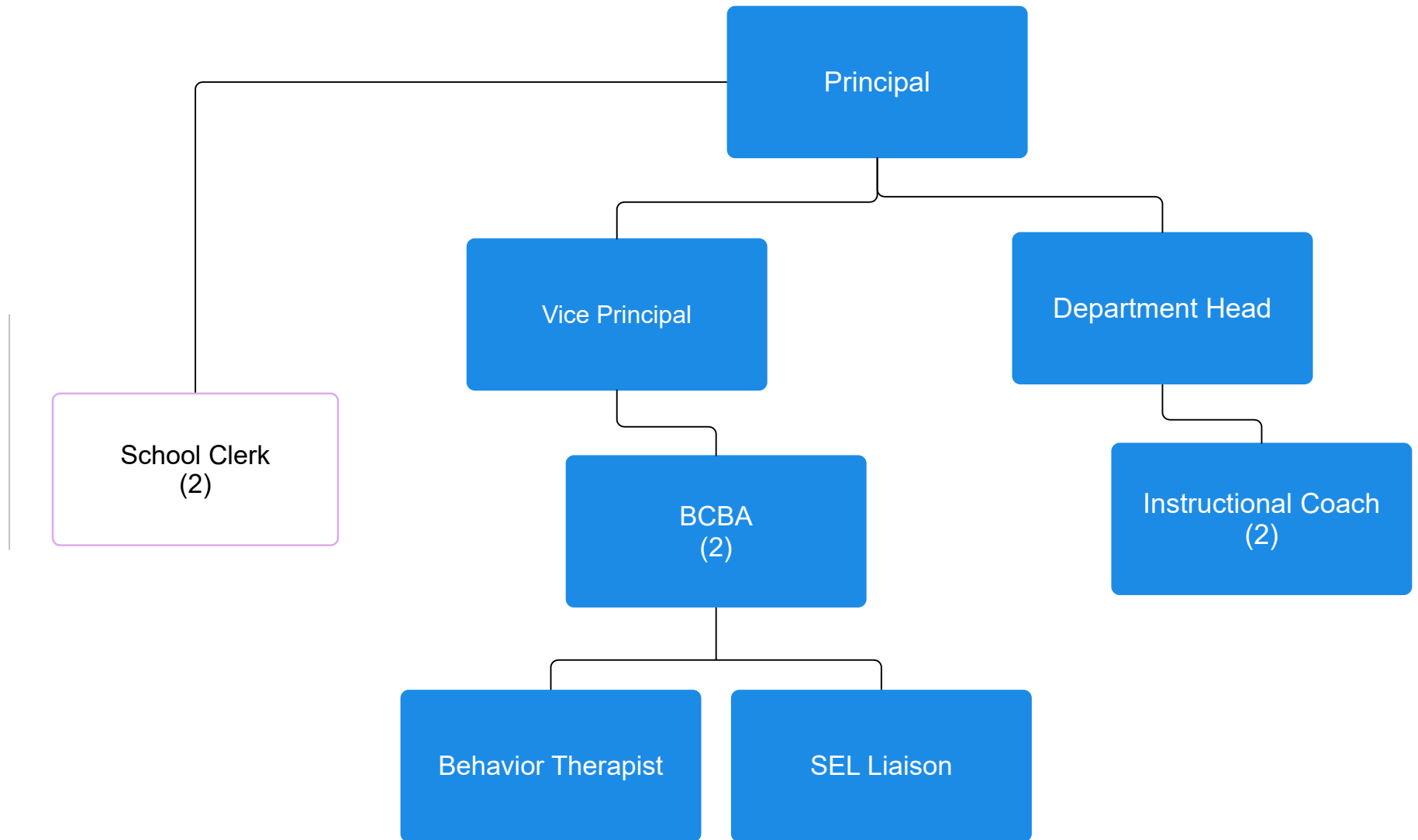
Early Learning Center
373 Elsbree Street Fall River, MA 02720
Administrative Support (FY25/26)



Fall River Learning Center
2501 South Main Street Fall River, MA 02724
Administrative Support (SY 25-26))

Early Learning Center
373 Elsbree Street Fall River, MA 02720

Administrative Support (FY26/27)





Early Learning Center

Elizabeth McKinnon, Principal

Grades PK

Full Day 8:35-1:50

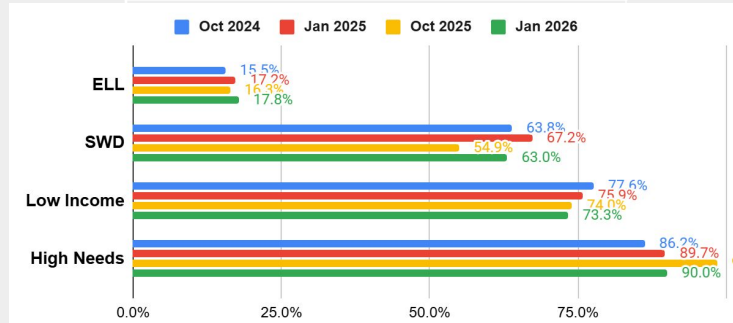
AM 8:35-11:05

PM 11:05-1:50

Enrollment

As of 10/1/2024	164+86
As of 10/1/2025	246
As of 1/1/2026	281

Selected Populations



Programs

Extended Day	No
Pre-Kindergarten	Yes
ELL Foundational	Yes
Special Education	Yes

Accountability Profile

Overall Classification	-
Accountability	-

Attendance

SY26 (March 1, 2026)		SY25 (End of Year)	
Attendance Rate	86.1%	Attendance Rate	85.1%
Chronically Absent Rate (>10%)	%	Chronically Absent Rate (>10%)	58.7%

Federal Designation

Accountability Percentile

Priority Areas

The priority of our preschool programs is to provide play-based learning experiences that prepare our youngest learners for school readiness. To this end, our program has worked to coordinate and align curriculum to provide early learning opportunities where children acquire skills that will sustain throughout the early grades. Curriculum and instruction focus on increasing language, literacy, critical thinking, self-regulation and problem-solving skills. All students at ELC are aged 3-5 years old with approximately 60% of students identified with a disability. In FY 25 we launched the first district benchmark in math to collect consistent academic data for all preschool students. In FY 26 and ELA benchmark was developed and implemented. All Preschool teachers engage in PLC with an instructional coach 1X week with a focus on unpacking standards, data collection and differentiation. In FY 26 The Early Childhood team also began conducting learning walks across all preschool classrooms. All staff create a sense of belonging through meaningful relationships and predictable routines so that all students feel valued and are engaged in their school community. Our goal is to enhance the ELC's positive, inclusive school climate so that all children and families experience a strong sense of belonging and engagement.

Last Name	First Name	Org-Object-Project	Staff Assignment	Total Salary	Location	Comment
MCKINNON	ELIZABETH	26969007-511200-	Principal	141,527.00	Early Learning Center	
NEW POSITION		26969007-511200-	Department Head	115,000.00	Early Learning Center	Program Improvement
MCKINNON	ELIZABETH	26384001-511200-	BCBA Department Head	117,566.00	Early Learning Center	Moving from Fall River Learning Center
CUNHA	ANA	26969007-511215-	Clerk-School	55,967.00	Early Learning Center	Moving from Fall River Learning Center
KEATING	JODI	26969007-511215-	Clerk-School	50,053.00	Early Learning Center	
ANDERSON	NICOLE	26969007-511220-	Teacher - Pre K	65,743.00	Early Learning Center	
ANDRADE	JESSICA LYNN	26969007-511220-	Teacher - Pre K	102,908.00	Early Learning Center	
ARRUDA	SELENA	26969007-511220-	Teacher - Pre K	72,279.00	Early Learning Center	
BAILEY	KAYLA	26969007-511220-	Teacher - Pre K	96,520.00	Early Learning Center	
BRADLEY	ALEXANDRA	26969007-511220-	Teacher - Pre K	94,692.00	Early Learning Center	
CABRAL	AMY	26969007-511220-	Teacher - Pre K	101,660.00	Early Learning Center	
CLARK	ASHLEY	26969007-511220-	Teacher - Pre K	75,982.00	Early Learning Center	
DEL ROSARIO	KELLY	26969007-511220-	Teacher - Pre K	96,956.00	Early Learning Center	
GREEN	ELIZABETH	26969007-511220-	Teacher - Pre K	101,660.00	Early Learning Center	
HEBERT	KAYLYNN	26969007-511220-	Teacher - Pre K	76,851.00	Early Learning Center	
LOURENCO	DAWN	26969007-511220-	Teacher - Pre K	102,908.00	Early Learning Center	
MARTIN	RACHEL	26969007-511220-	Teacher - Pre K	106,271.00	Early Learning Center	
MCMULLEN	MORGAN	26969007-511220-	Teacher - Pre K	76,166.00	Early Learning Center	
PEDERSEN	TRACEY	26969007-511220-	Teacher - Pre K	101,660.00	Early Learning Center	
ROCKCLIFFE	ERIN	26969007-511220-	Teacher - Pre K	72,053.00	Early Learning Center	
SANTSAVER	CRYSTAL	26969007-511220-	Teacher - Pre K	93,216.00	Early Learning Center	
SHERMAN	ELIZABETH	26969007-511220-	Teacher - Pre K(.5)	52,078.00	Early Learning Center	
SPURLOCK	JACQUELYN	26969007-511220-	Teacher - Pre K	79,880.00	Early Learning Center	
5(FTE)		26969007-511220-	Teacher - Pre K	446,546.00	Early Learning Center	Moving from Fall River Learning Center
2(FTE)		26969007-511220-	Teacher - Pre K	194,212.00	Early Learning Center	Moving from Greene
3.5(FTE)		26969007-511220-	Teacher - Pre K	351,724.00	Early Learning Center	Moving from Silvia
2(FTE)		26969007-511220-	Teacher - Pre K	203,864.00	Early Learning Center	Moving from Spencer Borden
2(FTE)		26969007-511220-	Teacher - Pre K	169,452.00	Early Learning Center	Moving from Doran
OPEN TBD		26969007-511220-	Teacher - Pre-K - ELL	70,000.00	Early Learning Center	
NEW POSITION		26969007-511220-	SEL Liaison	50,000.00	Early Learning Center	Program Improvement
ALMEIDA	EMILY	26969007-511230-	Para - PreK Class	43,614.00	Early Learning Center	
BARKLEY	KRISTA	26969007-511230-	Para - PreK Class	38,705.00	Early Learning Center	
BORDEN	KRISTEN	26969007-511230-	Para - PreK Class	39,514.00	Early Learning Center	
BORGES	KIMBERLY	26969007-511230-	Para - PreK Class	45,205.00	Early Learning Center	
BOUCHARD	MARIA	26969007-511230-	Para - PreK Class	39,505.00	Early Learning Center	
CABRAL	KAYLEIGH	26969007-511230-	Para - PreK Class	38,106.00	Early Learning Center	
CALLAHAN	LINDELLE	26969007-511230-	Para - PreK Class	39,605.00	Early Learning Center	
CASTONGUAY	CRYSTAL	26969007-511230-	Para - PreK Class	43,614.00	Early Learning Center	
COMBS	GLORIA	26969007-511230-	Para - PreK Class	40,705.00	Early Learning Center	
CORDEIRO-LITTLE	DIANE	26969007-511230-	Para - PreK Class	38,694.00	Early Learning Center	
COSTA	CATRINA	26969007-511230-	Para - PreK Class	38,394.00	Early Learning Center	
DEL VALLE	JENNY	26969007-511230-	Para - PreK Class	39,514.00	Early Learning Center	
DUME	CHANTELL	26969007-511230-	Para - PreK Class	37,794.00	Early Learning Center	
ESTACIO	BETHANY	26969007-511230-	Para - PreK Class	42,706.00	Early Learning Center	

Last Name	First Name	Org-Object-Project	Staff Assignment	Total Salary	Location	Comment
FRANCO PAREDES	JAZMIN	26969007-511230-	Para - PreK Class	39,514.00	Early Learning Center	
GARCIA	MARIA MADALENA	26969007-511230-	Para - PreK Class	37,679.00	Early Learning Center	
GELDARD	ISABELLE	26969007-511230-	Para - PreK Class	38,294.00	Early Learning Center	
HALLETT	KATIE	26969007-511230-	Para - PreK Class	38,705.00	Early Learning Center	
HEROUX	JENNIFER	26969007-511230-	Para - PreK Class	45,205.00	Early Learning Center	
KERYAKES	SHEREEN	26969007-511230-	Para - PreK Class	44,605.00	Early Learning Center	
KLEIN	LISA	26969007-511230-	Para - PreK Class	45,305.00	Early Learning Center	
KRAGN	NAUNI	26969007-511230-	Para - PreK Class	37,206.00	Early Learning Center	
LAMOND	DEBORAH	26969007-511230-	Para - PreK Class	37,706.00	Early Learning Center	
LAVOIE	DONNA	26969007-511230-	Para - PreK Class	40,605.00	Early Learning Center	
LEAL	ZITA	26969007-511230-	Para - PreK Class	40,205.00	Early Learning Center	
LUWOYE	MARIA	26969007-511230-	Para - PreK Class	39,605.00	Early Learning Center	
MARTINEZ TORRES	WINDY	26969007-511230-	Para - PreK Class	37,206.00	Early Learning Center	
MILLER	KERI	26969007-511230-	Para - PreK Class	39,305.00	Early Learning Center	
MURDOCH-LEITE	MICHELLE	26969007-511230-	Para - PreK Class	38,394.00	Early Learning Center	
NUNES	EMILY	26969007-511230-	Para - PreK Class	37,794.00	Early Learning Center	
OPEN TBD		26969007-511230-	Para - PreK Class	36,779.00	Early Learning Center	
PERRY	SHANNON	26969007-511230-	Para - PreK Class	42,794.00	Early Learning Center	
PINTO	NICOLE	26969007-511230-	Para - PreK Class	42,206.00	Early Learning Center	
PONNEQUIN	FELICIA	26969007-511230-	Para - PreK Class	42,794.00	Early Learning Center	
RAPOSA	MELISSA	26969007-511230-	Para - PreK Class	40,305.00	Early Learning Center	
SOUSA	SOPHIA	26969007-511230-	Para - PreK Class	38,705.00	Early Learning Center	
STEINKAMP	JESSICA	26969007-511230-	Para - PreK Class	36,779.00	Early Learning Center	
STORY	SARA	26969007-511230-	Para - PreK Class	38,106.00	Early Learning Center	
USOWICZ	SAMANTHA	26969007-511230-	Para - PreK Class	37,794.00	Early Learning Center	
VASQUEZ	VICTORIA	26969007-511230-	Para - PreK Class	37,794.00	Early Learning Center	
WHITE	ROXANNE	26969007-511230-	Para - PreK Class	39,605.00	Early Learning Center	
ZITANO	JESSICA	26969007-511230-	Para - PreK Class	38,694.00	Early Learning Center	
10(FTE)		26969007-511230-	Para - PreK Class	398,114.00	Early Learning Center	Moving from Fall River Learning Center
4(FTE)		26969007-511230-	Para - PreK Class	151,469.00	Early Learning Center	Moving from Greene
10(FTE)		26969007-511230-	Para - PreK Class	416,998.00	Early Learning Center	Moving from Silvia
4(FTE)		26969007-511230-	Para - PreK Class	169,120.00	Early Learning Center	Moving from Spencer Borden
4(FTE)		26969007-511230-	Para - PreK Class	161,120.00	Early Learning Center	Moving from Doran
		TOTAL SALARIES-OPERATING		6,507,578.00		
CARON	JEFFREY	34508100-511200-SY25	Vice-Principal	133,927.00	Early Learning Center	TITLE I
PELLETIER	DEBRA	34508200-511220-SY25	Therapy - Behavior	97,710.00	Early Learning Center	TITLE I
SHERMAN	ELIZABETH	35828200-511220-SY25	Teacher - Pre K(.5)	52,078.00	Early Learning Center	SPED 240
LANGTON	GILLIAN	35828200-511220-SY25	Teacher - Pre K(.5)	50,764.00	Early Learning Center	SPED 240-Move to Early Learning Center Bishop Connolly
		TOTAL SALARIES-GRANTS		334,479.00		

Last Name	First Name	Org-Object-Project	Staff Assignment	Total Salary	Location	Comment
		26969004-551200-00033	Textbooks/Technology Materials	7,500.00		\$2,500 Added from Fall River Learning Center
		TOTAL EXPENSES-OPERATING		7,500.00		
		TOTAL EARLY LEARNING CENTER-OPERATING		6,515,078.00		
		TOTAL EARLY LEARNING CENTER-OPERATING		334,479.00		

Last Name	First Name	Org-Object-Project	Staff Assignment	Total Salary	Location	Comment
GOVER	GRACE	26384001-511200-	BCBA Department Head	117,566.00	Fall River Learning Center	
GOVER	GRACE	26384001-511200-	BCBA Department Head	(117,566.00)	Fall River Learning Center	Move to Early Learning Center-Bishop Connolly
CUNHA	ANA	26969008-511215-	Clerk-School	55,967.00	Fall River Learning Center	
CUNHA	ANA	26969008-511215-	Clerk-School	(55,967.00)	Fall River Learning Center	Move to Early Learning Center-Bishop Connolly
ALLDER	CLAIRE	26969008-511220-	Teacher - Pre K	72,053.00	Fall River Learning Center	
CAMARA	TAMMY-LYNN	26969008-511220-	Teacher - Pre K	62,411.00	Fall River Learning Center	
DEGAGNE	MICHELLE	26969008-511220-	Teacher - Pre K	105,660.00	Fall River Learning Center	
FURTADO	LISA	26969008-511220-	Teacher - Pre K	104,190.00	Fall River Learning Center	
SHEA	MONICA	26969008-511220-	Teacher - Pre K	102,232.00	Fall River Learning Center	
5(FTE)		26969008-511220-	Teacher - Pre K	(446,546.00)	Fall River Learning Center	Move to Early Learning Center-Bishop Connolly
BORDA	ROSARIO	26969008-511230-	Para - PreK Class	40,305.00	Fall River Learning Center	
BOUCHARD	MARIA	26969008-511230-	Para - PreK Class	39,605.00	Fall River Learning Center	
COSME	KERRI	26969008-511230-	Para - PreK Class	38,705.00	Fall River Learning Center	
GOMES	JADA	26969008-511230-	Para - PreK Class	36,779.00	Fall River Learning Center	
HOLLOWAY	FELICIA	26969008-511230-	Para - PreK Class	37,794.00	Fall River Learning Center	
MACHADO	PATRICIA	26969008-511230-	Para - PreK Class	44,205.00	Fall River Learning Center	
SILVA	CRYSTAL	26969008-511230-	Para - PreK Class	44,605.00	Fall River Learning Center	
SILVA	NEUZA	26969008-511230-	Para - PreK Class	37,206.00	Fall River Learning Center	
SISSON	DARLENE	26969008-511230-	Para - PreK Class	40,205.00	Fall River Learning Center	
WEAKLEY	BRIANNE	26969008-511230-	Para - PreK Class	38,705.00	Fall River Learning Center	
10(FTE)		26969008-511230-	Para - PreK Class	(398,114.00)	Fall River Learning Center	Move to Early Learning Center-Bishop Connolly
		TOTAL SALARIES-OPERATING		-		
		26969004-551200-00032	Textbooks/Technology Materials	2,500.00		
		26969004-551200-00032	Textbooks/Technology Materials	(2,500.00)		Move to Early Learning Center-Bishop Connolly
		TOTAL EXPENSES-OPERATING		-		
		TOTAL FALL RIVER LEARNING CENTER-OPERATING		-		

Last Name	First Name	Org-Object-Project	Staff Assignment	Total Salary	Location	Comment
FARIAS	KRISTEN	26384001-511200-	Director - Early Childhood/PIC (.75)	119,692.00	FRPS Early Childhood	
FERREIRA	TRACIE	26969007-511220-	Coach/Interventionist	101,660.00	FRPS Early Childhood	
FOGG	MICHELLE	26969007-511220-	Coach/Interventionist	105,699.00	FRPS Early Childhood	
ALVAREZ	IVELISSE	26384000-511215-	Clerk - Sped (.5)	24,067.00	FRPS Early Childhood	
		TOTAL SALARIES-OPERATING		351,118.00		
FARIAS	KRISTEN	33868100-511200-26500	Director - Early Childhood/PIC (.25)	39,897.00	FRPS Early Childhood	CFCE
SOUZA	JENNIFER	33868100-511250-26500	Grants Manager (.5)	27,538.00	FRPS Early Childhood	CFCE
SOUZA	JENNIFER	34918100-511200-26504	Grants Manager (.5)	27,537.00	FRPS Early Childhood	CPPI
GUERTIN	LESLEY	35828200-511220-SY25	Teacher - Pre K(.25)	25,227.00	FRPS Early Childhood	SPED 240
GUERTIN	LESLEY	35838200-511220-SY25	Teacher - Pre K(.75)	75,681.00	FRPS Early Childhood	SPED 262
ROBERTS	KAREN	34918200-511220-26504	Teacher - Pre K	83,370.00	FRPS Early Childhood	CPPI
DUNBAR	SHANNON	33868200-511220-26500	Early Learning Playgroup Facilitator	69,360.00	FRPS Early Childhood	CFCE
PANCYCK	CHRISTINE	33868200-511220-26500	Teacher - Screenings	104,156.00	FRPS Early Childhood	CFCE
GONZALES-GUZMAN	JESSY	33868200-511220-26500	Home Visitor-Family Support Specialist (.5)	15,046.00	FRPS Early Childhood	CFCE
GONZALES-GUZMAN	JESSY	33868200-511220-26501	Home Visitor-Family Support Specialist (.5)	15,046.00	FRPS Early Childhood	CFCE
PEREIRA	KELLY	33868100-511250-26501	Home Visitor-Family Support Specialist (.3)	13,038.00	FRPS Early Childhood	CFCE
PEREIRA	KELLY	33868200-511220-26501	Home Visitor-Family Support Specialist (.5)	21,731.00	FRPS Early Childhood	CFCE
ARENA	RENEE	33868200-511220-26501	Part-Time Home Visitor-Family Support Specialist	12,515.00	FRPS Early Childhood	CFCE
CECHINEL MACEDO	TAINA	33868200-511220-26501	Part-Time Home Visitor-Family Support Specialist	14,795.00	FRPS Early Childhood	CFCE
ALVAREZ	IVELISSE	35828300-511215-SY26	Clerk - Sped (.5)	24,067.00	FRPS Early Childhood	SPED 240
VITAL	DANIELLE	33868301-511230-26500	Clerk - Confidential	47,363.00	FRPS Early Childhood	CFCE
		TOTAL SALARIES-GRANTS		616,367.00		
PEREIRA	KELLY	40860015-570000-40862	Home Visitor-Family Support Specialist (.2)	8,692.00	FRPS Early Childhood	DONATION
		TOTAL SALARIES-REVOLVING		8,692.00		
		26969004-551200-00090	Textbooks/Technology Materials	5,000.00		
		TOTAL EXPENSES-OPERATING		5,000.00		
		TOTAL EARLY CHILDHOOD-OPERATING BUDGET		356,118.00		

Last Name	First Name	Org-Object-Project	Staff Assignment	Total Salary	Location	Comment
		TOTAL EARLY CHILDHOOD-GRANTS		616,367.00		
		TOTAL EARLY CHILDHOOD-REVOLVING		8,692.00		