

# *Glassboro Public Schools*



## **MEMO**

---

To: Dr. Mark Silverstein, Superintendent of Schools

From: Melanie Sweeney, Principal

Date: December 8, 2022

Re: Annual Preschool Operations Plan for 2023-2024

---

It is being recommended that the board ratify the Annual Preschool Operations Plan for the 2023-2024 school year (attachments).



# **Division of Early Childhood Services**

Annual Preschool Operational Plan Update

Former Abbott's, Charter Schools, and PEA Districts

Due: November 15, 2022

**Angelica Allen-McMillan, Ed.D.**

**Acting Commissioner**

**New Jersey Department of Education**

**Contact:**

**Cary A. Booker**

**Assistant Commissioner**

**Division of Early Childhood Services**

**Contact Number: (609) 376-9077**

**[doeearlychild@doe.nj.gov](mailto:doeearlychild@doe.nj.gov)**

# I. Introduction

## 1.1 Purpose

The purpose of the Three-Year Preschool Program Operational 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 as detailed in the New Jersey Administrative Code (N.J.A.C.) 6A:13A and the Preschool Program Implementation Guidelines.

The Department of Education requires the district to submit a Three-Year Preschool Program Operational Plan Annual Update for the 2023-2024 school year describing any changes to the originally submitted Three-Year Preschool Program Operational Plan. A school district's Preschool Program Operational Plan Update should be based on the results of data derived from program assessments, including the Early Childhood Environmental Rating Scale-revised (ECERS-3), curriculum-specific program assessment tools, the Self-Assessment and Validation System (SAVS) and/or, Grow NJ Kids self-assessment and any other source of information specific to the school district's preschool program. In addition to the Annual Update, districts must submit an annual district budget planning workbook and provider budget workbooks (if applicable) along with a board resolution approving the budget submission. The District Budget Planning Workbook and certified board resolution approving the budget submission are due on March 10, 2023.

**Helpful Hint:** If you have formatting difficulties with the gray text areas, type your responses in a separate Word document first and then copy and paste the response into the text area using right-click copy + right-click paste on your mouse. Make sure to paste "Keep Text On."

## 1.2 Submission Instructions

The district should provide detailed answers to the questions listed. The Three-year Plan Update is to be uploaded into Homeroom by November 15, 2022.

## 1.2a Title Page

### Preschool Education Aid (PEA)

<b>Part I: PEA Plan Update Title Page</b>		
<b>County and Code: 15</b>		
<b>1730</b>		
<b>District and Code</b>		
<b>560 Joseph Bowe Blvd.</b>		
<b>Address</b>		
<b>Glassboro</b>	<b>NJ</b>	<b>08028</b>
<b>City</b>	<b>State</b>	<b>Zip</b>
<b>Early Childhood Contact: Melanie Sweeney, Principal of the J. Harvey Rodgers School</b>		
<b>Telephone Number: 856-652-2700 x5101</b>		<b>Fax#: 856-881-0884</b>
<b>Email: msweeney@gpsd.us</b>		
<b>Business Administrator: Lisa Ridgway</b>		<b>Phone#: 856-652-2700 x6201</b>
<b>Email: lridgway@gpsd.us</b>		
<b>Date Of Board Resolution: December 14, 2022</b>		
Attach the Board-Certified Resolution or provide the date of the expected board resolution.		
<b>Proposal Certification:</b> To the best of my knowledge and belief, the information contained in the proposal is true and correct. The governing body of this agency has duly authorized this document, and we will comply with the attached assurances. I further certify that the proposal is complete.		
<b>Signature of Chief School Administrator</b>	<b>Print Name</b>	<b>Date</b>

## II. District-Wide Planning

Refer to N.J.A.C. 6A:13A, including the Enrollment, Universe and Program, Planning sections, and the Preschool Program Implementation Guidelines when completing the following questions.

Provide an overview of 2023-2024 district-wide preschool program planning. Listed below are questions the district must address:

Please complete the tables below.

Indicate any open position to be hired.

Add rows as needed.

**Table 1 – Primary Early Childhood Contact/Administrator for the District**

Prefix and Full Name	Email address	Phone number	Title
Mrs. Melanie Sweeney	msweeney@gpsd.us	856-652-2700 x5105	Principal

**Table 2 –Secondary Early Childhood Contact (if applicable)**

Prefix and Full Name	Email address	Phone number	Title
N/A			

**Table 3 – Superintendent/Chief School Administrator**

Prefix and Full Name	Email address	Phone number	Title
Mr. Mark Silverstein	msilverstein@gpsd.us	856-652-2700 x6101	Superintendent

**Table 4 – Business Administrator**

Prefix and Full Name	Email address	Phone number	Title
Mrs. Lisa Ridgway	lridgway@gpsd.us	856-652-2700 x6205	School Business Administrator

**Table 5 – Early Childhood Fiscal Specialist (if applicable)**

Prefix and Full Name	Email address	Phone number	Title
N/A			

**Table 6 – Early Childhood Supervisors**

Prefix and Full Name	Email address	Phone number	Title
N/A			

**Table 7 – Preschool Instructional Coach (Formerly Master Teacher, 1:20 classroom ratio required)**

Prefix and Full Name	Number of assigned classrooms	Date Preschool Instructional Coach Seminar Completed (Formerly Master Teacher Seminar)	Is this individual in a shared role? (Yes/No) i.e., PIRS, CPIS	Indicate the percentage of time this individual is in the Preschool Instructional Coach role.
Mr. Brad Unick	10	To be completed in the 2022-2023 school year	No	100%

**Table 8 – Preschool Intervention and Referral Specialist (1:20 classroom ratio required)**

Prefix and Full Name	Number of assigned classrooms	Date Preschool Intervention and Referral Specialist Seminar Completed	Is this individual in a shared role? (Yes/No) i.e., PIC, CPIS	Indicate the percentage of time this individual is in the Preschool Intervention and Referral Specialist role.
Ms. Kelly Hayes	10	To be completed in the 2022-2023 school year	Yes – CPIS & Social Worker	30%

**Table 9 – Community Parent Involvement Specialist**

Prefix and Full Name	Number of preschool students enrolled	Is this individual in a shared role? (Yes/No) i.e., Social worker, PIRS	Indicate the percentage of time this individual is in the Community Parent Involvement Specialist role.
Ms. Kelly Hayes	150	Yes – PIRS & Social Worker	20%

**Table 10 – Preschool Social Worker (1:250-300 ratio required)**

Prefix and Full Name	Number of preschool students served	Is this individual in a shared role? (Yes/No) i.e., CPIS, PIRS	Indicate the percentage of time this individual is in the Preschool Social Worker role.
Ms. Kelly Hayes	150	Yes – CPIS & PIRS	50%

**Table 11 – Preschool Nurse (1:300 ratio required)**

Prefix and Full Name	Number of preschool students served	Name of school(s) assigned	Indicate the percentage of time this individual is in the Preschool Nurse role.
Mrs. Christa Taylor	150	1	50%

1. What overall program quality improvements do you plan on addressing in the 2023-2024 school year?

Inclusion and inclusive practices are the quality improvements we plan to address in the 2023-2024 school year. Through the use of the Inclusive Classroom Profile (ICP), which is an assessment of teacher/student with a focus on the interactions between staff and children with IEPs. We will determine how to better support our staff with fully inclusive preschool classrooms. Meetings with our liaison from Montclair State University have directed us to move related services into the classroom to support children's needs and further educate the teachers through their interactions. With the closing of two special education self-contained classrooms at the end of the 2021-2022 school year, it allows us the opportunity to expand our universe by opening up two additional preschool classrooms for the 2023-2024 school year for a total of nine classrooms at the J. Harvey Rodgers School and one classroom at Glassboro Head Start Gateway CAP.

We began merging three-year olds with four-year-olds in the 2022-2023 school year, which brings the inclusivity of all children into each classroom. Further improvements will be in the form of training and resources to help teachers and students achieve success in their environment.

An overall program improvement will be our connection with GrowNJKids and achieving a star rating for the 2023-2024 school year. The GrowNJKids program requires many hours of professional development for all staff, research-based assessment tools, and development of home/school relations.

2. If the district projects to serve less than 90% of the preschool universe, please describe your plan to increase enrollment.

We will be increasing our enrollment for the 2023-2024 school year by opening up two additional classrooms (30 students) at the J. Harvey Rodgers School.

3. If the district is not contracting with provider sites and/or Head Start, what is preventing the district from doing so?

We contracted with Gateway GAP Glassboro Head Start for the 2021-2022 school year for 1 classroom. We will continue our partnership with the Gateway GAP Glassboro Head Start for the 2022-2023 school year.

4. How does the district ensure contracted provider sites and Head Start will receive the same program quality and fiscal supports as district classrooms?

