2027-2028 Three-year Preschool Program Plan and Annual Update

“Three-year preschool program plan and annual updates” means the school district’s three-year programmatic plan that is updated annually, as required and approved by the Department, to implement a preschool program that meets this chapter’s provisions.

(Chapter 13A, Elements of High-Quality Preschool Programs)

Due: 11/13/2026

New Jersey Department of Education (NJ DOE)

Division of Early Childhood Services (DECS)

Office of Preschool Education (OPE)

Contact: Katrina McCombs

Assistant Commissioner

Division of Early Childhood Services

Contact Number: (609) 376-9077

doeearlychild@doe.nj.gov

Local Education Agency (LEA) and County Information

LEA Name: Glassboro School District

LEA Code: 1730

County Name: GLOUCESTER

County Code: 15

Board Meeting Date: 11/18/2026

Enrollment

Does the LEA have a plan to ensure that at least 90% of eligible preschool children are served?

No

Provide a list of the strategies the LEA plans to use to serve at least 90 percent of the universe of eligible preschool children.

In November 2025, Glassboro Public Schools successfully passed a referendum to expand its existing preschool facility. Construction is anticipated to begin in spring 2027. This expansion will increase classroom capacity and allow the district to serve over 90% of its eligible preschool population. The district will continue to monitor enrollment projections and plan for increased preschool participation.

Does the LEA have a process to monitor enrollment throughout the school year to track progress toward serving at least 90% of eligible preschool children?

Yes

Is the LEA projecting to serve 3 year-olds?

Yes

Is the LEA projecting to serve 4 year-olds?

Yes

Preschool Settings & Planned Classroom Configuration

This chart is intended to collect information about how the LEA plans to structure the preschool program. It will provide a clear snapshot of the settings that will be used and whether mixed-age groupings will be planned for the upcoming school year.

Preschool Planned Classroom

Classroom Configuration	In-District	Head Start	Private Providers	Total Number of Classrooms
Number of mixed-age classrooms	11	1	0	12
Number of 3-year-only classrooms	0	0	0	0
Number of 4-year-only classrooms	0	0	0	0
Total number of classrooms	11	1	0	12

Reasons for Using Mixed-Age Groupings

Program philosophy;Inclusion practices;Research-based approach

If Other, please explain.

Outreach

Head Start

Head Start Details	Contact Details	LEA Contract with HeadStart?	Reason if not contracting	Additional Details
Head Start Agency Name: Gateway Community Action Partnership 110 Cohansey Street, Bridgeton, NJ 08302 **Head Start Site Name:** Glassboro Head Start Gateway 35 Sewell St., Glassboro, NJ 08028	**Contact Name:** Ms. Felicia Moore **Title:** Education Manager **Phone:** (856) 740-6743 **Ext:** 1033 **Email:** fmoore@gatewaycap.org	Yes		

Private Provider

Private Provider Details	Contact Details	LEA Contract with Provider?	Reason if not contracting	Additional Details

Does the LEA have a plan to identify and prioritize the enrollment of at-risk preschool children in the upcoming school year?

Yes

What outreach and recruitment strategies will the LEA implement to ensure that at-risk families are informed about and able to access preschool programs? (Select all that apply)

Targeted outreach to families of children with IEPs (e.g., coordination with Child Study Teams, early intervention programs);Outreach to families experiencing housing instability (e.g., coordination with McKinney-Vento liaisons, shelters, community agencies);Outreach to families who may qualify for free or reduced-price meals;Partnerships with community-based organizations serving at-risk populations;Use of multiple communication methods (e.g., flyers, social media, district website)

If Other, please explain.

How will the LEA remove barriers to enrollment for at-risk children (e.g., transportation, language access, scheduling, documentation requirements) to support participation? (Select all that apply)

Provides transportation or transportation assistance;Offers translation and interpretation services for families;Provides flexible enrollment hours or support with scheduling;Uses simplified or family-friendly enrollment processes and forms;Provides outreach and support through bilingual or community liaisons;Assists families in obtaining required documentation (e.g., immunization records, proof of residency)

If Other, please explain.

How does the LEA plan to collaborate with community partners (e.g., social services, early intervention, health providers) to support the identification and enrollment of at-risk children? (Select all that apply)

Partners with early intervention programs to identify and transition eligible children;Establishes formal agreements (e.g., MOUs) with community partners;Participates in community events or interagency meetings to share information;Uses referral systems to connect families to preschool programs

If Other, please explain.

Does the LEA have a process to monitor enrollment data to ensure at-risk children are equitably represented across all preschool settings (In-District, Private Provider, and Head Start)?

Yes

Facilities

Did the LEA begin receiving preschool funding prior to August 2017?

No

Are classrooms projected for the next school year being added or relocated?

No

Indicate projected classroom locations by providing the building name(s), classroom identifying number, total square footage of classroom, and number of children to be enrolled.

Do all classrooms, including In-District, Head Start, and Contracted Private Providers, meet the facility requirements outlined in N.J.A.C. 6A:13A?

Yes

Self-Assessment Validation System (SAVS) / Grown NJ Kids (GNJK)

Has your LEA been notified by the Office of Preschool Education Programs to participate in the SAVS process?

Yes

Is the LEA projecting to engage in SAVS or GNJK (or both)?

GNJK

If SAVS, please provide the date of the LEA's last SAVS Self-Reporting submission.

If SAVS, please provide the date of the LEA's last SAVS Validation Visit.

If the LEA is participating in Grow NJ Kids (GNJK), how does the LEA plan to track and obtain status updates on the progress of contracted providers and Head Start programs participating in GNJK during the upcoming school year?

The LEA will monitor the progress of contracted providers and Head Start programs participating in Grow NJ Kids through ongoing communication, regular check-ins, and collaboration with program administrators. The Supervisor of Early Childhood Programs will oversee progress toward GNJK quality standards, review program updates, identify areas requiring additional support, and coordinate resources and professional development as needed to support continuous quality improvement.

LEA's participating in GNJK must list all locations currently serving PEA-funded students and provide the GNJK status for each location.

LEA/Private Provider/Head Start Site Name	GNJK Enrollment Date	GNJK Self-Assessment Completion Date	GNJK Date of Rating
J. Harvey Rodgers School 301 Georgetown Road, Glassboro, NJ 08028-1520	05/28/2022	02/13/2026	12/23/2024
Mitcho Early Childhood Center 445 North Campus Drive, Glassboro, NJ 08028			
Glassboro Head Start Gateway 35 Sewell St., Glassboro, NJ 08028	05/07/2019	05/12/2023	03/11/2026

Health and Safety

Health Screening	Projected Completion Date
Vision	11/30/2027
Hearing	11/30/2027
Dental	11/30/2027
Height	11/30/2027
Weight	11/30/2027
Other	

If Other, please explain.

Community Collaboration

Is the LEA projecting to have an established Early Childhood Advisory Council (ECAC)?

Yes

If no, please explain.

Does the LEA have a projected ECAC membership roster for the upcoming school year?

Yes

Name	Contact Details	Job Title & Organization	Member Representation
Kelly Franklin-Moxey	Email: kfranklin@gpsd.us Phone: 8566522700 Ext: Fax:	Title: Community Parent Involvement Specialist Organization: Glassboro Public School District	LEA Staff
Kelly Jacobs	Email: kjacobs@gpsd.us Phone: 8566522700 Ext: Fax:	Title: Preschool Instructional Coach & Social Worker Organization: Glassboro Public School District	LEA Staff

Melanie Sweeney	Email: msweeney@gpsd.us Phone: 8566522700 Ext: Fax:	Title: Director of Elementary Education Organization: Glassboro Public School District	LEA Staff
Toni Giordano	Email: tgiordano@gpsd.us Phone: 8566522700 Ext: Fax:	Title: Supervisor of Early Childhood Programs Organization: Glassboro Public School District	LEA Staff
Karen Carino	Email: kcarino@gpsd.us Phone: 8566522700 Ext: Fax:	Title: Principal Organization: Glassboro Public School District	LEA Staff
Brad Unick	Email: bunick@gpsd.us Phone: 8566522700 Ext: Fax:	Title: Preschool Instructional Coach Organization: Glassboro Public School District	LEA Staff
Lynn Shute	Email: lshute@gcdkids.net Phone: 8568813331 Ext: Fax:	Title: Site Director Organization: Glassboro Child Development Center	Community Stakeholder
Irina Latham	Email: llatham@gatewaycap.org Phone: 8563072299 Ext: Fax:	Title: Head Start Teacher Organization: Gateway Head Start	Head Start

Antione Sabb	Email: asabb@gcbgc.org Phone: Ext: Fax:	Title: Center Director of Boys and Girls Club Gloucester County Organization: Boys and Girls Club	Community Stakeholder
Morgan Brown	Email: mebrown@acendahealth.org Phone: Ext: Fax:	Title: Early Childhood Specialist Organization: Acenda Health	Community Stakeholder
Deanna Garlic	Email: dgarlic@glassboro.org Phone: Ext: Fax:	Title: Councilwoman Organization: Borough of Glassboro	Community Stakeholder
Kyleigh Coulter	Email: kcoulter@gpsd.us Phone: Ext: Fax:	Title: Paraprofessional Organization: Glassboro Public School District	LEA Staff
Kelly Jones	Email: kjones@gpsd.us Phone: Ext: Fax:	Title: Paraprofessional Organization: Glassboro Public School District	LEA Staff
Stephanie Carbonaro	Email: Phone: Ext: Fax:	Title: Paraprofessional Organization: Glassboro Public School District	LEA Staff

Melodie Norton	Email: mnorton@gatecap.org Phone: Ext: Fax:	Title: Site Director Organization: Glassboro Headstart Gateway	Head Start
Alicia Smith	Email: asmith@gpsd.us Phone: Ext: Fax:	Title: Teacher Organization: Glassboro Public School District	LEA Staff
Kayley Steponick	Email: ksteponick@gpsd.us Phone: Ext: Fax:	Title: Teacher Organization: Glassboro Public School District	LEA Staff
Rachel Brown	Email: rbrown@gpsd.us Phone: Ext: Fax:	Title: Teacher Organization: Glassboro Public School District	LEA Staff
Daria Lombardi	Email: dlombardi@gpsd.us Phone: Ext: Fax:	Title: Teacher Organization: Glassboro Public School District	LEA Staff
Victoria Marchan	Email: vmarchan@gpsd.us Phone: Ext: Fax:	Title: Teacher Organization: Glassboro Public School District	LEA Staff

Shannon Buenaventura	Email: sbuenaventura@gpsd.us Phone: Ext: Fax:	Title: Teacher Organization: Glassboro Public School District	LEA Staff
Abigail Lopez	Email: alopez@gpsd.us Phone: Ext: Fax:	Title: Organization: Glassboro PTO	Community Stakeholder
Amanda Belko	Email: abelko@gpsd.us Phone: Ext: Fax:	Title: Teacher Organization: Glassboro Public School District	LEA Staff
Francesco Mattioli	Email: mattioliandrew@gmail.com Phone: Ext: Fax:	Title: Organization:	Parents/Families
Holly Bruno	Email: Heb223@gmail.com Phone: Ext: Fax:	Title: Organization:	Parents/Families

Does the ECAC meet quarterly?

Yes

If Other, please explain.

Transitions

Projected Transition Activities

Category	Children	Families	Teaching Staff
From early intervention to PEA program	Classroom visit prior to starting school. Attends Initial Planning Meeting & IEP Meeting. Conduct Evaluations. Meets teacher and related service providers at the meeting. Additional special education aide support in 7 out of 11 preschool general education classrooms.	Transition family conference with the family and EI case manager. Initial Planning & IEP Meeting. A First Day of School Cheat Sheet is provided. Parent Handbook. Review of the Preschool Day. Meet the teacher and tour the school. Set up transportation.	Meet the student at the IEP meeting. Classroom visit with the student. Introduction email for teacher and support staff working with student. Access to IEP. Students transition from EI with aide assistance during the initial first days or week. Monthly meetings held for Administration, CST, Guidance, Preschool Support Staff Team to provide support for students and staff. Supports from District BCBA.
From self-contained to PEA inclusion classroom	Gradual transition. Partial day in a general education classroom if needed to support transition. Push-in services. Communication supports. Additional special education aide support in 7 out of the 11 preschool general education classrooms.	Updates regarding student progress. Transition Plan developed with parent input.	Utilizing Creative Curriculum in the self-contained classrooms to support consistency with our preschool program. Transition plan. Supports from District BCBA.
From home to PEA program	Opportunity to experience the school bus prior to starting school. PIC, PIRS, and CPIS support. Student Orientation.	Parent Handbook. Orientation visit prior to starting school. Back to School Night within the first few weeks of starting school.	Orientation for all students. Looping 3-year-olds. Consultation with CST about students from EI, IEPs, and 504s. PIC, PIRS, CPIS, District BCBA Supports.

		Community Outreach to specific neighborhoods prior to school starting. Preschool Program pamphlets.	
From a nursery school, family child care to PEA program	Opportunity to experience the school bus prior to school. PIC, PIRS, CPIS, and CST support.	Parent Handbook. Orientation visit prior to starting school. Back to School Night within the first few weeks of school starting. Community Outreach to specific neighborhoods prior to school starting. Preschool Program pamphlets.	Orientation for all students. Looping of 3-year-olds. Consultation with CST about students from EI, IEPs, and 504s. PIC, PIRS, CPIS, CST, and District BCBA supports. Reaching out to nursery school or family childcare center.
From preschool (LEA-operated, child care, and Head Start) to kindergarten	Opportunity to experience the school bus prior to school. PIC, PIRS, CPIS, CST overlap with guidance counselor. P.A.W.S (Positive Adults Working with Students) Program with Special Area Teachers. Play-Based Knowledge Centers based on Creative Curriculum.	Parent Handbook. Orientation visit prior to starting school. Back to School Night within the first few weeks of school starting. Parent Workshop for transition from Preschool to Kindergarten. Summer Activity Calendar.	Staff classroom visits and observations. Placement Sheets & Transitions Forms. Common Professional Development Plan. Building Level PDP Goal. Common Planning Time (20 minutes each day). Kindergarten Entry Assessment.

Which Kindergarten Entry Assessment (KEA) will your district use (based on N.J.A.C. 6A:13A-6.1)?

Pearson Esi3 Early Screening Inventory - KEA

Who will oversee the KEA process? Please enter their Name, Title, and Email address.

Title	Name	Email
Principal	Karen Carino	kcarino@gpsd.us

Which domains of child development will the KEA measure? (select all that apply).

Social Emotional;Cognitive Development;Language and Literacy Development;Physical Development

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Family Engagement

The following preschool staff will coordinate and implement parent involvement and parent education activities throughout the school year.

CPIS;Social Worker;Other

If Other, please explain.

Early Childhood Program Supervisor; Preschool Instructional Coach; Preschool Intervention and Referral Services

Identify all parent education topics for the year that are coordinated through the CPIS and/or Social Worker.

Child Development;Nutrition;Safety;Support Children's Learning

If Other, please explain.

Is there a written protocol or policy of how the family can access resources or community services (inclusive of In-District, Private Provider, and Head Start)?

No

Professional Development (PD)

Which structured observation tool(s) will the LEA use to assess the quality of PEA classrooms, collect data, and inform professional development and program planning? (Select all that apply)

ECERS-3 (Early Childhood Environment Rating Scale, 3rd Edition);TPOT (Teaching Pyramid Observation Tool);Curriculum fidelity tool (aligned to chosen curriculum);ICP (Inclusion Classroom Profile)

If Other, please explain.

How will your LEA deliver PD?

Turn-Key Training from PIC or PIRS;Direct Supervisors;Early Childhood Education Consultants;Grow NJ Kids;Developers;Coaching (PIC and PIRS)

If Other, please explain.

Describe how the district will develop their professional development plan for all PEA staff (including In-District, Private Provider, and Head Start programs)?

Glassboro Public Schools' preschool professional development plan will be developed collaboratively by district leadership, the principal, Early Childhood Supervisor, PIC, and PIRS. Staff needs will be identified through observations, assessment data, and feedback. Training will focus on Creative Curriculum, inclusion, and Grow NJ Kids goals, including NIEER's ICP training. Head Start staff will be invited to participate.

How will the LEA provide professional development to build staff capacity for supporting multilingual learners in the next school year? (Select one)

The LEA has a PD plan that includes some targeted topics and scheduled trainings, but curriculum alignment and/or monitoring are limited or not fully developed

If Other, please explain.

Curriculum Implementation and Child Assessment

Select which comprehensive curriculum will be implemented in the current school year.

Creative Curriculum

Does your LEA use a curricula enhancement?

Please explain.

Provide NJ DOE approval date(s).

What is your district's Performance Based Assessment (PBA) for the current school year?

TS GOLD

If Other, please explain.

How will the LEA intentionally embed curriculum-aligned supports for multilingual learners (MLs) within classroom routines, small-group instruction, and whole-group learning experiences in the next school year? (Select all that apply)

Provide visual supports (e.g., picture cues, anchor charts, visual schedules) aligned to curriculum content;Use bilingual and multilingual instructional materials aligned to the curriculum;Incorporate language supports during whole-group instruction (e.g., modeling, repetition, gestures);Embed structured language development strategies during small-group instruction;Provide scaffolding strategies (e.g., sentence frames, guided responses) across all learning settings;Use intentional vocabulary instruction connected to curriculum themes and units;Integrate home language supports to strengthen understanding of concepts;Utilize data to inform instruction and language supports for ML students;Provide coaching or PD to staff on embedding ML supports into daily instruction

If Other, please explain.

Does the LEA have a plan to support multilingual learners in maintaining their home language while learning English in the classroom during the upcoming school year? (Select one)

No, the LEA does not currently have a formal plan in place

If Other, please explain.

How does the LEA plan to support instructional staff in consistently and accurately collecting data on preschool students' learning, and how will this data be used to guide each child's developmental growth during the upcoming school year?

Glassboro Public Schools supports staff in accurately collecting data through Teaching Strategies GOLD training and coaching. Student growth data guides instructional planning and PLC discussions throughout the year. Teams analyze trends across developmental domains, comparing progress of multilingual learners and students with IEPs to general education peers. Findings inform differentiated instruction, targeted supports, and ongoing adjustments to meet each child's developmental needs.

Screening and Intervention

Indicate the Developmental Screening Tool(s) that the LEA plans to use in the next school year.

ESI-3

If Other, please explain.

What is the anticipated date for completing all initial developmental screenings next school year?

2027-10-29

Is this the LEA's first full year receiving Preschool Expansion Aid (PEA) funding?

No

For the previous school year, please provide the following counts:

Number of referrals to the Preschool Intervention and Referral Specialist (PIRS) generated from developmental screening tools.

6

Number of referrals for a Request for Assistance (RFA) to PIRS.

4

Number of referrals to the Child Study Team (CST) following PIRS RFA support.

2

Number of direct referrals to the CST without prior PIRS intervention.

0

Inclusion and Individualized Education Program (IEP)

Are you projecting to include children with IEPs in general education classrooms?

Yes

Explain the LEA's plan to structure PEA classrooms to ensure meaningful inclusion for students with IEPs in the general education setting, while maintaining a maximum class size of 15.

All Glassboro Public Schools in-district preschool classrooms have designated spaces for students with IEPs, maintaining a maximum class size of 15. As a NJ Preschool Inclusion Demonstration Site, the district prioritizes meaningful inclusion through individualized supports, embedded interventions, and collaboration among general and special education staff. Students with IEPs learn alongside their peers, with full access to classroom routines, instruction, and developmentally appropriate learning experiences.

What percentage of classrooms will include children with IEPs?

75-99%

Title 1

Does your LEA receive Title 1 funds?

Yes

Does your LEA include preschool in your Title 1 needs assessment?

Yes

Does your LEA plan to use your Title 1 needs assessment to identify PD for preschool?

No

Does your LEA plan to use Title 1 funds for transition activities from preschool to kindergarten and kindergarten to first grade?

Yes