



Division of Early Childhood Services

Annual Preschool Operational Plan Update

Former Abbott's, Charter Schools, and PEA Districts

Due: November 15, 2022

Angelica Allen-McMillan, Ed.D.
Acting Commissioner
New Jersey Department of Education

Contact:
Cary A. Booker
Assistant Commissioner
Division of Early Childhood Services

Contact Number: (609) 376-9077

doeearlychild@doe.nj.gov

I. Introduction

1.1 Purpose

The purpose of the Three-Year Preschool Program Operational Plan is to provide a comprehensive description of how the school district will implement each component of a high-quality preschool program for three- and four-year-old children as detailed in the [New Jersey Administrative Code \(N.J.A.C.\) 6A:13A](#) and the [Preschool Program Implementation Guidelines](#).

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

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

1.2 Submission Instructions

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

1.2a Title Page

Preschool Education Aid (PEA)

Part I: PEA Plan Update Title Page

County and Code: 13

District and Code
3570

Address
765 Broad Street, Newark, New Jersey, 07102

City State Zip

Early Childhood Contact: Yolonda Severe

Telephone Number: (973) 688-8768

Fax#: (862) 255-4331

Email: ysevere@nps.k12.nj.us

Business Administrator: Valerie Wilson

Phone#: (973) 733-7161

Email: vwilson@nps.k12.nj.us

Date Of Board Resolution: _____

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

Proposal Certification: To the best of my knowledge and belief, the information contained in the proposal is true and correct. The governing body of this agency has duly authorized this document, and we will comply with the attached assurances. I further certify that the proposal is complete.

Signature Of Chief School Administrator

Print Name

Date

II. District-Wide Planning

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

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

Please complete the tables below.

Indicate any open position to be hired.

Add rows as needed.

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

Prefix and Full Name	Email address	Phone number	Title
Mrs. Yolonda Severe	ysevere@nps.k12.nj.us	973-688-8768	Executive Director

Table 2 –Secondary Early Childhood Contact (if applicable)

Prefix and Full Name	Email address	Phone number	Title
Ms. Marialana Juliano	mjuliano@nps.k12.nj.us	973-688-2629	Director

Table 3 – Superintendent/Chief School Administrator

Prefix and Full Name	Email address	Phone number	Title
Mr. Roger Leon	Rleon@nps.k12.nj.us	973-733-7334	Superintendent

Table 4 – Business Administrator

Prefix and Full Name	Email address	Phone number	Title
Ms. Valerie Wilson	vwilson@nps.k12.nj.us	973- 733-7161	Business Administrator

Table 5 – Early Childhood Fiscal Specialist (if applicable)

Prefix and Full Name	Email address	Phone number	Title
Ms. Marie Dukes	mdukes@nps.k12.nj.us	973- 733-6234	Principal Auditor
Mr. Frank Fiallo	FFiallo@nps.k12.nj.us	973-733-6998	Principal Fiscal Analyst
Ms. Christina Gonzalez	C1Gonzalez@nps.k12.nj.us	973-733-6998	Principal Fiscal Analyst
Mr. Jose Silvestre	JSilvestre@nps.k12.nj.us	973-733-6998	Principal Auditor
Ms. Nahid Nipa	NNipa@nps.k12.nj.us	973-733-8208	Principal Fiscal Analyst
Ms. Thersea Taylor	t3taylor@nps.k12.nj.us	973-733-7017	Principal Fiscal Analyst

Table 6 – Early Childhood Supervisors

Prefix and Full Name	Email address	Phone number	Title
Ms. Kia Andrews	kandrews@nps.k12.nj.us	973-733-6234	Supervisor
Ms. Kelee Brown	k10brown@nps.k12.nj.us	973-733-6234	Supervisor

Prefix and Full Name	Email address	Phone number	Title
Ms. Victoria Dampare	vdampare@nps.k12.nj.us	973-733-6234	Supervisor
Ms. Mara Kaplan	mkpalan@nps.k12.nj.us	973-733-6234	Supervisor
Mrs. Samantha Liza	sliza@nps.k12.nj.us	973-733-6234	Supervisor
Mrs. Marshel Perkins	mperkins@nps.k12.nj.us	973-733-6234	Supervisor
Mrs. Kimberly Ramsay	kramsay@nps.k12.nj.us	973-733-6234	Supervisor
Mrs. Cherisse Vickers	cvickers@nps.k12.nj.us	973-733-6234	Supervisor
Supervisor TBH			

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

Prefix and Full Name	Number of assigned classrooms	Date Preschool Instructional Coach Seminar Completed (Formerly Master Teacher Seminar)	Is this individual in a shared role? (Yes/No) i.e., PIRS, CPIS	Indicate the percentage of time this individual is in the Preschool Instructional Coach role.
Evelyn Ayum	20	2007	No	Full
Ana Enriquez- Kozlow	18	2013	No	Full
Sabrina DeMatos	20	In Process	No	Full
Sandra De Sousa-Garcia	19	2022	No	Full
Michelle Diaz	20	In Process	No	Full
Kelli Geary	20	In Process	No	Full
Larry Jo-Yen Kiam	20	2012	No	Full
Patricia Kouten	20	2006	No	Full
Tiarra Lee	20	2019	No	Full
Jessica Linton	19	In Process	No	Full
Kristina Marte	20	In Process	No	Full
Jessical Murriel	19	In Process	No	Full
Jennifer Pinho Aguiar	19	In Process	No	Full
Ivette Quintana	20	2020	No	Full
Lisa Pizzuta	20	2020	No	Full
Liliana Silva	20	In Process	No	Full
Janice Soriano	20	2003	No	Full
Sophia Taveras	20	In Process	No	Full
Abigail Ram	19	2017	No	Full
Nicole Ramdass	19	2021	No	Full
Ana Rodrgues	20	2013	No	Full
Preschool Instructional Coach TBH				
Preschool Instructional Coach TBH				

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.
Manal Abdou	20	5/2019	No	Full
Brittney DeBose	19	11/2017	No	Full
Barbara Hall	20	5/2018	No	Full
Janice Holmes-Gabriel	19	5/2018	No	Full
Susan Kopas	20	12/2016	No	Full
Deanna Salvatore	19	12/2016	No	Full
Ailym Villada	20	In Process	No	Full
Tracy Yvett	20	In Process	No	Full
Speech and Language Specialists TBH				
Speech and Language Specialists TBH				

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.
Tanaysha Deloach	6,438	No	Full

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

Prefix and Full Name	Number of preschool students served	Date Preschool Intervention and Referral Specialist Seminar Completed	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.
Tiffany Cook	20	In Process	No	Full
Melissa Christian	20	In Process	No	Full
Renee Frazier	19	In Process	No	Full
Jennifer Goldsmith	20	12/2016	No	Full
Deseray Graham	20	In Process	No	Full
Lisa Gray	20	12/2016	No	Full
Thersea Lawson	20	In Process	No	Full
Marybell Martinez	20	In Process	No	Full
Endelea Meadows	20	In Process	No	Full
Cindy Osuji-Akerele	20	12/2016	No	Full
Sharon Prawetz	20	In Process	No	Full
Romana Salazar	20	12/2016	No	Full
Shelly Warner	20	In Process	No	Full
Keisha Wint	20	12/2016	No	Full

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.
Nympha Orbe	300	North Ward Center(s) Leaguerers Elm Street	Full
Ester Whittingham	285	Harmony House St. Justines West Ward	Full
Nurse TBH			

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

The Newark Board of Education Office of Early Childhood will continue to improve on the enrollment of preschool students to serve at least 90% of the universe, student achievement and health services for the 2023-2024 school year.

For the school year 2022-2023, the program had a total of 761 vacant preschool seats. This was a significant improvement from previous years, however enrollment will continue to be an area of focus to ensure our program is consistently servicing the universe. The Newark Board of Education Office of Early Childhood will continue to focus on implementing strategies to increase and maintain student enrollment by the following:

- Continue to support all Contracted Private Provider Sites’ participation in the Newark Enrolls Universal Enrollment process.
- Provide signage for each Contacted Private Provider Site that identifies “In partnership with NBOE Office of Early Childhood”.
- Advertise all year long using television commercials . Frequency of commercials will increase during critical times of the year when enrollment options are open.
- Electronic billboards will display preschool enrollment information on the main throughways throughout the city for a six week period of time.
- Social media postings will remain consistent and be shared on a variety of social media platforms.
- Staff members will continue to canvas in high traffic areas of the city where families frequent, i.e. food and grocery stores, WIC Office, recreation centers,city wide events, movie theaters, local medical offices etc.
- During citywide events the Newark Board of Education Office of Early Childhood will have tables and offer families an opportunity for on the spot enrollment of preschool students.

- Plan and host “The Road Trip to Pre-k” event where families can attend and enroll their preschool aged child and be offered a plethora of resources through community based organizations that target health and wellness.
- All advertisements will be available in spanish, portuguese, and creole.

To increase student achievement and kindergarten preparedness, the Newark Board of Education Office of Early Childhood Preschool Instructional Coaches and PIRS staff will continue to devote 90% of their time to provide technical assistance and coaching to teaching staff. Professional development will be developed and target areas of needed action based on the following; ECERS, T-POT, feedback provided on SAVS, and students achievement data captured in Teaching Strategies Gold. Executive Director, Director and Supervisors will support early childhood leaders in implementing effective preschool programs through monthly meetings and school visits.

The Office of Early Childhood will continue to improve health services to children and families in the preschool program. We will continue to partner with nursing agencies to ensure all Contracted Private Provider Sites have a nurse that meets the 1 to 300 ratio in addition to the in-district nurses. We continue to partner with health agencies to obtain nursing services such as Delta-T, Horizon and Medix. The nurses serve our Contracted Private Provider Sites and Head Start classrooms. To ensure the nurses are following the required health screens and documentation, we will continue to utilize the monthly nursing pacing guide. Additionally, the nurses will monitor and provide support on the following as indicated in the child’s Health Records and Health History Questionnaire completed during the registration process.

- Document and communicate with staff and parents about allergies and or other health issues.
- Assist in written policies related to health, safety and nutrition.
- Assist parents in locating appropriate related health, safety and nutrition services.
- Assist in the development of written emergency procedures as needed.
- Train all staff in the following; handwashing, seizures, asthma, allergic reactions, blood borne pathogens, EpiPen training and administration, medication administration and topical ointments.
- Any needed workshops for families to assist them in obtaining health information on the following; vaccines information such as the flu vaccine, nutrition and asthma.

Does the district have sufficient capacity to serve 90% of your universe? If not, describe your district’s short and long-term plans to serve additional children.

The District has sufficient capacity to serve 90% of our universe.

2. To serve additional students, will the district partner with local childcare programs and/or Head Start? If not, why not?

If needed, the District will partner with additional local childcare programs if an increase in our universe is demonstrated and approved.

3. 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?

The NBOE Office of Early Childhood is not enrolled in Grow NJ Kids as a district, however we partner and support the requirements of the program with several of the Contracted Private Provider Sites 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. Districts will be required to provide the total square footage for all projected PEA-funded preschool classrooms in-district and at contracted provider sites.

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

Facilities Chart

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
Abington Avenue School	TCU	752	Yes		Main Level
Avon Avenue School	111	647	Yes		Main Level
Avon Avenue School	112	689	Yes		Main Level
Avon Avenue School	113	723	No	Y	Main Level
Avon Avenue School	114	550	No	Y	Main Level
Avon Avenue School	108	727	No	Y	Main Level
Belmont Runyon Elementary School	M112		No	Y	Main Level
Belmont Runyon Elementary School	S118		No	Y	Main Level
Belmont Runyon Elementary School	M113	592	No	Y	Main Level
Belmont Runyon Elementary School	S120		No	Y	Main Level

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
Belmont Runyon Elementary School	M114		No	Y	Main Level
Belmont Runyon Elementary School					Main Level
Benjamin Franklin Elementary School	103	779	Yes		Main Level
Benjamin Franklin Elementary School	104	657	No	Y	Main Level
Benjamin Franklin Elementary School	B8	649	Yes		Main Level
Camden Street Elementary School	108/109	715	Yes		Lower Level
Camden Street Elementary School	110/111	720	Yes		Lower Level
Camden Street Elementary School	112	1093	Yes		Lower Level
Camden Street Elementary School	113	1067	Yes		Lower Level
Camden Street Elementary School	114	1147	Yes		Lower Level
Chancellor Avenue Annex - Early Childhood School - South	222	829	No	Y	Main Level

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
Chancellor Avenue Annex - Early Childhood School - South	210	689	No	Y	Main Level
Chancellor Avenue Annex - Early Childhood School - South	209	767	No	Y	Main Level
Chancellor Avenue Annex - Early Childhood School - South	225	989	No	Y	Main Level
Chancellor Avenue Annex - Early Childhood School - South	104	616	No	Y	Main Level
Chancellor Avenue Annex - Early Childhood School - South	101	496	No	Y	Main Level
Chancellor Avenue Annex - Early Childhood School - South	238	725	No	Y	Main Level
Chancellor Avenue Annex - Early Childhood School - South	242	725	No	Y	Main Level

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
Chancellor Avenue Annex - Early Childhood School - South	243	265	No	Y	Main Level
Chancellor Avenue Annex - Early Childhood School - South	244	1053	No	Y	Main Level
Cleveland Avenue School	2	718	Yes		Lower Level
Cleveland Avenue School	4	879	No	Y	Lower Level
Cleveland Avenue School	7	842	No	Y	Lower Level
Cleveland Avenue School	8	841	No	Y	Lower Level
Dr. William H. Horton Elementary School	102	1015	No	Y	Main Level
Dr. William H. Horton Elementary School	103	1015	No	Y	Main Level
Dr. William H. Horton Elementary School	104	1015	No	Y	Main Level
Dr. E Alma Flagg Elementary School	148	812	No	Y	Main Level

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
Dr. E Alma Flagg Elementary School	149	1020	No	Y	Main Level
Dr. E Alma Flagg Elementary School	152	840	No	Y	Main Level
Early Childhood School - North	7	635	No	Y	Main Level
Early Childhood School - North	8	635	No	Y	Main Level
Early Childhood School - North	9	596	No	Y	Main Level
Early Childhood School - North	10	450	No	Y	Main Level
Early Childhood School - North	13	596	No	Y	Main Level
Early Childhood School - North	15	580	No	Y	Main Level
East Ward Elementary School	TCU - 1	650	Yes		Main Level
East Ward Elementary School	TCU - 2	650	Yes		Main Level
East Ward Elementary School	1	1251	Yes		Second Level

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
East Ward Elementary School	2	1046	Yes		Second Level
East Ward Elementary School	3	954	Yes		Second Level
East Ward Elementary School	4	883.89	Yes		Second Level
East Ward Elementary School	5	801.09	Yes		Second Level
East Ward Elementary School	6	873.6	Yes		Second Level
Elliott Street Elementary School	D101	752	Yes		Main Level
Elliott Street Elementary School	D102	752	Yes		Main Level
Elliott Street Elementary School	D103	752	Yes		Main Level
Elliott Street Elementary School	D105	752	Yes		Main Level
Elliott Street Elementary School	D106	752	Yes		Main Level
Elliott Street Elementary School	D107	752	Yes		Main Level

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
First Avenue School	105	870	Yes		Lower Level
First Avenue School	107	869	Yes		Lower Level
First Avenue School	111	751	Yes		Lower Level
George Washington Carver Elementary School	113	743	Yes		Main Level
George Washington Carver Elementary School	114	743	Yes		Main Level
George Washington Carver Elementary School	115	743	Yes		Main Level
George Washington Carver Elementary School	112	743	Yes		Main Level
Harriet Tubman Elementary School	2	778	Yes		Lower Level
Harriet Tubman Elementary School	3	778	Yes		Lower Level
Hawthorne Avenue School	101	827	No	Y	Main Level
Hawthorne Avenue School	102	827	No	Y	Main Level

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
Hawthorne Avenue School	104	772	Yes	Y	Main Level
Ivy Hill Elementary School	100	904	Yes		Main Level
Ivy Hill Elementary School	108	904	Yes		Main Level
Lafayette Street School	J1	672	No	Y	Main Level
Lafayette Street School	J2	672	No	Y	Second Level
Lafayette Street School	J3	672	No	Y	Second Level
Lafayette Street School	J4	672	No	Y	Second Level
Lafayette Street School	J6	672	No	Y	Second Level
Lafayette Street School	J7	672	No	Y	Second Level
Lafayette Street School	J8	672	No	Y	Second Level
Lafayette Street School	J10	672	No	Y	Second Level
Lincoln Elementary School	104	744	Yes		1st Floor
Lincoln Elementary School	101	754	Yes		1st Floor

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
Louise A. Spencer Elementary School	101	956	No	Y	Lower Level
Louise A. Spencer Elementary School	103	1110	No	Y	Lower Level
Louise A. Spencer Elementary School	102	1629	No	Y	Lower Level
Louise A. Spencer Elementary School	104	937	No	Y	Lower Level
Luis Munoz Marin Elementary School	209	989	Yes		Second Level
Luis Munoz Marin Elementary School	210	989	Yes		Second level
Luis Munoz Marin Elementary School	212	989	Yes		Second Level
Luis Munoz Marin Elementary School	213	851	Yes		Second Level
Luis Munoz Marin Elementary School	214	851	Yes		Second Level
Luis Munoz Marin Elementary School	215	851	Yes		Second Level
Luis Munoz Marin Elementary School	206	989	Yes		Second Level

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
Luis Munoz Marin Elementary School	207	989	Yes		Second Level
McKinley Elementary School	101	919	Yes		Main Level
McKinley Elementary School	102	906	Yes		Main Level
McKinley Elementary School	105	897	Yes		Main Level
McKinley Elementary School	108	1026	Yes		Main Level
McKinley Elementary School	109	1024	Yes		Main Level
McKinley Elementary School	112	975	Yes		Main Level
Michelle Obama Elementary School	104	750	Yes		Main Level
Michelle Obama Elementary School	101	750	Yes		Main Level
Michelle Obama Elementary School	103	750	Yes		Main Level
Michelle Obama Elementary School	102	750	Yes		Main Level

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
Mt Vernon Place School	105	1223	No	Y	Main Level
Oliver Street School	D-103	842	Yes		Main Level
Oliver Street School	D-104	842	Yes		Main Level
Oliver Street School	D-105	842	Yes		Main Level
Oliver Street School	D-106	842	Yes		Main Level
Oliver Street School	D-107	842	Yes		Main Level
Oliver Street School	D-108	842	Yes		Main Level
Park Elementary School	101	923	Yes		Main Level
Park Elementary School	103	910	Yes		Main Level
Park Elementary School	119	600	No	Y	Main Level
Peshine Avenue School	105	831	No	Y	Main Level
Peshine Avenue School	106	840	No	Y	Main Level
Peshine Avenue School	107	847	No	Y	Main Level
Peshine Avenue School	108	852	No	Y	Main Level
Peshine Avenue School	109	877	No	Y	Main Level
Peshine Avenue School	110	842	No	Y	Main Level

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
Quitman Street School	3	793	No	Y	Main Level
Quitman Street School	4	793	No	Y	Main Level
Quitman Street School	5	793	No	Y	Main Level
Quitman Street School	8	793	No	Y	Main Level
Quitman Street School	9	793	No	Y	Main Level
Quitman Street School	10	793	No	Y	Main Level
Quitman Street School	11	793	No	Y	Main Level
Rafael Hernandez School	123	798	Yes		Main Level
Rafael Hernandez School	126	1080	Yes		Main Level
Rafael Hernandez School	129	1070	Yes		Main Level
Rafael Hernandez School	131	1083	Yes		Main Level
Rafael Hernandez School	116	864	No	Y	Main Level
Rafael Hernandez School	118	756	No	Y	Main Level

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
Ridge Street School	TCU -1	752	Yes		Main Level
Ridge Street School	TCU - 2	752	Yes		Main Level
Roberto Clemente Elementary School	113	617	Yes		Main Level
Roberto Clemente Elementary School	114	659	Yes		Main Level
Salome Urena Elementary School	TCU-114	650	Yes		Main Level
Salome Urena Elementary School	TCU-115	650	Yes		Main Level
Salome Urena Elementary School	TCU-116	650	Yes		Main Level
Sir Isaac Newton Elementary School	102	702	No	Y	Main Level
Sir Isaac Newton Elementary School	103	775	No	Y	Main Level
Sir Isaac Newton Elementary School	104	765	No	Y	Main Level
Sir Isaac Newton Elementary School	101	702	No	Y	Main Level
Sir Isaac Newton Elementary School	106	765	No	Y	Main Level

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
Speedway School	1101	1085	Yes		Main Level
Speedway School	1106	1260	Yes		Main Level
Speedway School	1108	891	Yes		Main Level
South Seventeenth Street	1P	638	No	Y	Lower Level
South Seventeenth Street	2P	638	No	Y	Lower Level
South Street Elementary School	106	659	No	Y	Main Level
South Street Elementary School	107	659	No	Y	Main Level
South Street Elementary School	1	812	Yes		Main Level
South Street Elementary School	2	908	Yes		Main Level
South Street Elementary School	3	854	Yes		Main Level
South Street Elementary School	4	856	Yes		Main Level
South Street Elementary School	5	744	Yes		Main Level

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
South Street Elementary School	6	744	Yes		Main Level
Sussex Avenue School	P10	729	Yes		Lower Level
Sussex Avenue School	P12	729	Yes		Lower Level
Sussex Avenue School	P8	729	Yes		Lower Level
Sussex Avenue School	P7	729	No	Y	Lower Level
Thirteenth Avenue School	101	755	Yes		Main Level
Thirteenth Avenue School	102	757	Yes		Main Level
Thirteenth Avenue School	103	884	Yes		Main Level
Thirteenth Avenue School	108	764	Yes		Main Level
Thirteenth Avenue School	109	876	Yes		Main Level
Contracted Enhanced Head Start Sites (Federal)					
La Casa de Don Pedro Head Start at 168-174 Roseville Avenue	1	633.93	Yes		Main Level

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
La Casa de Don Pedro Head Start at 168-174 Roseville Avenue	2	675.69	Yes		Main Level
La Casa de Don Pedro Head Start at 168-174 Roseville Avenue	3	674.73	Yes		Main Level
La Casa de Don Pedro Head Start at 168-174 Roseville Avenue	4	674.73	Yes		Main Level
La Casa de Don Pedro Head Start at 168-174 Roseville Avenue	6	674.63	Yes		Main Level
La Casa de Don Pedro 201 First Street	3	1017.45	Yes		Second Level
La Casa de Don Pedro 201 First Street	4	1017.45	Yes		Second Level
La Casa de Don Pedro 201 First Street	5	1045.21	Yes		Second Level
La Casa de Don Pedro 201 First Street	6	1017.45	Yes		Second Level
La Casa de Don Pedro 201 First Street	8	1088.6	Yes		Second Level

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
La Casa de Don Pedro Head Start at 43-45 Elizabeth Ave	1	1040.06	Yes		Main Level
La Casa de Don Pedro Head Start at 43-45 Elizabeth Ave	2	1040.06	Yes		Main Level
La Casa de Don Pedro Head Start at 43-45 Elizabeth Ave	3	1040.06	Yes		Main Level
La Casa de Don Pedro Head Start at 43-45 Elizabeth Ave	4	1040.06	Yes		Main Level
La Casa de Don Pedro Head Start at 87-89 St. Francis	2	1276.4	Yes		Main Level
La Casa de Don Pedro Head Start at 87-89 St. Francis	3	655.26	No	Y	Main Level
La Casa de Don Pedro Head Start at 87-89 St. Francis	5	900.24	No	Y	Main Level
La Casa de Don Pedro Head Start at 87-89 St. Francis	6	1056.24	No	Y	Main Level

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
Leaguers Inc 405 University	10	797.86	Yes		Second Level
Leaguers Inc 405 University	11	832.12	Yes		Second Level
Leaguers Inc 405 University	12	784.32	Yes		Second Level
Leaguers Inc 405 University	13	842.80	Yes		Second Level
Leaguers Inc 405 University	14	836.78	Yes		Second Level
Leaguers Inc 405 University	8	803.06	Yes		Second Level
Leaguers Inc 405 University	9	806.4	Yes		Second Level
Leaguers Inc 731 Clinton Avenue	1	473.48	No	Y	Main Level
Leaguers Inc 731 Clinton Avenue	2	728.50	No	Y	Main Level
Leaguers Inc 731 Clinton Avenue	3	318.82	No	Y	Second Level
Leaguers Inc 731 Clinton Avenue	4	632	No	Y	Main Level

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
Leaguers Inc 731 Clinton Avenue	5	607.42	No	Y	Main Level
Leaguers Inc 731 Clinton Avenue	6	575.96	No	Y	Main Level
Leaguers Inc 750 Clinton Avenue	1	712.5	Yes		Main Level
Leaguers Inc 750 Clinton Avenue	2	676	Yes		Main Level
Leaguers Inc 750 Clinton Avenue	3	620	No	Y	Main Level
Leaguers Inc 750 Clinton Avenue	TCU 1	2150	Yes		Main Level
Leaguers Inc 750 Clinton Avenue	TCU 2	2150	Yes		Main Level
Leaguers Inc 999 Broad Street	1	694	Yes		Main Level
Leaguers Inc 999 Broad Street	2	849	Yes		Main Level
Leaguers Inc 999 Broad Street	3	872	Yes		Main Level
Leaguers Inc 999 Broad Street	4	843.75	Yes		Main Level

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
Leaguers Inc 999 Broad Street	5	869.75	Yes		Main Level
Leaguers Inc Elm Street	1	1049	No	Y	Main Level
Leaguers Inc Elm Street	2	895.5	Yes		Main Level
Leaguers Inc Judith Diggs	1	850	Yes		Main Level
Leaguers Inc Judith Diggs	2	703	Yes		Main Level
Leaguers Inc Judith Diggs	3	630	Yes		Main Level
Leaguers Inc Judith Diggs	4	839.5	Yes		Main Level
Leaguers Inc Metropolitan	1	672	No		Second Level
Leaguers Inc Metropolitan	2	598.5	No	Y	Second Level
Leaguers Inc Metropolitan	3	736	No	Y	Second Level
Leaguers Inc Metropolitan	4	645	No	Y	Second Level
Leaguers Inc Metropolitan	5	731	No	Y	Second Level

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
Leaguers Inc Metropolitan	6	672	No	Y	Second Level
Leaguers Inc Orange Street	1	755.79	Yes		Main Level
Leaguers Inc Orange Street	2	829.92	Yes		Main Level
Leaguers Inc Orange Street	3	640.32	Yes		Main Level
Leaguers Inc Orange Street	4	816.63	Yes		Main Level
Leaguers Inc Orange Street	5	804.32	Yes		Main Level
Leaguers Inc Orange Street	6	558.6	Yes		Main Level
Leaguers Inc South Orange Ave	1	545.31	Yes		Main Level
Leaguers Inc South Orange Ave	3	537.84	Yes		Main Level
Leaguers Inc South Orange Ave	4	739.06	Yes		Main Level
Leaguers Inc South Orange Ave	5	550.22	Yes		Main Level

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
Leaguers Inc South Orange Ave	7	638.07	Yes		Main Level
Leaguers Inc South Orange Ave	8	656.04	Yes		Main Level
Leaguers Inc Springfield	1	917.3	Yes		Main Level
Leaguers Inc Springfield	2	682	Yes		Main Level
Leaguers Inc Springfield	3	834.54	Yes		Main Level
Ironbound Community Corporation - Ironbound Children's Center	A	1200	Yes		Main Level
Ironbound Community Corporation - Ironbound Children's Center	B	999.5	Yes		Main Level
Ironbound Community Corporation - Ironbound Children's Center	C	1231.54	Yes		Main Level
Ironbound Community Corporation - Ironbound Children's Center	D	1113.83	Yes		Main Level
Ironbound Community Corporation - Ironbound Children's Center	E	1269.54	Yes		Second Level

Contracted Other Private Provider Regular/Inclusion Sites

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
Brighter Tomorrows I	5 (Blue)	746.6	Yes		Lower Level
Brighter Tomorrows I	6 (Green)	991.93	No	Y	Lower Level
Brighter Tomorrows I	Purple	986.75	Yes		Second Level
Brighter Tomorrows II	Blue Basement	994.03	Yes		Lower Level
Brighter Tomorrows II	Green 1	900.55	Yes		Main Level
Brighter Tomorrows II	Orange 1	904.98	Yes		Main Level
Brighter Tomorrows II	Purple 2	934.82	Yes		Second Level
Brighter Tomorrows II	Red Basement	831.28	Yes		Lower Level
Brighter Tomorrows II	Yellow 2	936.35	Yes		Second Level
Chen School Inc.	206	950	Yes		Second Level
Chen School Inc.	207	950	Yes		Second Level
Chen School Inc.	208	950	Yes		Second Level
Chen School Inc.	209	950	Yes		Second Level
Clinton Hill Community	210	950	Yes		Second Level

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
Clinton Hill Community	212	950	Yes		Second Level
Clinton Hill Community	214	950	Yes		Second Level
Clinton Hill Community	216	950	Yes		Second Level
Clinton Hill Community	222	950	Yes		Second Level
Clinton Hill Community	224	950	Yes		Second Level
Clinton Hill Community	230	950	Yes		Second Level
Clinton Hill Community	232	950	Yes		Second Level
Clinton Hill Community	233	950	Yes		Second Level
Clinton Hill Community	235	950	Yes		Second Level
Full Gospel Christian Academy	B	751	No		Lower Level
Full Gospel Christian Academy	C	753.5	No		Lower Level
Full Gospel Christian Academy	D	520	Yes		Lower Level
Holiness Pentecostal Church Day Care	1	534	Yes		Main Level
Holiness Pentecostal Church Day Care	2	612	Yes		Main Level

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
Holiness Pentecostal Church Day Care	3	630	Yes		Main Level
IEP Ironbound	101	905	Yes		Main Level
IEP Ironbound	102	905	Yes		Main Level
IEP Ironbound	103	905	Yes		Main Level
IEP Ironbound	104	905	Yes		Main Level
IEP Ironbound	105	905	Yes		Main Level
IEP Ironbound	106	905	Yes		Main Level
IEP Ironbound	107	905	Yes		Main Level
IEP Ironbound	108	905	Yes		Main Level
IEP Ironbound	109	905	Yes		Main Level
IEP Ironbound	110	905	Yes		Main Level
IEP Ironbound	111	905	Yes		Main Level
IEP Ironbound	112	905	Yes		Main Level
IEP Ironbound	113	1090	Yes		Main Level
IEP Summer Place	201	920	Yes		Main Level

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
IEP Summer Place	202	920	Yes		Main Level
IEP Summer Place	203	920	Yes		Main Level
IEP Summer Place	204	920	Yes		Main Level
IEP Summer Place	205	920	Yes		Main Level
IEP Summer Place	206	920	Yes		Main Level
IEP Summer Place	207	1059.48	Yes		MainLevel
Ironbound Community Corporation - Ironbound Children's Center	F	999.5	Yes		Second Level
Ironbound Community Corporation - Ironbound Children's Center	G	1231.54	Yes		Second Level
Ironbound Community Corporation - Ironbound Children's Center	H	1031.24	Yes		Second Level
Ironbound Community Corporation - Ironbound Children's Center	I	1113.83	Yes		Second Level
Ironbound Community Corporation - Ironbound Children's Center	J	1221.54	Yes		Second Level

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
Kiddie Korner Verona Avenue	1	781.6	Yes		Main Level
Kiddie Korner Verona Avenue	2	788.6	Yes		Main Level
Kiddie Korner Verona Avenue	3	527.92	Yes		Main Level
King Memorial	1	816	No		Main Level
King Memorial	2	816	No		Main Level
La Casa de Don Pedro Broadway	1	640	Yes		Main Level
La Casa de Don Pedro Broadway	2	595	Yes		Main Level
La Casa de Don Pedro Broadway	3	820	Yes		Main Level
La Casa de Don Pedro Broadway	4	675	Yes		Main Level
La Casa de Don Pedro-202 First	1	1044	Yes		Main Level
La Casa de Don Pedro-202 First	2	868	Yes		Main Level

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
La Casa de Don Pedro- 202 First	3	803	Yes		Main Level
La Casa de Don Pedro- 202 First	4	949	Yes		Second Level
La Casa de Don Pedro- 202 First	5	929	Yes		Second Level
La Casa de Don Pedro- 202 First	6	1004	Yes		Second Level
La Casa de Don Pedro- 202 First	7	802	Yes		Second Level
La Casa de Don Pedro- 202 First	8	1017	Yes		Second Level
La Casa de Don Pedro Park Avenue	1	818.85	Yes		Lower Level
La Casa de Don Pedro Park Avenue	2	650.44	Yes		Lower Level
La Casa de Don Pedro Park Avenue	3	1058.4	Yes		Main Level
La Casa de Don Pedro Park Avenue	4	1001.7	Yes		Main Level
La Casa de Don Pedro Park Avenue	5	1028.7	Yes		Second Level

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
Mount Carmel Guild Cares	1	724.17	No		Second Level
Mount Carmel Guild Cares	2	722.4	No		Second Level
Mount Carmel Guild Cares	3	769.12	No		Second Level
Mount Carmel Guild Cares	4	730.23	No		Second Level
Mount Carmel Guild Cares	5	722.4	No		Second Level
Mount Carmel Guild Cares	6	754.47	No		Second Level
Mount Carmel Guild Cares	7	722.4	No		Second Level
Mount Carmel Guild Cares	8	702.66	No		Second Level
New Community - Community Hills Early Learning Center	1	637	No		Main Level
New Community - Community Hills Early Learning Center	2	627	Yes		Main Level

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
New Community - Community Hills Early Learning Center	3	627	Yes		Main Level
New Community - Community Hills Early Learning Center	4	641	Yes		Main Level
New Community - Community Hills Early Learning Center	5	620.5	Yes		Main Level
New Community - Community Hills Early Learning Center	6	620.5	Yes		Main Level
New Community - Community Hills Early Learning Center	7	719	No		Main Level
New Community - Harmony House Early Learning Center	8	1039	Yes		Main Level
Newark Day at ECC	313A	1608	Yes		Main Level
Newark Day at ECC	314	847	Yes		Main Level
Newark Day at ECC	315	1016	Yes		Second Level
Newark Day Care Center	3	522	No		Second Level

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
Newark Day Care Center	4	540	No		Second Level
Newark Day Care Center	5	575	No		Second Level
Newark Day Care Center	6	725	No		Second Level
Newark Day Care Center	7	860	No		Second Level
Newark Day Care Center	8	643	No		Second Level
Page Academy	2/A	525.9	No		Main Level
Page Academy	6/D	557.41	No		Main Level
Parkside Preschool II	1	782	Yes		Main Level
Parkside Preschool II	2	881	Yes		Main Level
Parkside Preschool II	3	904	Yes		Main Level
Parkside Preschool II	4	984.75	Yes		Main Level
Parkside Preschool II	5	580	Yes		Main Level
Parkside Preschool II	6	702.24	Yes		Main Level
Perpetual Help Day Nursery	1	520	No		Second Level
Perpetual Help Day Nursery	2	975	No		Second Level

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
Perpetual Help Day Nursery	3	546	No		Second Level
Perpetual Help Day Nursery	4	798	No		Second Level
Rainbowland I	1	895	Yes		Main Level
Rainbowland I	2	925	Yes		Main Level
Rainbowland I	3	925	Yes		Main Level
Rainbowland I	4	930	Yes		Main Level
Rainbowland I	5	909.5	Yes		Main Level
Rainbowland I	6	939	Yes		Main Level
Rainbowland I	7	805	Yes		Main Level
Rainbowland I	8	736	Yes		Main Level
Rainbowland II	1	878.4	Yes		Main Level
Rainbowland II	2	961.4	Yes		Main Level
Rainbowland II	3	883.08	Yes		Main Level
Rainbowland II	4	929.76	Yes		Main Level
Rainbowland II	5	927.68	Yes		Main Level

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
Rainbowland II	6	891	Yes		Main Level
Rainbowland II	7	908.15	Yes		Main Level
Rainbowland II	8	887.65	Yes		Main Level
Rainbowland II	9	933.11	Yes		Main Level
Rainbowland II	10	902.52	Yes		Main Level
Rainbowland II	11	897.9	Yes		Main Level
Rainbowland II	12	891.75	Yes		Main Level
Sarah Ward Jay Street	2	500	No		Main Level
Sarah Ward Jay Street	3	664	No		Main Level
Sarah Ward Jay Street	4	710	No		Second Level
Sarah Ward Jay Street	5	520	NO		Second Level
Sarah Ward Jay Street	6	469.5	No		Second Level
Sarah Ward Lock Street	11	657	Yes		Main Level
Sarah Ward Lock Street	12	546.96	Yes		Main Level
Sarah Ward Lock Street	13	567	Yes		Main Level
Sarah Ward Lock Street	14	619.2	Yes		Main Level

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
Sarah Ward Sanford Avenue	10	653.05	No		Main Level
Sarah Ward Sanford Avenue	7	443.70	No		Main Level
Sarah Ward Sanford Avenue	8	705	No		Main Level
Sarah Ward Sanford Avenue	9	676	No		Main Level
St. Ann's Community Day Care	1-B	759	No		Main Level
St. Ann's Community Day Care	2-B	529	Yes		Lower Level
St. Ann's Community Day Care	1	1656	Yes		Main Level
St. Justine III	101	1010	Yes		Main Level
St. Justine III	102	1047.5	Yes		Main Level
St. Justine III	103	929	Yes		Main Level
St. Justine III	104	962	Yes		Main Level
St. Justine III	105	909	Yes		Main Level
St. Justine III	201	980	Yes		Second Level

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
St. Justine III	202	1012	Yes		Second Level
St. Justine III	203	945	Yes		Second Level
St. Justine III	204	962	Yes		Second Level
St. Justine III	205	1000	Yes		Second Level
St. Justine III	206	935	Yes		Second Level
St. Justine III	207	1010	Yes		Second Level
The North Ward Child Development 300 Mt. Prospect Avenue	1	986.58	Yes		Main Level
The North Ward Child Development 300 Mt. Prospect Avenue	2	986.58	Yes		Main Level
The North Ward Child Development 300 Mt. Prospect Avenue	3	986.58	Yes		Main Level
The North Ward Child Development 300 Mt. Prospect Avenue	4	986.58	Yes		Main Level
The North Ward Child Development 300 Mt. Prospect Avenue	5	986.58	Yes		Main Level

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
The North Ward Child Development 300 Mt. Prospect Avenue	6	986.58	Yes		Main Level
The North Ward Child Development 341 Roseville Avenue	1	972	Yes		Main Level
The North Ward Child Development 341 Roseville Avenue	2	805.5	Yes		Main Level
The North Ward Child Development 341 Roseville Avenue	3	702	No		Lower Level
The North Ward Child Development 341 Roseville Avenue	4	702	No		Lower Level
The North Ward Child Development 341 Roseville Avenue	5	986.58	Yes		Main Level
The North Ward Child Development 341 Roseville Avenue	6	986.58	Yes		Main Level
The North Ward Child Development 341 Roseville Avenue	7	986.58	Yes		Main Level

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
The North Ward Child Development 341 Roseville Avenue	8	986.58	Yes		Main Level
The North Ward Child Development 341 Roseville Avenue	9	986.58	Yes		Main Level
The North Ward Child Development 341 Roseville Avenue	10	986.58	Yes		Main Level
The North Ward Child Development 341 Roseville Avenue	11	672	No		Main Level
The North Ward Child Development 346 Mt. Prospect Avenue	1	672	Yes		Lower Level
The North Ward Child Development 346 Mt. Prospect Avenue	2	714	Yes		Lower Level
The North Ward Child Development 346 Mt. Prospect Avenue	3	475	Yes		Lower Level
The North Ward Child Development 346 Mt. Prospect Avenue	4	475	Yes		Lower Level

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
The North Ward Child Development 346 Mt. Prospect Avenue	5	882	Yes		Main Level
The North Ward Child Development 346 Mt. Prospect Avenue	6	793.5	Yes		Main Level
The North Ward Child Development 346 Mt. Prospect Avenue	7	893.05	Yes		Main Level
The North Ward Child Development 346 Mt. Prospect Avenue	8	703.7	Yes		Main Level
The North Ward Child Development 346 Mt. Prospect Avenue	9	748.84	Yes		Main Level
The North Ward Child Development 346 Mt. Prospect Avenue	10	713.64	Yes		Upper Level
The North Ward Child Development 346 Mt. Prospect Avenue	11	794	Yes		Upper Level
The North Ward Child Development 346 Mt. Prospect Avenue	12	803.75	Yes		Main Level

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
The North Ward Child Development 475 Mt. Prospect Avenue	1	710	No		Second Level
The North Ward Child Development 475 Mt. Prospect Avenue	2	700	No		Main Level
The North Ward Child Development 475 Mt. Prospect Avenue	3	740	Yes		Main Level
The North Ward Child Development 475 Mt. Prospect Avenue	4	790.46	Yes		Main Level
The North Ward Child Development 475 Mt. Prospect Avenue	5	710	No		Main Level
The North Ward Child Development 475 Mt. Prospect Avenue	6	818.44	No		Main Level
The North Ward Child Development 475 Mt. Prospect Avenue	7	829.4	No		Main Level
The North Ward Child Development 475 Mt. Prospect Avenue	8	672.95	No		Main Level

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
The North Ward Child Development 475 Mt. Prospect Avenue	9	768.93	No		Lower Level
The North Ward Child Development 475 Mt. Prospect Avenue	10	824.2	No		Lower Level
The North Ward Child Development 475 Mt. Prospect Avenue	11	829.4	No		Lower Level
Urban League of ECCDC	2	990	Yes		Main Level
Urban League of ECCDC	3	1041.6	Yes		Main Level
Urban League of ECCDC	4	951.2	Yes		Main Level
UVSO Ivy Hill	101	950	Yes		Main Level
UVSO Ivy Hill	102	950	Yes		Main Level
UVSO Ivy Hill	103	950	Yes		Main Level
UVSO Ivy Hill	104	950	Yes		Main Level
UVSO Ivy Hill	105	950	Yes		Main Level
UVSO Ivy Hill	112	950	Yes		Main Level

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
UVSO Ivy Hill	1113	950	Yes		Main Level
UVSO Ivy Hill	201	950	Yes		Second Level
UVSO Ivy Hill	202	950	Yes		Second Level
UVSO Ivy Hill	203	950	Yes		Second Level
UVSO Ivy Hill	204	950	Yes		Second Level
UVSO Ivy Hill	205	950	Yes		Second Level
UVSO Ivy Hill	208	950	Yes		Second Level
UVSO Ivy Hill	209	950	Yes		Second Level
UVSO Smith Street	101	950	Yes		Main Level
UVSO Smith Street	102	950	Yes		Main Level
UVSO Smith Street	103	950	Yes		Main Level
UVSO Smith Street	201	950	Yes		Second Level
UVSO Smith Street	202	950	Yes		Second Level
UVSO Smith Street	203	950	Yes		Second Level
West Ward Early Childhood Development Program	1	910.64	Yes		Second Level

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
West Ward Early Childhood Development Program	2	608.4	Yes		Second Level
West Ward Early Childhood Development Program	3	741.2	Yes		Second Level
West Ward Early Childhood Development Program	4	976.58	Yes		Second Level
West Ward Early Childhood Development Program	5	634.24	Yes		Second Level
West Ward Early Childhood Development Program	6	1333.65	Yes		Main Level

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?

For the school year 2023-2024 NBOE Office of Early Childhood will continue with the current composition and roles of the Early Childhood Advisory Council members. However, a representative from the Greater Newark Healthcare Coalition will be added to the council.

How does the preschool program plan to involve community members in delivering services in the 2023-2024 school year?

The Early Childhood Advisory Council will continue to share information with community partners and with their stakeholders about any upcoming events and/or partnerships that will benefit our students. During quarterly meetings, the council will share their recommendations from our 5 Long Term Goals. NBOE Office of Early Childhood will follow up to check progress on the recommendations given by the council during the next ECAC meeting. Members will assist in the recruitment and outreach of activities and programs to maximize the participation of eligible children. The council will support the planning and communication of The Night at the Museum in partnership with The Newark Museum and the Road Trip to Pre-k enrollment events.

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 2023-2024 school year?

NBOE Office of Early Childhood will implement the following activities and strategies to increase family engagement:

Parent Education offered by the Newark Board of Education Office of Early Childhood includes:

- Evidence-based Parenting Curriculum-14-week Family Academy (Incredible Years) -Parallels learning for parent and child on effective communication, positive discipline and child development.
- Title 1 Parent Conference

Home and community connections through programs/activities offered by the Newark Board of Education Office of Early Childhood:

- Holiday Reading Challenge during winter and spring break where families pledge to read 20 minutes daily to their children. Families document the readings in a log and post pictures on Instagram of themselves reading using the hashtag #newarkprekreads. The picture/video with the highest amount of likes receives prizes and a plaque. The school with the most number of minutes read receives a pizza party for students and families.
- Winter, Spring and Summer learning packets will be provided to all families in English, Spanish, Portuguese and Creole. The packets offer hands-on activities that foster literacy, math, social emotional, science etc. to be explored with parents and children. The activities are based on the Creative Curriculum Studies and Preschool Teaching and Learning Standards.

Provide families with access to experience rich environments and activities to strengthen parent/child bonds:

-Host Night at the Museum at the Newark Museum.

-The Road Trip to Pre-k event will take place 3 times per year. This event will offer families within the community an opportunity to learn about preschool enrollment, health and wellness as well as visit a variety of community based resource providers such as; Programs for Parents, WIC, Essex County Family Assistancess, University Hospital and Rutgers Health, Community Food Bank, and other organizations.

Contracted Private Provider Sites and In-district schools will offer families:

-Access to a Family Worker - 3 Home/Center visits, minimum of 4 Parent Sessions or Parent-Child Activities, kindergarten transition, and assistance with goal setting. The CPIS will work closely with all Family Workers to ensure each site offers families opportunities to participate both in person and virtually, targeting a variety of times and schedules based on the needs of the families and working parents.

-Family workers will be offered a suggested family engagement calendar with a list of topics based on the parent satisfaction survey and community-based needs assessment conducted through Essex County. In-district schools will offer families access to a Social Worker that will provide families with a needs assessment and provide individualized support for families in crisis, help schools working with families of students chronically absent and provide resources and referrals to preschool families.

2. What specific activities does the Community Parent Involvement Specialist (CPIS) plan to use in the 2023-2024 school year to increase family involvement in planning educational goals for their children?

The CPIS supports and directly works with the Family Workers on the following: enrollment, attendance plans, registration, recruitment, monthly calendars, and education. For the 2023-2024 school year the CPIS will focus on working with school based staff to ensure parents are included in setting educational goals for their child. The CPIS will ensure Family Workers have schedules that demonstrate meetings with parents to discuss educational goals as well as partnering with families to support their child's education at home. Google folders will be set up for each Contracted Private Provider Site which allows sites to plan for the school year. The CPIS reviews folders monthly, gives feedback and coaching and meets with the family workers to determine growth and next steps. The CPIS will also work with Family Workers on monthly meetings. During these monthly meetings, the Family Worker is provided information and resources from a community partner, as well as receive pertinent timely information on various topics related to their workstream. Additionally, the CPIS will work alongside Family Workers to utilize the results of the family needs assessment and the family satisfaction survey to determine which community based resources can be provided to families across various school locations as well.

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

The CPIS works with the Family Workers on the following: enrollment, attendance plans, registration, recruitment, monthly calendars, flyers, etc. Google folders will be set up for each provider site which allows sites to plan for the upcoming school year. The CPIS reviews them monthly, gives feedback and meets with the family workers on-on-one to determine growth and next steps. The CPIS will also work with Family Workers on monthly meetings. During these monthly meetings, the Family Worker is provided information and resources from a community partner (who they can also have attend a meeting at their location), as well as receive pertinent timely information on various topics related to their workstream (ie Newark Enrolls, School Mint, PowerSchool, immunizations and vaccines, etc.) Programs that are hosted by NBOE Office of Early Childhood in which the CPIS collaborates with all Family Workers are: The Road to Pre-k enrollment event, The Night at the MUseum, completing the Family Satisfaction Survey, attending classes to receive the Family Development Credential (FDC), and the Pre-K Reading Challenge.

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 will enhance and support family involvement in the preschool program by developing and facilitating a family needs assessment survey in conjunction with the Early Childhood Advisory Council. They will organize and oversee the district-wide parent involvement activities/workshops, coordinate with teachers, Preschool Instructional Coach and PIRS. They will collaborate with Preschool Instructional Coach and appropriate agencies (i.e Programs for Parents, Office of Student Life, and the Office of Parent Engagement) to collaborate and implement parent education programs. One example is through encouraging families to attend the NBOE Parent University that is organized by the Office of Parent Engagement. The goals of the family academy will be to:

-Provide families with the tools needed to ensure children are prepared for Kindergarten and beyond by supporting learning at home.

-Stress the importance of family engagement and personal growth.

-Offer the families with caring and supportive facilitators and specialists who will empower the families and help them to see that they are their child' first teacher.

-Create activities that families can engage in together to strengthen family bonds.

The CPIS and Social Worker will collaborate with other school district professionals (i.e. social workers and guidance counselors) to foster social and emotional learning in the preschool program. They will collaborate and present through parent PD on various topics (ie transition, community resources, homelessness, etc.). They will also work closely as needed with families to determine individual needs for students, provide advocacy services and help obtain available community services. The CPIS will coordinate meetings and workshops designed to accommodate the individual languages and cultures of the families in the community. CPIS will serve as the link between the Office of Early Childhood and Private Provider sites with the new students and families to foster a positive connection between home and school.

V. Curriculum Development and Implementation

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

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

The Newark Board of Education Office of Early Childhood will continue to implement the Creative Curriculum for Preschool in all classrooms for the 2023-2024 school year. Additionally, the Second Step curriculum will be implemented as a social emotional curriculum in which allowance was granted on May 20, 2021. This district has been implementing Creative Curriculum since the 2005-2006 school year. However, during the school year of 2016-2017 the Office of Early Childhood included the Creative Curriculum Studies to achieve full curriculum fidelity. School year 2022-2023 will be the 6th year of implementation.

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

The district will continue to utilize Teaching Strategies Gold as the performance based assessment to assess students growth over time.

3. How will your curriculum implementation be supported in the 2023-2024 school year?

In the 2023-2024 school year, the Office of Early Childhood will use the "Train the Trainer" model, where a team of teacher coaches will develop professional development training and then train their peers to deliver the professional development to teaching staff. Traditional methods of Professional Development (i.e. PLC(s), work groups) will be utilized in conjunction with this model. Sessions will be held both in person and virtually to support different learning styles.

4. What supports are in place for the preschool program's 2023-2024 school year for English Language Learners?
Please be as specific as possible.

The Office of Early Childhood will have professional development available for teaching staff (teachers and teacher assistants) led by our coaches (Bilingual Preschool Instructional Coaches and PIRS) on supporting English Language Learners. Preschool Instructional Coaches will focus on the developmental sequence and instructional support for promoting each child's native language, English language acquisition and how to assess the learning of ELL students. PIRS will focus on how teaching staff can intentionally plan for social interactions to shape social skills and foster language.

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

The Office of Early Childhood will continue to support teaching staff in creating culturally relevant classrooms on the preschool level through literature and materials. Using books, children are able to see themselves and their families represented in their classrooms on a regular basis. Classrooms will receive literature (highlighting multiculturalism and brown and black boys) and materials that they will embed in activities (i.e. read alouds, choice time, music, etc.) throughout the day. Families will be invited to participate in activities in their home language (ECERS item 26 – read stories, play an instrument, art activity, playing/teaching games from their culture, etc.) and share materials (i.e. clothing, food, music, art, etc.) to reflect the diversity of students in the district. To further develop proficiency of this item, social-emotional development in connection with Pyramid Model strategies as related to TPOT will be highlighted by PIRT coaches. Introducing diverse literacy and materials into the daily routine will provide the

understanding that the use of culturally relevant materials will create a learning environment that is culturally relevant and free of bias.

6. How will the district's child assessment system support curriculum implementation in the 2023-2024 school year?

The results from the 2022-2023 Teaching Strategies GOLD aggregate data indicate that Literacy-Dimension 15a: Notices and discriminates rhymes, and Math Dimension 21a- Understands spatial relationships are still key areas of growth for preschool students. These dimensions have continued to be a concern noted in data from previous years. Ongoing coaching support will be provided to address these areas. In the current school year 2022-2023 the district focus will be on implementing effective literacy teaching strategies that target Phonological and Phonemic Awareness. Additionally the district will coach teachers on incorporating Math activities and lessons to be facilitated throughout the day. Embedded within the professional development and ongoing coaching, we will ensure teachers are getting support on how to effectively and accurately assess student learning outcomes in alignment with the two growth areas. NBOE Office of Early Childhood will continue with the focus for the 2023-2024 school year.

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 to preschool students in the 2023-2024 school year?

The Office of Early Childhood will provide several modes of collaboration between the Preschool Instructional Coach (PIC), Community Parent Involvement Specialist (CPIS) and Preschool Intervention and Referral Specialist (PIRS). Within the department, PIRS and PIC will collaborate frequently through weekly holistic meetings. In addition, to ensure seamless support, the PIRS and PIC are assigned to the same location and will meet weekly to discuss the needs in their classrooms. The CPIS will join weekly holistic meetings to share information and follow-up of previous issues discussed as needed. The PIRS and PIC will be able to complete a Google Form to inform the CPIS of site based items that require support and collaboration.

8. Has there been any changes to the district's plan to implement the developmentally based early childhood screening assessment noted in your district's plan previously submitted?

No changes will be made. The use of Early Screening Inventory- Revised (ESI-R) will continue for preschool age 3 students and new preschool age 4 students.

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

The Newark Board of Education Office of Early Childhood will continue to partner with Programs for Parents to deliver three sessions for teaching staff, family workers, and school leaders to provide training on sexual abuse and prevention.

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?

The training of teachers by PIRS staff will be conducted through the utilization of the TPOT observation tool and support from the Office of Special Education will improve student outcomes by providing teachers with tools necessary to support inclusion students. All data collected from ECERS and TPOT as well as SAVS will continue to be collected and analyzed to further inform program planning and monitoring. The Office of Early Childhood utilizes the Teaching Strategies GOLD assessment system to track student progress which in turn will guide the Office of Early Childhood in planning the appropriate professional development for teachers. Topics include; information and strategies to assist classroom instruction of preschoolers with IEPs and effective inclusion strategies. Families of Pre-K 4 students that have IEP's will receive information on transition to Kindergarten to support a smooth transition. The cognitive, social-emotional, language and literacy supports are inclusive of and/or mirror the support provided to the general education population. The district is also using a supplemental curriculum for social-emotional support identified as Second Step. This support has helped to maintain the presence of inclusion students in their least restrictive environment.

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

The Office of Early Childhood encourages all classrooms to allow for two to three seats for students with IEPs. Regular meetings between the Office of Special Education Lead Administrators and Office of Early Childhood are held to discuss placement of preschool children with IEPs. Once the student's IEP is completed, lead staff from the Office of Special Education collaborate with the Executive Director, Director, and Supervisors on the placement of students.

2. Describe transition activities for inclusion preschool students entering kindergarten?

The transition activities will be a collaborative effort between the Office of Early Childhood and the Office of Special Education. Families of children who transition from preschool to kindergarten families are invited to visit schools/programs to make selections for the student's LRE in kindergarten. Families can opt to switch their child's school if needed by completing a Newark Enrolls application. The families are assigned to a CST case manager who assists in the transition process to kindergarten. All students with IEPs will continue to receive additional educational services from SPED Resource Teachers from the Office of Special Education. Additionally, Family Workers, Social Service Technicians and Teaching Staff arrange for parent/ family meetings each spring on the transition to Kindergarten for all Pre-k 4 students entering kindergarten in September. The Pre-K Transition Portfolio will continue to be shared with families to provide to their child(ren)'s Kindergarten teachers. This Portfolio is focused on data from the final GOLD assessment and includes information on how Kindergarten teachers can use this data to support children. The Office of Special Education offers transition meetings only for parents of preschoolers with IEPs who will be entering kindergarten at various times throughout the school year. These sessions will be virtual meetings and conducted in English , Spanish and Portuguese.

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

In addition to the Creative Curriculum for Preschool, the district utilizes a supplemental curriculum for social emotional support through the Second Step curriculum. There are a number of educational settings for students with IEPs, this includes the inclusive setting with a general education teacher and a push-in special education teacher following what is required in the child's IEP. PIRS staff provide coaching and strategies to teachers that are aligned to support best practices and social emotional development through use of the pyramid model. This includes the following:

-Establish predictable routines through the use of visual schedules that are posted and used by teaching staff and children throughout the day

-Intentionally teach a range of social emotional skills in small and large group, using prepared curricular materials and/or activities that target particular social emotional skills (e.g., understanding emotions, problem solving, entering play, taking turns).

Preschool Instructional Coaches work with teachers to ensure teachers are able to incorporate instructional supports that target social and emotional development during the preschool day based on the child's specific strengths and areas of needed growth.

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 2023-2024 school year.

The Office of Early Childhood will provide training for administration around the academic priorities focused on academic rigor, quality interactions, and oral language development. Training will be provided by district supervisors and coaches in both individual and group settings to ensure administrators understand how to support and enhance instruction in their locations. Newark Board of Education, Office of Health Services will provide health specific training based on trends and needs identified. In addition, nurses will be provided training in the use of data based systems to ensure the seamless review and transfer of health records including programs such as: SNAP Health Center, PowerSchool, and SchoolMint. The Office of Early Childhood will also provide training to other staff including Family Workers, Social Service Technicians, Teacher Assistants in Active Supervision, The Pyramid Model, Universal Precaution, Bloodborne Pathogens, Asthma, Seizures, and Epi-Pen Training.

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 will offer education programs on the following topic for families:

- Hand washing
- Nutrition
- Asthma (3 times per year)
- Influenza prevention and Influenza vaccine

Additionally, preschool nurses will conduct a thorough review of each child's Health History Questionnaire paying careful attention to responses to the following questions: "Does your child have a history of asthma, seizures, diabetes, food and seasonal allergy, heart disease, kidney disease, sickle cell disease, sickle cell trait, lung disease, hypertension and lead poisoning". Reviewing the responses provided, the preschool nurse will develop education sessions/ workshops that address the needs of the parents and teachers. Nurses then can guide the family to a source to address their health needs. Workshops/teaching will be scheduled or conducted over the phone or in the office as needed. Other ongoing health-related information that will continue to be addressed with families will focus on healthy sleep patterns and vaccines. Workshop presentations will be provided in agreement with the Contracted Private Provider Sites to host the workshop based on their proposed parent education schedule.

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

Teachers and other school based staff are provided with a webinar that contains information on handwashing, seizures, asthma, allergic reactions and blood borne pathogens. In addition to the webinar, teachers and students are also provided with a group session which includes observation of the hand washing process. Teachers and other school based staff are also provided with one-on-one instructions on EpiPen administration. The Contracted Private Provider Sites are provided with a medication workshop providing focus on administering asthma medication and topicals to the skin. Additionally topics will be added 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))?

The Newark Board of Education Office of Early Childhood has partnered with Programs for Parents to deliver three sessions for teaching staff, family workers, and school leaders (district and contracted provider sites) to provide training on sexual abuse and prevention.

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 2023-2024 school year?

In order to maintain compliance and quality of program staffing the PIRS will serve as a consultation model and shall include a combination of psychologist, learning disability teacher consultants, school social workers and speech and language specialist in addition to the PIRS Coach. The Newark Board of Education Office of Early Childhood continues to find a lack of certificated staff in the following areas:

- Psychologist
- Learning Disability Teacher Consultants
- Speech and Language Specialists

Due to this challenge the Newark Board of Education Office of Early Childhood may experience challenges with the PIRS staffing. We will continue to aggressively seek qualified candidates and conduct interviews for the hard to staff specialization areas.

To ensure all teaching positions are filled in the contracted provider sites the Newark Board of Education Office of Early Childhood will partner with Montclair State University, Rutgers University and William Paterson University to attend sponsored job fairs and recruitment opportunities.

- Attend all job fairs and recruitment opportunities hosted by the Newark Board of Education.
- Review and monitor the Newark Board of Education's Frontline database which lists identified candidates for vacancies through the district's Human Resource Department.
- The Office of Early Childhood will partner with contracted provider sites to assist interviewing to fill teaching staff vacancies. The following action steps will be taken:
- The Office of Early Childhood will ensure to share recruitment information on upcoming job and recruitment fairs hosted by local colleges and universities

2. Please describe any challenges the district faces in creating an effective preschool through 3rd grade transition plan.

The Office of Early Childhood does not foresee any challenges in the creation of the preschool through 3rd grade transition plan. The Executive Director is a part of the Superintendent's Executive Team which also includes the Assistant Superintendents who oversee the district's elementary schools. This Team will continue to meet weekly. The Executive Director and Director are also a part of the District's Teaching and Learning team which consists of all the content leads including the Director of the Bilingual Office, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, Health and Physical Education. This team meets at least monthly. In addition, the Office of Early Childhood and the Office of Special Education Lead Administrators will meet quarterly to discuss progress on servicing preschool children with IEPs; the support staff from both offices (designated PIRS and CST members) meet monthly to review cases and share professional development.

The Office of Early Childhood will continue to host transition meetings with Principals and Contacted Private Provider Site Directors two times per year (November and May) following the enrollment and registration timelines. These meetings focus on collaboration to strengthen the transition from preschool and offer collaborative school visits by students, families, and administrators.

The Office of Early Childhood will continue to work with district leads to monitor the preschool through 3rd grade to target a strong academic foundation.

3. What health screenings will the preschool nurse complete?

The preschool nurse will complete the following health screens:

- Height
- Weight
- Blood Pressure
- Dental
- Vision
- Hearing

4. When will the health screenings be completed?

Screens that will be completed within 45 days of the child's entry date:

- Vision
- Hearing

Screens that will be completed within 90 days of the child's entry date:

- Height
- Weight
- Blood Pressure
- Dental

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?

All district operated preschool classrooms participate in the National School Breakfast Program and the National School Lunch Program. Contracted providers participate in the Child and Adult Care Food Program (CACFP) whenever possible.

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

The Newark Board of Education Office of Early Childhood will be developing a kindergarten entry assessment during the current school year. Recent update to NJ 6.A:13A 6.1 Subchapter 6 Transition guidance was shared from the NJDOE: Division of Early Childhood Services regarding the required development and use of a kindergarten entry assessment, therefore this action step was not included in the submitted and approved plan for school year 2022-2023. Implementation of a comprehensive, developmentally appropriate kindergarten entry assessment will take place within the first six to eight weeks of school to measure children's knowledge, skills, and behaviors at the beginning of kindergarten.

Resources

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

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

[Grow NJ Kids Website](#)

[National Center Pyramid Model Innovations](#)

Statement of Assurances

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

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

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

Applicant Agency: Newark Board of Education

Signature of Chief School Administrator:

Applicant Agency: Newark Board of Education

Signature of School Business Administrator:

Date: