

Glassboro Public Schools



MEMO

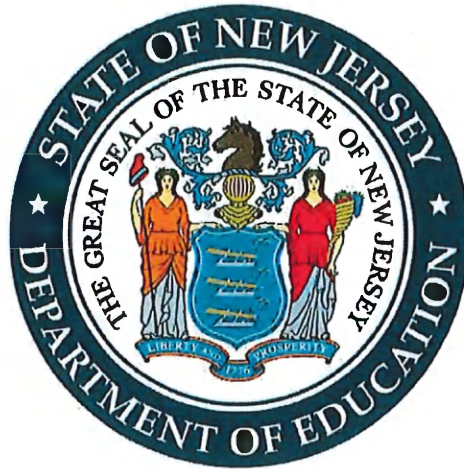
To: Dr. Mark Silverstein, Superintendent of Schools

From: Melanie Sweeney, Principal

Date: November 2, 2023

Re: Annual Preschool Operations Plan for 2023-2024

It is being recommended that the board ratify the Annual Preschool Operations Plan for the 2024-2025 school year (attachments).



Division of Early Childhood Services

Annual Preschool Operational Plan Update B Former Abbott's, Charter Schools, and Preschool Education Aid Districts

Due: November 15, 2023

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

I. Introduction

1.1 Purpose

The *Three-Year Preschool Program Operational Plan* provides a comprehensive description of how district, charter schools and renaissance school projects (collectively “districts”) will implement each component of a high-quality preschool program for three- and four-year-olds, as detailed in the [New Jersey Administrative Code \(N.J.A.C.\) 6A:13A](#) and the [Preschool Program Implementation Guidelines](#).

The *Annual Preschool Operational Plan Update* describes any changes to the submitted operational plan. This update should be based on the results of data derived from program assessments, including but not limited to:

- curriculum-specific program assessment tools;
- the Self-Assessment and Validation System (SAVS);
- Grow New Jersey Kids self-assessment; and,
- any other source of information specific to the district’s preschool program.

In addition to the annual update, the district must submit:

- an annual district budget planning workbook;
- provider budget workbooks (if applicable); and,
- a board resolution approving the budget submission.

Due Date for Workbook and Board Resolution

The District Budget Planning Workbook and certified board resolution approving the budget submission are due on March 11, 2024.

1.2 Submission Instructions

Provide detailed answers to all questions. Upload the *Annual Preschool Operational Plan Update* to Homeroom by November 15, 2023.

Helpful Hint

Formatting difficulties with the gray text areas, type 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. Make sure to paste as “Keep Text Only.”

1.2a Title Page

Part I: PEA Plan Title Page

County Name: Gloucester

County Code: 15

District Name: Glassboro

District Code: 1730

Address: 560 Joseph Bowe Blvd.

City: Glassboro

State: NJ

Zip: 08028

Early Childhood Contact

Name: Melanie Sweeney

Telephone Number: 856-652-2700 x5105

Email: msweeney@gpsd.us

Business Administrator

Name: Lisa Ridgway

Telephone Number: 856-652-2700 x6201

Email: lridgway@gpsd.us

Board Resolution


Attach the Board-Certified Resolution or provide the date of expected board resolution.

Date of Board Resolution: November 15, 2023

Certification

To the best of my knowledge and belief, the information contained in this document 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 Preschool Operational Plan is complete.

Name of Chief School Administrator: Dr. Mark Silverstein



Signature of Chief School Administrator:

Date:

11/14/23

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 2024-2025 district-wide preschool program planning. Listed below are questions the district must address:

Please complete the tables below.
 Indicate any open position as "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 (1:20 classroom ratio required)

Prefix and Full Name	Number of assigned classrooms	Date Preschool Instructional Coach Seminar Completed	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	February 2024	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 Jacobs	10	March 2024	Yes – Social Worker	70%

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 Franklin-Moxey	150	No	100%

Table 10: Preschool Social Worker (1:300 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 Jacobs	150	Yes – PIRS	30%

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 2024-2025 school year?

Inclusion and inclusive practices are the quality improvements that have been significantly addressed in the 2023-2024 school year. With 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 have been able to 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. This will continue to be a focus for the 2024-2025 school year. Further improvements continue to be in the form of training and resources to help teachers and students achieve success in their environment.

An overall program improvement is 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 the development of home/school relations. We plan to be rated in the 2023-2024 school year and utilize that feedback to better support our preschool program in the 2024-2025 school year.

We are also implementing training focused on developmentally appropriate literacy instruction. This will be part of the PLCs for the 2023-2024 school year and the 2024-2025 school year. This also includes professional development provided for our preschool teaching staff that is focused on Early Literacy Development.

2. Does the district currently serve 90 percent of your universe? If not, describe your district's short and long-term plans to serve additional children.

No.

3. To serve additional students, does the district plan to partner with local childcare programs and/or Head Start? If not, why not?

We will continue our partnership with the Gateway GAP Glassboro Head Start for the 2024-2025 school year. We are also working with the Glassboro Child Development Center and Calvary Hill Presbyterian to discuss opportunities for them as a private provider in the expansion of our preschool program in the 2025-2026 school year. The Glassboro School District is also in discussion with Rowan University for possible expansion of our current facilities.

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

We are currently enrolled in Grow NJ Kids.

Facilities

All district and provider classrooms must meet facilities requirements of 950 square feet (inclusive of closets, bathroom, and built-in units) or at a minimum of 700 square feet of instructional space. **In the chart below, districts are required to provide the information for in-district, private provider and Head Start projected PEA-funded preschool classrooms that have not been identified in previous operational plans.**

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

Facilities Chart

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

III. Community Collaboration and Planning

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

1. What, if any, changes will there be to the role and/or composition of the Early Childhood Advisory Council next year?

The Early Childhood Advisory Council serves as a platform to promote community collaboration and family engagement. Our hope is to provide a forum for stakeholders to provide collaboration and input on our Preschool Program. This year, the Early Childhood Advisory Council will look to create committees for future work, as well as to invite and involve more parents to participate in the ECAC. We have expanded our ECAC to include different community members, PTO members, and staff members. Our work has focused on increasing community involvement within the schools, which we look to continue in the 2024-2025 school year.

2. How does the preschool program plan to involve community members in delivering services in the 2024-2025 school year?

The CPIS continues to form and maintain positive partnerships with community members. A community calendar is 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 2024-2025 school year will include public library cards for all students, public library presentations, fire prevention week presentations, PALS event hosted by the Glassboro Police Department, Adaptive PE taught by Rowan University students, Glassboro High School student helpers, 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 sections on Family and Community Involvement and the Preschool Program Implementation Guidelines, when completing the following questions.

1. What strategies and activities does the district plan to implement to increase family engagement in the 2024-2025 school year?

Family engagement is a priority within our program. We will organize a Preschool Parent Orientation, conduct a Community Needs Assessment to drive our work, facilitate Parent Workshops with the PIC and PIRS, invite parents to events by going to the bus stops and parks, organize and lead the Early Childhood Advisory Council, arrange Meet & Greets at our local community parks, arrange Home Visits throughout the year and in the summer, keep an updated Community Resource Guide, facilitate after-school parent activities, facilitate and lead the Preschool Multicultural Committee, and organize end of unit studies for parents to attend during the school day.

2. What specific activities does the Community Parent Involvement Specialist (CPIS) plan to facilitate in the 2024-2025 school year to increase family involvement in planning educational goals for their children?

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 and an Early Childhood Advisory Council quarterly, which allows families to have input in our program and future planning.

After each study of Creative Curriculum, we host parents/guardians in an End of Unit Study Celebration. During this time, we have parents participate in a "working session" with their child on an activity based on their current study. For example, during our Building Study, we had parents bring in different boxes and we supplied the materials needed to help create a building with their child to add to our "Preschool City". Each class got to then tour the "Preschool City" in our library to see how all the buildings come together to make a city.

Post Covid, home visits for families have been more of a priority for our CPIS. This has created a stronger connection for our families between home and school. Our CPIS has also been riding the bus to meet parents at different bus stops to promote our parent workshops, family nights, and preschool stakeholder meetings.

3. How does the Community Parent Involvement Specialist (CPIS) work with family workers if the district contracts with private providers and/or Head Start?

Our CPIS is actively present at our Head Start location. All workshops and after-school events are open to our Head Start families. Additionally, our Head Start class attends our assemblies during the school day. The CPIS helps organize this partnership and ensures that the district collaborates with the Family Workers at Head Start to meet the needs of the students. This may include attending Home Visits with their Family Workers or attending Parent Meetings at the Head Start location.

4. How does the Community Parent Involvement Specialist (CPIS) collaborate with other district family engagement staff (i.e. social workers, parent involvement coordinators, and guidance counselors)? Please be as specific as possible.

The CPIS collaborates with district social workers, case managers, and the guidance counselor on a consistent basis through meetings, phone calls, and home visits. Each family has their individual needs and when older siblings are involved, the CPIS will connect with their assigned guidance counselor to ensure support is in place. This may include food donations, counseling support, referrals to medical professionals, referrals to community support or even scheduling a home visit with representatives from both schools. The CPIS will also connect with the guidance counselors who serve as DCP&P and McKinney-Vento liaisons. Supporting our families is a top priority and by maintaining professional relationships with other family engagement staff members, the CPIS can meet the needs of our families.

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 2024-2025 school year?

Creative Curriculum

2. What on-going child assessment will the district implement?

The district will continue to use the ESI-3 as our developmental screening tool in the 2024-2025 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. How will your curriculum implementation be supported in the 2024-2025 school year?

Through observational tools such as ECERS, Inclusive Classroom Profile (ICP), Creative Curriculum Fidelity tool, and reflective cycle coaching. Data collected from the 2022-2023 school year shows that the focus for the 2023-2024 school year will be to understand Creative Curriculum/Teaching Strategies and to use the data from the documentation to inform instruction. This will be followed closely by a need for teachers to understand the developmental continuum and the domains of learning. Professional development and further training will be offered to support teachers. We will utilize data collected from the observational tools in the 2023-2024 school year to support development of a plan for the 2024-2025 school year.

4. What supports are in place for the preschool program's 2024-2025 school year for English Language Learners? Please be as specific as possible.

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. Our ESL teacher pushes into our preschool classrooms weekly to support teachers and students. Creative Curriculum gives teachers lessons to promote both home language and English language acquisition. In our preschool classrooms, we promote labeling in both English and home languages.

5. How will the district incorporate equity and anti-bias practices as part of culturally relevant teaching?

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.

We have incorporated CITRS (Community-Integrity-Trust-Relationships-Success) as our character development initiative that has created a long-term enrichment plan using monthly virtues and core values. These virtues and values lead to equity and fairness in our monthly words, definitions, visuals, and phrases. Our monthly virtues include

wisdom, integrity, self-control, justice, fortitude, positive attitude, humility, respect, love, and charity. Our core values include responsibility, relationships, community, perseverance, respect, integrity, tradition, and compassion.

6. How will the district's child assessment system support curriculum implementation in the 2024-2025 school year?

Teachers are using Teaching Strategies from Creative Curriculum. They use the Class Profile Report and the Documentation Status Report to reflect on which objectives have been introduced and where students are 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). The system also shows teachers where students are performing either at, above, or below developmentally.

7. Please describe how the Preschool Instructional Coach, Community Parent Involvement Specialist (CPIS) and Preschool Intervention and Referral Specialist (PIRS) positions plan to collaborate to improve the quality of instruction for preschool students in the 2024-2025 school year?

The Preschool Instructional Coach, Community Parent Involvement Specialist, and Preschool Intervention Referral Specialist collaborate in a multidisciplinary manner to support the students of the J. Harvey Rodgers Preschool Program. Each week, the PIC, CPIS, and PIRS have common planning time to speak about the needs within our program. These needs are gathered through feedback from teachers during coaching sessions, classroom observations, and parent input. Additionally, we participate in each other's committees, for example, the PIRT Team, Parent Workshops, and PLC training.

8. What developmentally based early childhood screening tool will the district implement in the 2024-2025 school year? Is this different than previous years?

The childhood screening tool that will be utilized in the 2024-2025 school year will be the ESI-3. This is the same as in previous years.

9. How is your district meeting the requirement of Erin's Law (*N.J.S.A. 18A:35-4.5(a)*) to provide sexual assault prevention education?

We are partnered with the NJ Child Assault Program (CAP) for the 2024-2025 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. Describe how professional development and progress monitoring has improved student outcomes for inclusion students?

All classroom staff are trained in The Pyramid Model which enhances students' social-emotional progress. Professional development is not only provided through formal training but also through consultation with the district's BCBA, preschool social worker, school psychologist, and preschool instructional coach. These staff help support teachers in their goals of supporting students. Progress monitoring with the ESI-3 and Teaching Strategies Gold helps to identify those students who need additional support as well as those students with IEPs who will require less support in the future.

During the 2023-2024 school year, we will implement the Child Outcomes Summary, which is part of the NJ State Performance Plan Indicator 7. We will utilize this data to monitor progress and programmatic adjustments as needed. This will incrementally become part of our standard preschool practice going into the 2024-2025 school year.

We have been working closely with Montclair State University for the last 3 school years on high quality inclusive practices. We monitor our success through the NJIETA Systemic Change Action Plan and the rating of the previously identified quality indicators.

2. How does your program design incorporate the principle of natural proportions in general education preschool classrooms? (2-3 children with disabilities in each classroom)

Each preschool classroom has up to 15 total students. Three of those total student spots are held for students who are receiving special education services through an IEP.

3. Describe transition activities for preschool students with an IEP entering kindergarten?

As students transition from preschool to kindergarten, they are all given the Glassboro kindergarten screening tool to measure areas of academic strength and need. In addition, preschool students with an IEP have a reevaluation planning meeting where the child study team works collaboratively with teachers and related services providers to determine whether updated evaluations are warranted. The results of these evaluations assist the IEP team in determining whether the student requires special education services, speech, and language services only, or will be declassified upon entering kindergarten. The team also considers the possibility of students being supported by a 504 Plan in kindergarten.

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

- Teachers and paraprofessionals will all be trained in the Pyramid Model and utilize this model in their classrooms before the 2024-2025 school year.
- Support staff include a social worker, guidance counselor, school psychologist, preschool instructional coach, and community parent involvement specialist.
- Related services including speech and language therapy, occupational therapy, physical therapy, and

counseling are provided within the school setting.

- 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.
- The district has a Board-Certified Behavior Analyst to provide behavioral assistance beginning in the 2023-2024 school year.
- Classrooms and classroom staff are equipped with visual supports. All staff will have visual picture cards for non-verbal prompts attached to their lanyards before the start of the 2024-2025 school year.
- 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. Describe the specialized training your administration, nurses, and other support staff will receive in the 2024-2025 school year.

The nurse provides continuing education on the various developmental needs of preschoolers. Our Medical Emergency Team has received CPR training and Stop the Bleed Training and will continue to be retrained every year. We are currently working on getting our entire preschool teaching staff and paraprofessionals trained in CPR by the 2024-2025 school year. All preschool teaching staff and paraprofessionals are being trained in the Teaching Pyramid Model, which is a framework of evidence-based practices for promoting young children's healthy social emotional development.

2. What specific family education programs will the preschool nurse offer to families to educate them on health care issues and practices?

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

3. What specific professional development opportunities will the preschool nurse offer to staff to educate them on health care issues and practices?

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

4. How does the district plan to provide professional development to staff about Erin's law (*N.J.S.A. 18A:35-4.5(a)*)?

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 challenges does the district anticipate in quality program implementation for the 2024-2025 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 2024-2025 school year through partnerships with local private providers.

Our largest challenge is having enough time for training. Training our teachers is paramount and we are always looking for creative ways to effectively train and successfully implement the curriculum and social emotional development.

Staffing and support of special education students within the general education setting is a challenge that we are continuing to work through.

2. Please describe any challenges the district faces in creating an effective preschool through 3rd grade transition plan for the 2024-2025 school year and the steps the district is planning to make improvements.

In previous school years, we worked with the NJDOE and the Nicholson Foundation in a series of trainings for early childhood educators titled, Transforming Early Childhood Leadership Institute – Year Two. We will continue to develop an early childhood action plan that will be implemented for the 2024-2025 school year. We

We provide teachers, special education support services, and special education caseworkers with the opportunity to collaborate in preparation for the upcoming school year. The input of these stakeholders is imperative in this process and developing an effective transition plan.

Our biggest challenge in developing an effective transition plan for preschool through 3rd grade is collaboration between multiple grade levels that span across two buildings.

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 are completed if a parent/guardian did not submit proof that the child sees the dentist.

4. When will the health screenings be completed?

Screenings start by the mid to end of September each year for heights and weights. Hearing and vision screenings are completed in October of each year. Blood pressures are completed between January and March of each year if they were not completed in October. Any student who has not submitted proof of a dental exam by February, a brief dental screening will take place during dental health month.

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. 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

- [Grow NJ Kids Website](#)
- [National Center Pyramid Model Innovations](#)
- [N.J.A.C. 6A:13A, Elements of High-Quality Preschool Programs Preschool Code \(PDF\)](#)
- [Preschool Teaching and Learning Guidelines \(PDF\)](#)

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 NJDOE constitute the creation of a public document, and I certify that the applicant agency:

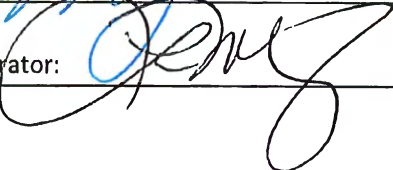
1. Has the legal authority to apply for the funds made available under the requirements of the announcement, and has the institutional, managerial and financial capacity to ensure proper planning, management and completion of the project described in this application.
2. Will give the NJDOE, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
3. 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.
4. 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.
5. 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).
6. 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.
7. 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.

8. 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.
9. 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).
10. 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.
11. Will comply with the provisions of full day general education and full day self-contained classrooms.

Signatures

Name of School District: GLASSBORO

Signature of Chief School Administrator: 

Signature of School Business Administrator: 

Date: 11/14/23