

November 2023-Addendum Attachments

Item #	Description	Status
1-C	Resolution Authorizing Closed Session	Complete
A-9	Revised Annual Preschool Plan Operation Update and Enrollment Projection for the 2024-2025 School Year	Complete
C-12-a	Tuition Contract	Complete



Division of Early Childhood Services

Annual Preschool Operational Plan Update A 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: Camden

County Code: 07

District Name: Waterford Township School District

District Code: 5560

Address: 1106 Old White Horse Pike

City: Waterford Works

State: NJ

Zip: 08089

Early Childhood Contact

Name: Patrick Davidson

Telephone Number: (856) 767-2421

Email: pdavidson@wtsd.org

Business Administrator

Name: Mr. Dan Fox

Telephone Number: (856) 767-8293

Email: dfox@wtsd.org

Board Resolution

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

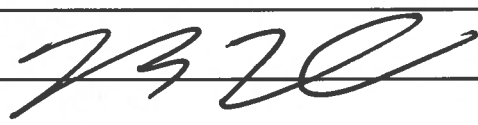
Date of Board Resolution: November 15, 2023

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. Michael Nolan

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
Mr. Patrick Davidson	pdavidson@wtsd.org	(856) 767-2421	Principal/Supervisor of Preschool

Table 2: Secondary Early Childhood Contact (if applicable)

Prefix and Full Name	Email address	Phone number	Title
Dr. Michael Nolan	mnolan@wtsd.org	(856) 767-8293	Superintendent

Table 3: Superintendent/Chief School Administrator

Prefix and Full Name	Email address	Phone number	Title
Dr. Michael Nolan	mnolan@wtsd.org	(856) 767-8293	Superintendent

Table 4: Business Administrator

Prefix and Full Name	Email address	Phone number	Title
Mr. Dan Fox	dfox@wtsd.org	(856) 767-8293	Business Administrator

Table 5: Early Childhood Fiscal Specialist (if applicable)

Prefix and Full Name	Email address	Phone number	Title
Ms. Dawn Stafford	dstafford@wtsd.org	(856) 767-2421	Administrative Assistant to the Principal

Table 6: Early Childhood Supervisors

Prefix and Full Name	Email address	Phone number	Title
Patrick Davidson	pdavidson@wtsd.org	(856) 767-2421	Principal/Supervisor of Preschool

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.
Ms. Michelle Biggs	13	Anticipated Winter 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.
Valerie Meslin	13	Anticipated Spring 2024	Yes, kindergarten counselor	100%

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.
Mrs. Jennifer Ervolini	148	Yes, Social Worker	50%

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.
Mrs. Jennifer Ervolini	148	Yes, CPIS	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. Kate Saunders	148	Thomas Richards Early Childhood Center	58%

1. What overall program quality improvements do you plan on addressing in the 2024-2025 school year?

Our program will continue to focus on a variety of areas of growth in order to meet the requirements for operating a high quality Preschool Program. Specifically, we will continue to expand our efforts in providing an inclusive environment for all children, including those with disabilities. We will engage families in activities and opportunities for family education that aim to support all families and challenges that are within the home environment. We will provide parent workshops focused on supporting children with challenging behaviors in the home, health and nutrition, and strategies for bridging the continuity between home and school. We will provide support for staff members by offering specific professional development that supports implementation of Creative Curriculum with fidelity, supports social-emotional development and learning, and supports a tiered system of interventions and supports.

2. If the district is projecting to serve less than 90 percent of the preschool universe, please provide a detailed description of why as well as your plan to increase enrollment.

The district is currently serving about 80% of the preschool universe. We will continue with our current recruitment activities and strategies but will also utilize additional strategies . As we continue to work towards serving the district's universe, our recruitment and outreach strategies may include:

- Utilize ECAC to promote the preschool program
- Hold a Preschool Registration roundup in Spring
- Automated phone calls and messages to district families
- Assist families in completing an application during recruitment and outreach efforts
- Focus on recruiting homeless families through our school district Homeless Liaison, local shelters, community-based organizations, and local churches that are offering services to homeless families .
- Send home flyers with children enrolled in the district
- Place advertisements in the local newspapers and other local publications
- Develop informational flyers and brochures and disseminate them to all agencies and community providers working with underserved communities/populations
- Build relationships with community organizations that work with targeted populations

3. Please provide a detailed description of the districts efforts and attempts to contract with Head Start and private provider sites.

The District has previously reached out to Atco Christian School and also worked with a private provider during the 2018 school year. Atco Christian School was not interested in partnering with our District and adopting Creative Curriculum. Archway, the private provider we worked with during 2018, also was not completely onboard with partnering with the District to provide a high quality preschool program. The closest Head Start to us is in Sicklerville, NJ, but currently that facility only serves infants and toddlers.

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

Currently N/A

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?

Currently N/A

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. **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
Thomas Richards Early Childhood Center	9	780 sq. ft.	Y	N/A	First
	18	890 sq. ft.	N	Y	First
	5	890 sq. ft.	N	N	First
	14	780 sq. ft.	Y	N/A	First
	12	780 sq. ft.	N	Y	First
	10	790 sq. ft.	N	N	First
	8	715 sq. ft.	N	Y	First
	11	1,110 sq. ft.	N	N	First
	13	773 sq. ft.	Y	N/A	First
	15	773 sq. ft.	Y	N/A	First
	16	780 sq. ft.	Y	N/A	First
	17	1,160 sq. ft.	N	Y	First
	3	705 sq. ft.	N	Y	First

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 ECAC meets four times throughout the course of the school year.

2. How does the district plan to assess the community's needs in the 2024-2025 school year?

The District currently sends the Strengthening Families-Protective Factors survey to all preschool families. Once we receive the results, the CPIS, Principal and Preschool Instructional Coach plan events, schedule parent workshops, and provide access to resources for groups and individual families. The District plans to continue using this method of assessing the needs of the community during the 24/25 school year. In addition, we send out a survey closer to the end of the school year seeking family input about the overall operation of our program and asks for suggestions on how we can provide more access and/or resources to our families.

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

We conduct a community needs assessment at the beginning of every school year, and we also conduct another needs assessment at the end of each school year. This will be consistent during the 24/25 school year.

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

The district will continue to collaborate with the community during Early Childhood Advisory Council meetings, community volunteer visits to school, utilizing community resources to support families, and through school events held throughout the year.

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 2024-2025 school year to encourage family involvement and engagement?

Aside from Orientation, Back to School Night, and parent teacher conference, families are invited to join the ECAC, attend parent advisory group meetings, and parent workshops/trainings. The Waterford school district proposes to offer monthly parent involvement activities where parents are invited to a special activity in their child's preschool classroom. Families are also invited to volunteer in the classroom as guest readers, share their occupation, or share their culture.

2. What specific ways will the families be involved in district program planning and the day-to-day program in the 2024-2025 school year?

Through a survey to families, the district will receive feedback about the preschool educational program. Feedback will be analyzed and used in the planning of improvements to the preschool program in the 2024-2025 school year.

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 performance-based child assessment will the district implement?

Teaching Strategies GOLD

3. Using the data collected from the previous school year, what areas of curriculum implementation will the district focus on in the 2024-2025 school year?

The district plans to continue to focus on social/emotional development as well as embedding literacy and math throughout the preschool day to prepare students for the transition to kindergarten.

4. What intentional supports are planned for the 2024-2025 school year to meet the needs of your English Language Learning students' academic, and social growth and development?

Families of ELL preschool children will be supported first through identification. Upon registration families are given the Preschool Home Language survey which asks how families would like to receive communication. Visits from ELL families to the preschool classroom will be welcomed and opportunities to share their culture will be provided.

In supporting ELL students in preschool, we want to ensure best practices are in place within the classroom environment (i.e. inviting reading spaces with materials in different languages; labels in different languages; multicultural materials in dramatic play, multicultural music, books on tape in different languages, etc.) Next, professional development on supporting ELL students will be provided to preschool teachers. Lastly, within Creative Curriculum are system components which include resources specific for ELL students that teachers can use at their discretion.

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

Labels and books will be provided in each child's home language when needed. Pictures of families are displayed in the classroom. Families are welcome to visit the classroom and share information about their culture. An introduction to various languages will be included in the preschool program. Teachers will be provided with multicultural materials including books, pictures, clothes, food, etc that represent diversity.

6. How does the district plan to support teachers using the selected child assessment system in the 2024-2025 school year?

The district continues to utilize Teaching Strategies GOLD as the child assessment system. The PIC provides ongoing professional development and support to the teachers with implementing GOLD. Teachers also have the opportunity to utilize the PD membership through Teaching Strategies for GOLD specific training. Teachers will be using the TS GOLD reports for parent conferences and report cards to share student progress with families.

7. Please list the structured observational tools the Preschool Instructional Coach (PIC) and Preschool Intervention and Referral Specialist (PIRS) plan to implement in the 2024-2025 school year.

Creative Curriculum Fidelity Tool (PIC)
Teaching Pyramid Observation Tool- TPOT (PIRS)

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

Yes, they both have.

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

ESI-R, this is the same tool as previous years

10. 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?

The district plans to utilize SEL lessons during morning meeting to provide sexual assault prevention education . Children learn about safe touch, body boundaries, and when to tell an adult if someone is violating their boundaries.

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 2024-2025 school year plan to deliver support for students with disabilities in your preschool program.

Preschool children with disabilities are supported in the general education preschool classroom. With the support from CST, administration and other professionals, the preschool child with a disability will be provided with the supports, services, accommodations, modifications as needed for the child to have access to, participate in, and make progress towards the general education curriculum and standards as independently as possible. Teachers have the support of PIC & PIRS in promoting the success of all children. Additionally, a push-in model of related services will be considered within the preschool classroom. Our goal is to have related services be embedded into the routines and activities of the preschool day.

2. How does the district plan to transition students into the district from the early intervention system? Please information related to parents and students in your plan.

Students who enter the district through Early Intervention will be provided access to school professionals that can assist with the transition to preschool such as members of the Child Study Team and district supervisors. Transition activities are as follows:

- Meet and greet with preschool teacher as well as tour of classroom and school
- Transition meeting with CST and Teachings staff
- Back to School Nights and Parent Teacher Conferences
- Families attend the Transition Planning Conference hosted by the Early Intervention Service Coordinator
- Parents review the information about the district, including the registration requirements and district preschool options
- Parents review with their Part C Service Coordinator the possibility of attending the initial IEP meeting after eligibility has been determined.
- District CST Case Manager provides families with a copy of the PRISE and informs them of the special education process
- Corresponds with the classroom teacher about the routines and activities
- Appropriate supports for teacher if needed
- District CST Case Manager attends the Transition Planning Conference hosted by the Early Intervention Service Coordinator and reviews the IFSP
- District CST Case Manager provides parents with written information about the district including the registration requirements and district preschool options.
- Classroom teacher reaches out to the families to provide information on the classroom routines and activities

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

Supports for social and emotional development are embedded into the preschool day. All students in the preschool program have access to the PIRS who supports all preschool classrooms in the district. The PIRS provides coaching to all teachers using the pyramid model practices to support social 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 2024-2025 school year? (Workshops, PLC, book study, etc.)

Waterford plans to utilize all data sources to plan for and provide specific training for teachers and assistant teachers. Based on the needs of the program and/or teacher strengths and weaknesses, professional development opportunities will be scheduled. The district will utilize a variety of methods including: workshops, PLC, and individualized coaching from PIC & PIRS.

2. Describe the specialized training that your Preschool Instructional Coach, Preschool Intervention and Referral Specialist, Community Parent Involvement Specialist and other support staff will receive in the 2024-2025 school year.

The district is partnered with the Camden County Educational Services Commission for support in providing a high quality preschool program. Through the Ed Services Commission, the preschool supervisor, PIC, PIRS, and CPIS have the opportunity to attend early childhood professional development throughout the year, collaborate, and network with other preschool program staff in south jersey. The PIC is scheduled to attend the PIC Seminar this winter. The PIC, PIRS, and CPIS will also attend any NJDOE trainings available in the 24-25 school year appropriate to their role.

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

The District will utilize the Safe Schools platform to provide professional development to staff members throughout the district.

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 2024-2025 school year? Please be as detailed as possible.

The District budget is planned and developed in January, and this gives us adequate time to post job openings. The goal of the District is to have job openings posted as early as March and interviews conducted in March and April. By planning and posting jobs early, the candidate pool is vast and allows the district to fill most, if not all positions prior to the start of the new fiscal year.

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 nurse will provide the following health related family workshops on protection and prevention of: asthma, communicable diseases, bloodborne pathogens and universal precautions, and overall school wellness and nutrition policies. The school nurse will also provide support in the creation of individualized student healthcare plans for students with children with identified disabilities.

3. What health screenings will the preschool nurse complete?

The preschool nurses will conduct all required health screenings as is required by the state including vision, hearing, and dental.

4. When will the health screenings be completed?

School nurses will follow the required timeline to complete health screenings as is required by the state. Health screenings typically occur in the Fall.

5. Please describe activities that the district plans to implement to support the transition of students into the preschool program and into kindergarten (inclusive if in-district, private provider and Head Start locations) for the 2024-2025 school year.

From home to preschool and from a nursery school/day-care program to our program:

- Students and families attend Preschool Orientation in preschool classroom
- Meet and greet with preschool teacher as well as tour of classroom and school
- Family Reviews district information on website
- District hosts Back to School Night in September
- Teacher receives Support from PIC
- Parent-Teacher Conferences are held in the fall and spring
- District to provide information on our website detailing the district preschool program as well as the procedures for registration. Contact information is provided for any questions.
- Classroom teacher will reach out to nursery school teacher / day-care provider to discuss transition activities as needed

From preschool to kindergarten:

- Prek to K Transition Activities in the Spring

- Meet and greet with Kindergarten teacher as well as tour of classroom and school
- District will host a Kindergarten orientation with families.
- Participate in transition related surveys to improve transition activities.
- District provide home activities to support transition from preschool to kindergarten
- Back to School Nights and Parent Teacher Conferences
- Collaborate and communicate with preschool teachers, meet with CST, EI, etc.
- Kindergarten teachers will have access to student information and assessment data
- District Transition Committee will coordinate preschool to kindergarten transition activities with the teachers and administration.
- District will provide time for articulation between Preschool and kindergarten teachers.
- Preschool teachers will provide GOLD assessment data to kindergarten teachers
- District will survey kindergarten teachers and parents in the Fall to evaluate the transition and inform future activities

6. 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?

The District purchases extra snacks and all children receive lunch regardless of their free and reduced status. Lunch menus are distributed at the beginning of each month, and families pre-select meals based on their child's preference. In the event that a child comes to school without a snack or lunch, the District always ensures the child receives snack and lunch.

7. What challenges does the district anticipate in quality program implementation for the 2024-2025 school year?

Our District has had an influx in children attending our Program while not living in town. The District works with a private investigator to determine whether all of our children are in fact residents of the township. One of the challenges we have faced is that some of the children who are enrolled in our program but do not live within our township have monopolized many of the resources that are intended for children who reside in the community. By hiring a private investigator, we have been able to decrease the number of children attending our program who are not eligible to do so. Therefore, we have been able to allocate the resources more efficiently and effectively.

8. Please describe any changes to the district's approved 2023-2024 Operational Plan that have not been addressed in the previous questions.

N/A

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 Classroom Teaching Guidelines \(PDF\)](#)
- [Preschool Program Implementation Guidelines](#)

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 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 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.
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 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: Waterford Township School District

Signature of Chief School Administrator:



Signature of School Business Administrator:



Date:

11/15/23

Q17

3-Year-Olds

Actual

4-Year-Olds

Actual

**IEP in Gen. Ed.
Classrooms**

Total Students

Classrooms

In District

Projected
(2024-25)

68

47

110

81

17

195

13

Charter

Projected
(2024-25)

0

0

0

0

0

Head Start

Projected
(2024-25)

0

0

0

0

0

0

0

Private Providers

Projected
(2024-25)

0

0

0

0

0

0

0

Totals

Projected
(2024-25)

68

110

17

195

Agreement for a One-On-One Teacher Assistant
between
Burlington County Special Services School District
and
Waterford Township School District

The Board of Education of Waterford Township agrees to pay Burlington County Special Services School District for the services of a One-On-One Teacher Assistant, BCSSSD Provided Aide-9/7/23-9/19/23 and M. Karabell-9/20/23-6/17/24, for the following student for the 2023-2024 Regular School Year:

Student Name

[REDACTED]

State ID #-SMART

4232157242

1. While the One-On-One Teacher Assistant is assigned to the above student, the cost of the Teacher Assistant will be \$46,675.00 per year, pro-rated to the number of days the student is enrolled at Burlington County Special Services School District.
2. This AGREEMENT shall be in effect for the 2023-2024 Regular School Year. The One-On-One Teacher Assistant services shall commence on September 7, 2023 and terminate on June 17, 2024. In the event that the One-On-One Teacher Assistant assigned to the above named student terminates employment with BCSSSD, BCSSSD will promptly obtain the services of an alternate or substitute teacher assistant. In the event the assigned teacher assistant is absent from school, BCSSSD will make every reasonable effort to provide a substitute teacher assistant during any such absence.
3. Charges for the One-On-One Teacher Assistant, as part of this Agreement, will be billed according to the following schedule:

- 1st Billing – September and October 2023
- 2nd Billing – November and December 2023
- 3rd Billing – January and February 2024
- 4th Billing – March and April 2024
- 5th Billing – May and June 2024


School District

Attest

By: _____
President, Board of Education
Waterford Township School District

Board Secretary

Date: _____

Board Secretary

By: _____
President, Board of Education
Burlington County Special Services School District

September 7, 2023

Date: _____