The district plans to offer our services for budget development and expenditure guidance to ensure coordination of equality and support in connection with Head Start and the district.

Preschool Instructional Coach (PIC) will be at the Headstart at least once a week and at least nine hours a month on average. Coaching the Headstart teacher, using the same tools as with the district teachers, and meeting with the site director to solve any issues that may arise. This will ensure they receive the same support.

Our families at Head Start are able to attend any workshop and family fun event that is hosted at the J. Harvey Rodgers School. Additionally, our families are provided with the same monthly Community Calendar, newsletters and CPIS supports. Our Master Teacher completes weekly visits with Head Start to ensure their program is consistent with the district classrooms. Our Master Teacher also includes our Head Start teacher in trainings and workshops. It is our goal to provide Head Start with the needed support to run like a district classroom. We have monthly consultation with them to touch base about concerns in the classrooms or support that may be needed.

5. If you are not enrolled in Grow New Jersey Kids, what is preventing your participation and what is the plan to move forward in the process?

We are enrolled in Grow New Jersey Kids for the 2022-2023 school year.

### Facilities

All district and provider classrooms must meet facility requirements of 950 square feet (inclusive of closets, bathrooms, and built-in units) or at a minimum of 700 square feet of instructional space. Districts will be required to provide the total square footage for all projected PEA-funded preschool classrooms in-district and at contracted provider sites.

If the district has received a waiver approval for classroom size, please submit a copy of the approval with this document.

**Facilities Chart**

<b>Site</b>  (School, Childcare Private Provider and/or Head Start)  (i.e., name of provider or district building)	<b>Class</b>  (i.e. Classroom #1)	<b>Class size</b>  (i.e., total sq. footage)	<b>Bathroom in classroom</b>  (Y/N)	<b>Bathroom</b>  In line of sight, if not in the classroom  Y/N/NA  *in line of sight – is the bathroom visible from the classroom?	<b>Floor Level</b>
J. Harvey Rodgers	Classroom #1	1,006 sq. ft.	Y	N/A	1 <sup>st</sup> Floor
J. Harvey Rodgers	Classroom #2	1,026 sq. ft.	Y	N/A	1 <sup>st</sup> Floor
J. Harvey Rodgers	Classroom #3	1,038 sq. ft.	Y	N/A	1 <sup>st</sup> Floor
J. Harvey Rodgers	Classroom #4	1,055 sq. ft.	Y	N/A	1 <sup>st</sup> Floor
J. Harvey Rodgers	Classroom #5	1,104 sq. ft.	Y	N/A	1 <sup>st</sup> Floor
J. Harvey Rodgers	Classroom #6	1,090. sq. ft.	Y	N/A	1 <sup>st</sup> Floor
J. Harvey Rodgers	Classroom #7	1,006 sq. ft.	Y	N/A	1 <sup>st</sup> Floor
J. Harvey Rodgers	Classroom #8	1,026 sq. ft.	Y	N/A	1 <sup>st</sup> Floor
J. Harvey Rodgers	Classroom #9	1,090 sq. ft.	Y	N/A	1 <sup>st</sup> Floor
Head Start	Classroom #10	761.25 sq. ft. (waiver will be completed for current room)	Y	N/A	1 <sup>st</sup> Floor



### III. Community Collaboration and Planning

Refer to N.J.A.C. 6A:13A, including the Family and Community Involvement sections and the Preschool Program Implementation Guidelines, when completing the following questions.

1. How will the Early Childhood Advisory Council support community collaboration and planning to enhance the preschool program next year?

The Early Childhood Advisory Council serves as a platform to promote community collaboration and strengthen family involvement. Our hope is to provide a forum for stakeholders to provide collaboration and input on our Preschool Program to make recommendations for improvements to our program. The purpose of this council meeting and others that will follow is to encourage participation, communication, and discussion by all stakeholders to make recommendations regarding student and community needs. We will use the information and feedback to guide our efforts to better serve the students and families of the J. Harvey Rodgers Preschool Program and Glassboro.

2. How does the district plan to assess the community's needs in the 2023-2024 school year?

The CPIS meets regularly with the Master Teacher/PIRS and weekly with administration to review the needs of the families and the community based on communication through phone calls with families, virtual home-visits, and communication with teachers. Agenda topics are relevant to the current issues the program is facing and at the conclusion of each ECAC, new business/areas in need of discussion are then considered for the topic of the next ECAC meeting. All stakeholders are invited and encouraged to attend, and the ECAC meeting dates are sent to all stakeholders for the year so they can plan accordingly. The topic and agendas are emailed to all so that they can come to the meetings with valuable and timely input. The meetings are held in a Round Table fashion with break-out groups to discuss the topics. The chairperson calls all back to one meeting where each break-out group has a designated reporter to share the groups discussions. The secretary takes copious minutes so that the pertinent information is collected and can be considered for programming purposes. The information gathered is also included in the "Needs Assessment" Document to guide the program policies, initiative, and direction.

3. How often will a community needs assessment be done?

A Community Needs Assessment will be completed at the beginning of the school year. A Family Self-Assessment, which focuses more on overall satisfaction of our program, will be distributed to families once in the Fall and once in the Spring.

4. How will the district collaborate with the community for future program planning?

The CPIS has collaborated with many community agencies and continues to do so on a monthly basis. A community calendar will be sent out to all families, which includes various community events from all different agencies. These partnerships have allowed us to create a school and community connection. Some examples for the 2023-2024 school year will include; public library cards for all students, public library presentations, fire prevention week presentations, end of unit celebrations and toy/diaper drives for local family centers.

## IV. Family Involvement

Refer to N.J.A.C. 6A:13A, including the Family and Community Involvement sections and the Preschool Program Implementation Guidelines, when completing the following questions.

1. What outreach to families will occur in the 2023-2024 school year to encourage family involvement and engagement?

Preschool Orientation, Back-to-School Night, four Early Childhood Advisory Council Meetings, Parent Workshops (based on Needs Assessment Survey sent to parents yearly), Parent Advisory Committee, Preschool Cultural Committee, and Registration for 2023-2024 school year.

2. What specific ways will the families be involved in district program planning and the day-to-day program in the 2023-2024 school year?

Our preschool program focuses on family engagement and involvement. We will host 4 different parent workshops, family-fun events, guest readers, and other classroom activities that include parent volunteers. Additionally, we facilitate a Parent Advisory Committee Meeting monthly and an Early Childhood Advisory Council quarterly, which allows families to have input in our program and future planning.

## V. Curriculum Development and Implementation

Refer to [N.J.A.C. 6A:13A](#), including the sections on Curriculum and Assessment and the Preschool Program Implementation Guidelines, when completing the following questions.

1. What curriculum will the district implement in the 2023-2024 school year?

Creative Curriculum

2. What performance-based child assessment will the district implement?

The district will continue to use the ESI-R/3 as our developmental screening tool in the 2023-2024 school year. Creative curriculum also assesses all the children on their developmental continuum as documentation is input into the system. This is its primary function along with lesson plans. This way teachers can use the data from their documentation/assessments to see where each child needs support. The data will then drive the instruction.

3. Using the data collected from the previous school year, what areas of curriculum implementation will the district focus on in the 2023-2024 school year?

Data collected from the 2021-2022 school year and the 2022-2023 school year shows that the focus for the 2023-2024 school year will be to fully understand Creative Curriculum and its various aspects. Data collection and using it to drive instruction remains a key focus for the 2023-2024 school year. Followed closely by a need for teachers to understand the developmental continuum and the domains of learning.

4. What intentional supports are planned for the 2023-2024 school year to meet the needs of your ELL students' academic, and social growth, and development?

The Cloud and ReadyRosie videos will be provided to families in Spanish; Reinforce modeling and visual representation be done by the teacher during lessons. Families are supported through our district's Bilingual Parent Advisory Group. Whenever possible, communications are done in the family's home language.

5. How does the district plan to support teachers in creating culturally-relevant classroom environments that reflect diverse student populations?

The district plans to support teachers creating culturally relevant classroom environments that reflect our student population by using students' cultural experiences in daily instruction, embracing their native language, and bringing in familiar clothing, objects, and toys. Furthermore, we will add to our classroom environmental resources that are "rich" with cultural and linguistic diversity.

6. How does the district plan to support teachers using the selected child assessment system in the 2023-2024 school year?

Teachers are using the TS GOLD Class Profile Report and the Documentation Status Report to reflect on which objectives have been introduced and where students are leveling on the color-band continuum to plan reflectively for continued growth. These reports also help guide planning for Large and small groups (planning for homogeneous or heterogenous grouping to support learners). The reports also guide teachers in what objectives need

documentation to plan and observe in Small Group, Large Group, Choice Time, and Outdoor/Gross Motor activities. Teachers can use the Individual Child Profile Report to help guide planning for individual students (scaffolding and modifications).

7. Please list the coaching observational tools the Preschool Instructional Coach (PIC) and Preschool Intervention and Referral Specialist (PIRS) plan to implement in the 2023-2024 school year.

Preschool Instructional Coach (PIC) – ECERS-3, TPOT, Creative Curriculum Coaching to Fidelity Checklist, Inclusive Classroom Profile (ICP), and the Master Teacher Log.

CPIS – TPOT (once training becomes available)

8. Have the Preschool Instructional Coach (PIC) and Preschool Intervention and Referral Specialist (PIRS) completed reliability on the abovementioned tools? If not, what plan is in place to ensure the tools are implemented as intended?

Preschool Instructional Coach (PIC) – Yes. The Preschool Instructional Coach (PIC) will continue to attend trainings and implement tools with fidelity. The information gathered will then be discussed with the principle to discern its validity.

CPIS – No. A formal training needs to be completed first. Once that is completed, reliability measures will be taken.

9. How is your district meeting the requirement of Erin's Law (NJSA18A:35-4.5(a) to provide sexual assault prevention education?

We are partnered with the NJ Child Assault Program (CAP) for the 2023-2024 school year.

## VI. Inclusion of Children with Disabilities in General Edu. Classrooms

Refer to [N.J.A.C. 6A:13A](#), including the sections on Program Planning and Intervention and Support Services, as well as the Preschool Program Implementation Guidelines, when completing the following questions.

1. Please describe the 2023-2024 school year plan to deliver support for students with disabilities in your preschool program.

We are working with Montclair State University through the New Jersey Inclusive Education Technical Assistance Project as a four-year coaching program on inclusive practices for special education students. The grant promotes access, participation, and support in early childhood inclusive education. We closed our Preschool Child with a Disability Program (PSD) at the end of the 2021-2022 school year. We have relocated our special education staff beginning in the 2022-2023 school year to support our special education students in the regular education setting. We will continue to add additional special education staff as needed in the 2023-2024 school year to support our inclusive practices in the regular education setting.

2. What does the district plan to implement in the 2023-2024 school year to transition students into the district from the early intervention system? Please include parents and students in your plan.

- Early Intervention case manager sends all relevant student information to the district case manager.
- District case manager will participate in Transition Planning Conference with the family and Early Intervention case manager.
- District programs will be reviewed with family.
- Students will be observed in a structured setting before beginning school.
- Initial planning meeting will be held at the J. Harvey Rodgers School so families can meet school staff and tour the building.
- Classroom visits will be offered to the family prior to the student's start date.
- Families will be provided with registration information and assistance if needed.

3. Share what district supports are available to students with IEPs surrounding social and emotional development.

- Teachers are trained in the Pyramid Model and utilize this model in their classrooms.
- Support staff include social worker, guidance counselor, school psychologist, and preschool master teacher.
- Support staff work with teachers and students to enhance social and emotional development.
- IEP goals are written by special education teachers to address social and emotional needs.
- District contracts with a Board-Certified Behavior Analyst to provide behavioral assistance.
- Classrooms and classroom staff are equipped with visual supports.
- Some classrooms have an additional staff member to assist with social and emotional development.

## VII. Professional Development and Training

Refer to N.J.A.C. 6A:13A, including the section on Program Planning and the Preschool Program Implementation Guidelines, when completing the following questions.

1. What professional development methods will the district use in the 2023-2024 school year? (workshops, PLC, book study, etc.)

TS GOLD data reports are continuously analyzed to look for commonalities in areas in need of development, coaching sessions through curriculum coaching and PIRT, Teacher observations and walk-throughs, parent feedback, and Master Teacher, Administration, and CPIS/PIRS communication. The Scope and Sequence professional development will be fluid and ongoing as we analyze data to meet the needs of students in “real time” as it is relevant to the learning environment and platform.

2. Describe the specialized training that your Preschool Instructional Coach/PIRS/CPIS and other support staff will receive in the 2023-2024 school year.

CPIS/PIRS – Teaching Pyramid Model training, Handle with Care Training, anticipated TPOT training once available.

Preschool Instructional Coach – ECERs-3, TPOT (Teaching Pyramid Observation Tool), Creative Curriculum Coaching to Fidelity and ICP (Inclusive Classroom Profile) training. Followed by any further coaching training available in the 2023-2024 school year.

3. How does the district plan to provide professional development to staff about Erin’s law?

We provide professional development via SafeSchools, Vector Solutions.

## VIII. Additional Questions

Refer to N.J.A.C. 6A:13A as well as the Preschool Program Implementation Guidelines when completing the following questions.

1. What measures are in place in your district to ensure all required staffing positions are filled for the 2023-2024 school year? Please be as specific as possible.

We publicize all openings through the district website, LinkedIn, NJSchoolJobs, Indeed.com, Rowan University Job Fairs, and locally sponsored Minority Recruitment Job Fairs. We also utilize our partnership with Rowan University and their Education Department to reach out to recent graduates for open positions.

2. How does the preschool nurse plan to educate families, children, and staff members on various health issues based on your district's unique needs?

The preschool nurse educates families via newsletters and handouts (translated for Spanish, Korean, etc. based upon needs) throughout the year. The preschool nurse also educated families via the nurse's webpage on the district website. Individual education provided as needed.

The preschool nurse educates staff on various health issues at the start of the year annual medical training, and via emails/ handouts throughout the year based on the district's unique needs. Individual education provided as needed.

The preschool nurse educates children on various health issues via bulletin boards, arranging outside presenters (dental health month), classroom visits upon request. Individual education provided during nurse visits and as needed.

3. What health screenings will the preschool nurse complete?

The preschool nurse completes the state required health screenings for preschool students. These are height, weight, blood pressure, hearing, and vision. Brief dental screenings will be completed on any student who did not provide documentation that they have seen a dentist already.

4. When will the health screenings be completed?

Height, weight, hearing, vision, and blood pressure have been completed on most students. The remaining 20 students who were absent on screening days / late starts will be completed on Nov 22. (If they are out, the day the return).

5. How is the district ensuring that all children, regardless of eligibility for free and reduced lunch, receive meals and snacks in the district and provider settings?

We are currently utilizing the National School Breakfast Program and the National School Lunch Program.

6. What challenges does the district anticipate in quality program implementation for the 2023-2024 school year?

We will continue to work together and provide an open line of communication to strengthen our relationship with Head Start to provide a quality educational program that is comparable to what our students receive at the J. Harvey Rodgers School.

We will also continue to look for opportunities to expand our universe moving beyond the 2023-2024 school year.

7. Please describe any changes to the district's approved 2022-2023 Operational Plan that have not been addressed in the previous questions.

We do not have any changes to the approved 2022-2023 Operational Plan that need to be addressed.



## Resources

[N.J.A.C. 6A:13A, Elements of High-Quality Preschool Programs Preschool Code \(PDF\)](#)

[Preschool Teaching and Learning Guidelines \(PDF\)](#)

[Grow NJ Kids Website](#)

[National Center Pyramid Model Innovations](#)

## Statement of Assurances

As the duly authorized chief school administrator/school business administrator of the applicant agency, I am aware that submitting the accompanying document to the New Jersey Department of Education (NJDOE) constitute the creation of a public document, and I certify that the applicant agency:

- Has the legal authority to apply for the funds made available under the announcement's requirements, and has the institutional, managerial and financial capacity to ensure proper planning, management, and completion of the project described in this application.
- Will give the NJDOE, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of, personal or organizational conflict of interest, or personal gain.
- Will comply with provisions of the Public School Contracts Law: *N.J.S.A. 18A:18A-1, et seq.*, and other relevant state laws and regulations as well as its principals and subgrantees, for all grant awards in excess of \$25,000.00, is not presently debarred, proposed for debarment, declared ineligible, suspended, or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.
- Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), P.L. 94-580, codified at 42 U.S.C. 6962 if the applicant is an entity of the state and/or local government and will give preference to the purchase of recycled materials identified in U.S. EPA guidelines (40 CFR Part 247-254).
- Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to:
  - (A) Title VI of the Civil Rights Act of 1964 (P.L. 88-352; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;
  - (B) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;
  - (C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps;
  - (D) Section 503 of the Rehabilitation Act of 1973, as amended (41 CFR Parts 60-741.5(a)), as applicable, which requires affirmative action in employment;
  - (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and
  - (F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.
- Will comply with Executive Order 11246, "Equal Employment Opportunity," dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
- Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

- Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).
- Will comply with the provisions set forth in the facilities efficiency standards wherein preschool classrooms shall have 950 square feet in total with a minimum of 750 square footage of usable space and shall be no higher than the second floor of a building as defined in N.J.A.C. 6A:26 and shall not be located in the basement.
- Will comply with the provisions of full day general education and full day self-contained classrooms.

Applicant Agency:

Signature of Chief School Administrator:

Applicant Agency:

Signature of School Business Administrator:

Date: