



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:
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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

County Code: 15

District Name: Paulsboro Public Schools

District Code: 4020

Address: 662 North Delaware Street

City: Paulsboro

State: NJ

Zip: 08066

Early Childhood Contact

Name: Tina Morris

Telephone Number: 856-423-2226 ext. 5202

Email: tmorris@paulsboro.k12.nj.us

Business Administrator

Name: Anisah Coppin

Telephone Number: 856-423-5515 ext. 1234

Email: acoppin@paulsboro.k12.nj.us

Board Resolution

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

Date of Board Resolution: 11/27/2023

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:

Roy DAWSON

Signature of Chief School Administrator:

Roy Dawson

Date: 11/21/23

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. Tina Morris	tmorris@paulsboro.k12.nj.us	856-423-2226 ext. 5202	Principal

Table 2: Secondary Early Childhood Contact (if applicable)

Prefix and Full Name	Email address	Phone number	Title
NA			

Table 3: Superintendent/Chief School Administrator

Prefix and Full Name	Email address	Phone number	Title
Dr. Roy Dawson	rdawson@paulsboro.k12.nj.us	856-423-5515 ext. 1218	Superintendent

Table 4: Business Administrator

Prefix and Full Name	Email address	Phone number	Title
Mrs. Anisah Coppin	acoppin@paulsboro.k12.nj.us	856-423-5515 ext. 1234	Business Administrator

Table 5: Early Childhood Fiscal Specialist (if applicable)

Prefix and Full Name	Email address	Phone number	Title
NA			

Table 6: Early Childhood Supervisors

Prefix and Full Name	Email address	Phone number	Title
NA			

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. Latisha Thomas	6	2020-2021	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.
TBD	6	No	No	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. Yvonne Maddred	82	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.
N/A			

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. Tracey Scott	82	Billingsport Early Childhood Center	100%

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

The district plans on utilizing classroom quality assessment tools along with the TS GOLD data to determine areas of need for the 24-25 school year. There will be a focus on inclusion, SEL, and embedding literacy and math into the preschool day.

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 had two preschool registration roundups for this school year which has increased enrollment. The district also plans to contract with the local Head Start for the 24-25 school year. The HeadStart will have one classroom for Paulsboro preschool students who qualify.

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

The district is in the process of contracting with the local Gateway Head Start for the 24-25 school year.

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?

The Principal and Preschool Instructional Coach will participate in site visits throughout the school year. Additionally, the teaching staff at the Head Start site will attend professional development sessions with the district staff as related to their positions. Fiscal support will be provided by the district working with Head Start to complete a fiscal audit annually. The district also has access to student performance data within Teaching Strategies Gold.

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?

As per the NJDOE, the district will be involved in the SAVS this year.

Facilities

All district and provider classrooms must meet facility requirements of 950 square feet (inclusive of closets, bathrooms, and built-in units) or at a minimum of 700 square feet of instructional space. **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
Billingsport Early Childhood Center	1	713 sq. ft. Waiver	No waiver	Yes	Lower
	8	784 sq. ft. waiver	Y	NA	Lower
	9	784 sq. ft. waiver	Y	NA	Lower
	10	784 sq. ft. waiver	Y	NA	Lower
	11	784 sq. ft. waiver	Y	NA	Lower
	12	784 sq. ft. waiver	Y	NA	Lower

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 primary responsibilities of the Early Childhood Advisory Council are to facilitate collaboration among important community stakeholders, school personnel, and parents/guardians. Members review high-quality preschool program implementation, serve as advisory support for the local school district's preschool program, and support transition from preschool to higher grade levels. The district plans to send a survey to better understand the needs of the program and ways to enhance the program. The CPIS will review the results of the survey at an Early Childhood Advisory Council meeting and work with community members and staff members to receive feedback to continue to enhance the preschool program. The ECAC will meet four times a year. The CPIS will encourage parents to attend the ECAC as well as utilize the preschool needs assessment to determine needs and interests for workshops and family events to promote attendance. The CPIS will support and encourage preschool families by encouraging their attendance in the ECAC as well as utilizing the preschool needs assessment to determine needs and interests for workshops and family events.

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

The district plans to send a survey to better understand the needs of the program and ways to enhance the program.

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

The community needs assessment will be completed annually.

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. The ECAC will ensure parent involvement by providing meaningful updates aligned with the established goals created upon commencement of the committee. Updates will be disseminated to all preschool families to encourage active participation and involvement in the program. Meeting agendas and minutes will be provided after each quarterly session and can be accessed by using the link to ECAC on our school webpage. The district will be purposeful in planning ECAC meeting prior to or following events at the school to promote attendance and participation.

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. Billingsport Early Childhood Center proposes to offer bi-monthly parent involvement activities where parents are invited to a special activity in their child's preschool classroom.

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?

The district will survey families and 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. The families are also invited to volunteer in the classroom as guest readers, share their occupation, or share their culture.

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?

The district will implement the Creative Curriculum.

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

The performance-based assessment the district will implement is 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.

We will ensure that ELL 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.) Professional development on supporting ELL students will be provided to preschool teachers. Within the 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. In addition, the

teachers will have group discussion on scoring the Interrater Reliability during PLCs and provide time to talk about the assessment data.

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)
ECERS-3
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?

The PIC has completed training from Teaching Strategies on using the Creative Curriculum Fidelity tool. She has completed the Fidelity Tool alongside the EC Consultant, a veteran preschool master teacher, to ensure reliability.

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

The screening tool is the ESI-R.

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 CAP Program will provide training for the parents, staff, and students.

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 in promoting the success of all children by giving them strategies and assisting the students. Additionally, a push-in model of related services will be considered within the preschool classroom.

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 school administrator. 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 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. The Creative Curriculum has Social Emotional Teaching Cards. In addition, we are implementing the Second Step Social Emotional Curriculum.

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.)

Paulsboro 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.

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 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 will attend training related to their specific role annually including curriculum, assessment, SEL, Pyramid Model, Challenging Behaviors, Inclusion, etc. Currently the PIC is enrolled in the Veteran PIRS seminar through Montclair. The PIC and CPIS will also attend any NJDOE training 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?

New Jersey Child Assault Prevention (NJ CAP) is a statewide community-based prevention program. With a motto "All Children Deserve to be Safe, Strong, and Free. The CAP program seeks to reduce children's vulnerability to abuse, neglect and bullying by providing comprehensive prevention workshops for children, parents, and school staff.

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 utilizes various employment platforms to advertise vacant positions. In addition, a representative from the district will attend college job fairs.

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 school nurse will educate families, children and staff members using a variety of methods. Parents will be educated via Class Dojo, sending information home with children and by utilizing the postal service. The nurse is also available during Back-to-School Nights and parent conferences to share information. Students will be educated via one-on-one demonstration along with classroom group teachings as time permits. Staff meetings and school newsletters will also be utilized to educate staff on various health issues or concerns.

3. When will the health screenings be completed?

The screenings will take place between October 2023 through January 2024. The school nurse will follow the required timeline to complete health screenings as is required by the state.

4. 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.

From preschool to kindergarten:

- Preschool 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
- 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 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

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?

Parents must complete the lunch form at the start of every school year. All students are provided with free breakfast and lunch regardless of eligibility status. Additionally, the parents will communicate with the teachers as to whether the parents will be providing food from home or want their child to receive the items offered by our food service provider for the district.

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

The major challenge to implementing a quality program for the 2024-2025 is having a significant number of staff.

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

None

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: _____

Signature of Chief School Administrator: _____

Roy Dawson

Signature of School Business Administrator: _____

Amaldeep

Date: _____

11/21/2023