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# **Division of Early Childhood Services**

Five-Year Preschool Program Operational Plan

Former Abbott's, Charter Schools and PEA Districts

Due: November 15, 2021

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

**Contact:**  
**Tonya D. Coston**  
**Executive Director**  
**Division of Early Childhood Services**

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# I. Introduction

## 1.1 Purpose

The purpose of the Five-Year Preschool Program 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 in the [Preschool Program Implementation Guidelines](#).

The Department of Education requires the district to submit a Five-Year Preschool Operational Plan, describing any changes to the originally submitted Five-Year Preschool Operational Plan that the district projects for the 2022-2023 school year. A school district's Annual 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 any other source of information specific to the school district's preschool program. In addition to the 5 Year-Preschool Program Plan along with a certified board resolution approving plan, districts are required to submit an annual district budget planning workbook and provider budget workbooks (if applicable) along with the certified board resolution approving the budget submission due on March 10, 2022.

**Helpful Hint:** If you have formatting difficulties with the gray text areas, type your responses in 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 Only".

## 1.2 Submission Instructions

The district should provide detailed answers to the questions listed. The 5-year Preschool Program Plan is to be uploaded into Homeroom by November 15, 2021.

## 1.2a Title Page

### Preschool Education Aid (PEA)

#### Part I: PEA Proposal Title Page

County/Code: \_\_\_\_\_ 37 \_\_\_\_\_

3300

District /Code

475 Route 206

Address

Montague

NJ

07827

City

State

Zip

Early Childhood Contact : \_James Andriac

Telephone Number: (\_973\_) \_293-7131 \_\_\_\_\_ Fax#: (\_\_\_\_) \_\_\_\_\_

Email \_\_\_\_\_ jandriac@montagueschool.org \_\_\_\_\_

Business Administrator: \_\_\_\_\_ Carolyn B. Joseph Phone#: 973-293-7131

Email \_\_\_\_\_ cjoseph@montagueschool.org

Date Of Board Resolution: October 25 , 2021

Attach the Board-Certified Resolution or provide the date of 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

John Nittolo  
Print Name

Oct. 25, 2021  
Date

## II. District-Wide Planning

Refer to [NJAC 6A:13A](#), including the sections on Enrollment, Universe and Program Planning as well as the Preschool Program Implementation Guidelines when completing the following questions

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

### 2.1 Enrollment

NJAC 6A:13A-2.3 (a) requires that PEA funded preschool programs document efforts to enroll 90% of the preschool universe. According to NJAC 61:13A, Elements of High Quality Preschool Programs, 'Universe of eligible three- and four-year-old children' means all three- and four-year-old general education children eligible for preschool pursuant to the School Funding Reform Act (P.L. 2007, c. 260) in a public school district providing a universal or targeted preschool program." The preschool universe is calculated as twice the first-grade enrollment in the district's traditional public, charter and renaissance schools.

1. If the district consistently does not serve 90 percent of their universe, what is their plan for expanding the program including 3 and 4-year olds to meet the 90 percent?

We currently serve 90% of our universe

2. If the district has struggled to service 90% of the preschool universe in the past, or projects servicing less than 90% of the preschool universe in the coming school year, what efforts has the district undertaken to increase enrollment, outreach, and/or awareness of the program and educating the population on the values of the preschool program? **On the table below, select all that apply by adding an "X" in column on the right.**

1. Invite community leaders to the get the message out.
2. Develop displays, exhibits, visuals, handouts, bookmarks, bumper stickers and fliers.
3. Write a weekly column for a local newspaper.
4. Convene a community recruitment and retention task force.
5. Design billboards and transit advertising.
6. Select an overall theme and logo.
7. Publish articles in newsletters.
8. Select segments of the community to target.
9. Engage local service club (e.g., Rotary, Elks Club) to promote your program.
10. Establish time frames.
11. Participate in special community events.
12. Select a kick-off event.
13. More staff time devoted to the project.
14. Produce media announcements.
15. Quicker response to telephone inquiries.
16. Write feature news stories.
17. Additional information and training sessions for staff.
18. Develop media contacts.
19. Resources from the community (e.g., marketing consultation).
20. Schedule speaking engagements.
21. Businesses or nonprofits in your community willing to help you?
22. Produce public services announcements.
23. Available resources for advertising your needs and developing an outreach plan?

## 2.2 Monitoring and Tracking

1. Provide a list of supports the district plans to offer (budget development, expenditure guidance, etc.) to private providers and Head Start to ensure contract compliance and fiscal accountability. ***(Districts that do not contract should skip this question)***

### III. Community Collaboration and Planning

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

NOTE:

- A Community Parent Involvement Specialist (CPIS) is required.
- The CPIS is responsible for facilitating the community needs assessment, staffing the Early Childhood Advisory Council, organizing family involvement plans and activities, and coordinating work with other school district professionals and community agencies and providers.

1. How does the CPIS plan to support the ECAC in their work?

The CPIS organizes family involvement activities, family information nights, outreach programs, etc. Our CPIS spends multiple periods each day working with our preschool to ensure information shared is correct and concise. The CPIS shall coordinate the early childhood advisory council, evaluate the needs of families, coordinate systematic parent involvement plans and activities, coordinate work with other community agencies; and coordinate work with other social service personnel.

2. How does the CPIS plan to support and encourage preschool families to engage with the program?

Ask families to develop their own participation goals;

- Design a volunteer calendar and encourage parents to participate when possible;
- Communicate regularly. Focus on verbal communication when written language is an obstacle;
- Create a browsing and checkout library with books, videos, cassettes, brochures and magazines;
- Make it easy for parents to attend meetings and visit the school by offering transportation and child care;
- Hold meetings at different times of the day to accommodate working schedules;
- Send frequent communications to families about both individual children and classroom content. Provide information about key child developmental milestones and ways to nurture and support growth. Offer specific, individualized strategies that guide families in how to help at home;

N.J.A.C 6A:13A-4.6 (1), The membership of the council shall consist of stakeholders in the community, as well as parents, contracting private providers and the local Head Start agency, if applicable, with new representation added as needed; and 2. Elected co-chairs shall preside at mandated quarterly council meetings.

3. What are the primary responsibilities of the Early Childhood Advisory Council (ECAC)?

Review preschool program implementation and to support transition as children move from preschool through grade three.

4. Does the ECAC plan to collaborate with the local County Council for Young Children and/or any other community stakeholder group? (i.e. Human Services Advisory Council, Central Intake Advisory Council) **Yes or No**

5. How often does the district plan to assess and evaluate their role and efficacy of the ECAC?

Bi-annually

6. Describe how the ECAC plans to ensure parents are informed and engaged in the work of the council, needs assessments and other things related to the program.

Ongoing surveys, PT Conferences, Online surveys, open lines of communication between all members and utilizing feedback from all interested/involved parties.

## IV. Family Involvement

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

### 4.1 Family Engagement

1. List the proposed activities, meetings and trainings offered to preschool families.

Knowledge of child development, including research on the relationship between early experiences and brain development; • Design of the learning environment; • Preschool curriculum and assessment; • Classroom management techniques; • Emergent literacy; • Enhancing problem-solving, skill development and integrated content knowledge in math, social studies, science, the arts and other domains of learning; • Promoting social competence and healthy emotional development; • Performance based assessment; • Cultural competence; • Inclusion practices; • Methods for enhancing language development in the home language, as well as English; • Technology in the preschool classroom;

2. What is the process for families to request support and/or referral to local and state-wide social services agencies?

Families can reach out to their classroom teachers, guidance counselor, school psychologist, and school social worker for support and/or to find local resources.

3. For districts who plan to partner with providers. How does the district plan to collaborate with the Family Workers in contracted child care and Head Start programs? Please include trainings and other supports offered to these individuals.

N/A

4. Please list the health-related family education programs (e.g. nutrition, lead screening, and asthma) and the proposed over the next 5 years.

The school nurse sends out nutrition education pamphlets as well as providing families with the recommended nutrition daily intake, we also provide dental education and screenings if parents opt to have their children checked by the school nurse.

5. What is the district plans to support families of English Language Learner (ELL) preschool children?

We will attempt to communicate in the family's preferred language, provide resources to support open and easy communication, create opportunities for families to share their culture, and potential planned workshops.



## V. Curriculum Development and Implementation

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

### 5.1 Curriculum

1. What curriculum does the district plan to implement in the preschool program? (***Creative Curriculum, Connect4Learning, High Scope, or Tools of the Mind***)

The district implements Creative Curriculum along with Teaching Strategies Gold.

2. Does the district plan to implement any supplements? If so, please list below and include the date of the district's approval. [Please see memo regarding supplements](#)

We use Teaching Strategies Gold and conduct the ESI-3

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

Age-appropriate lessons are incorporated at each grade level, also Sunny Seeds addresses for grades 4-8.

### 5.2 Assessment

1. How does the district plan to support classroom teachers in the use of child assessment data to plan for instruction?

The district provides classroom teachers with training in Creative Curriculum, Teaching Strategies Gold, ESI-3, all used to collect assessment data as well as SGO's.

2. How does the district plan to share individual child assessment data with families?

The district shares documentation and checkpoints from Teaching Strategies Gold as well as the results from the ESI-3 with families.

### 5.3 Master Teachers/Coaches

Refer to NJAC 6A:13A, including the sections on Master Teachers, Curriculum and Assessment as well as the Preschool Program Implementation Guidelines when completing the following questions.

#### NOTE:

- Master Teacher shall be provided to preschool classrooms at a ratio of 1:20.
- Master Teachers do not have any classroom teaching, supervisory or evaluator responsibilities.
- Master Teachers should not be used regularly as a substitute as it interferes with their primary responsibilities as a coach.

1. Does the district plan to have master teachers obtain reliability on the ECERS-3 or other quality assessment tools within the next 5 years? Please explain.

Yes the district plans on getting reliability on the ECERS-3 and quality ratings through GrowNJKids.

2. What coaching tools and methods will the master teachers utilize on a regular basis with classroom teachers and staff?

The master teacher will utilize the Pyramid Model for coaching and conduct a TPOTs, Coaching to Fidelity, and follow ECERS-3 to coach classroom teachers.

3. If the district contracts with Head Start, what three concerted efforts are in place with the Head Start Education Coordinator?

N/A

#### 5.4 Preschool Intervention and Referral Team (PIRT)

Refer to [NJAC 6A:13A](#), including the sections on Intervention and Support Services as well as the *Preschool Program Implementation Guidelines* when completing the following questions.

#### NOTE:

- The Preschool Intervention and Referral Team is required.
- It is recommended that the district designates a Preschool Intervention and Referral Specialist (PIRS) as a member of the PIRT to preschool classrooms at a ratio of 1:20.
- The PIRS should dedicate most of their time to coaching preschool teachers on the implementation of the *Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (The Pyramid Model)*, providing professional development and conducting classroom observations using the Teaching Pyramid Observation Tool (TPOT) at least once per classroom per year.
- The PIRT can include preschool teachers, special education teachers, behavior specialists, psychologists, learning disabilities teacher-consultants, school social workers, speech and language pathologists, or other specialists supervised by the school district preschool administrator.

1. How does the district plan to use the data collected from TPOT observations?

The data collected from TPOT observations will be used to coach classroom teachers and improve interactions with students and collaboration with all staff members in the classroom.

2. How does the district plan to provide information on the Pyramid Model to district staff who will not directly receive training?

The master teacher and classroom teachers have had the Pyramid Model training, paraprofessionals receive some pyramid model training, and the master teacher conveys the philosophy and information from the Pyramid model.

3. How does the district plan for PIRT and the I&RS team to transition children to kindergarten and beyond?

The PIRT team will obtain information from transition folders provided by preschool classroom teachers, communicate with classroom teachers, and obtain checkpoint data obtained from TSG, and results from the ESI-3 to transition preschoolers to kindergarten.

## 5.5 Developmental Screening

### Requirements:

The district board of education shall conduct developmentally based Early childhood screening assessment for each child upon enrollment in preschool to:

- Identify children with broad indicators of potential problems who may require further assessment; and
- Determine if a child needs a comprehensive diagnostic assessment.

1. What screening tool does the district plan to use?

ESI-3

2. Who will be administering the screening tool?

Preschool classroom teachers administer the ESI-3

3. What is the district's plan to administer the screening tool (including an estimated date of completion)?

The ESI-3 will be administered by the end of October.

## 5.6 Supporting ELL

Refer to the section on Supporting English Language Learners in the Preschool Program Implementation Guidelines.

### Note:

- The optimal classroom model for enhancing the learning and development of English Language Learners is through the support of both the child's home language and English.
- The purpose of the Home Language Survey is to identify needed supports. Language proficiency screening tools are not appropriate for making placement decisions about 3- and 4-year-olds.

1. Are all preschool families given the Home Language Survey at registration? [Home Language Survey](#)

Yes

2. If no, please explain.

N/A

3. If the percentage of bilingual preschool staff does not align with the percentage of bilingual students, is there a plan to increase bilingual staff? Please explain.

4. What operational plans are in place to support potential incoming English Language Learners should they be identified and enrolled in the preschool program?

The district will provide bilingual information as appropriate to any English Language Learners



# VI. Inclusion of Children with Disabilities in General Edu. Classrooms

Refer to [NJAC 6A:13A](#), including the sections on Program Planning and Intervention and Support as well as the Preschool Program Implementation Guidelines when completing the following questions.

## 6.1 Inclusion

1. What supports, and services does your district utilize to assist the inclusion of children with disabilities in general education classrooms? **On the table below, select all that apply by adding an "X" in column on the right**

1. Consultative Special Education Teacher	X
2. Push-in Special Education Teacher	
3. ICR/Co-Teaching	
4. Integrated therapies in the classroom	X
5. Support from the MT and PIRS	X
6. One-on-one aide	X
7. Additional classroom paraprofessional funded through Special Education	X

Use the space below to list any additional supports, and services your district utilize to assist the inclusion of children with disabilities in general education classrooms

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

Accommodations and modifications are made where necessary to include any student this includes, but not limited to visual aides, seating, and communication boards.

3. What, if any, barriers to including children with disabilities in the general education does the district anticipate?

# VII. Professional Development and Training

Refer to [NJAC 6A:13A](#), including the section on Program Planning as well as the Preschool Program Implementation Guidelines when completing the following questions.

## 7.1 Professional Development

1. What are the data sources the district plans to use to inform the PD plan, (e.g., assessment data, E3, curriculum outcomes, etc.)?

Benchmark assessments, classroom observations, curriculum outcomes, stakeholder surveys, standardized testing, formative assessments

2. Will all staff be surveyed in regard to their PD needs?

Yes

3. What training will be provided to all staff to be aware of the various language, culture and ethnic backgrounds of the families served?

Yes

4. Describe the professional development plan to support the program’s curriculum needs, inclusive of how the needs of at promise (at-risk) and special populations such as bilingual students, students with IEP’s and 504 plans are incorporated.

The PD plans number one focus is on the individual child and his or her needs

## 7.2 Professional Development Plan

Please complete the tables below to provide an overall description of the district’s proposed 5-year PD plan. Each section is designed to show how the district will ensure a comprehensive and cohesive professional development plan for all staff. Districts can include topics that are part of the overall district plan, i.e., curriculum, assessment, Pyramid, TPOT, E3, ESI-R or ESI3, child development, how to use Google classroom, HIB training, mindfulness training, etc.

### Teaching Staff

Topic	Target Audience	Year	Trainer(s)	Anticipated Cost
Creative Curriculum/Teaching Strategies Gold	Classroom Teachers	Every 3 years	Teaching Strategies Gold	\$165
Pyramid Model	Classroom Teachers	Every 3 years	Pyramid Model Consortium	\$49 per staff member
ECERS-3	Classroom Teachers	Every 3 years	ERSI	\$149
ESI-3	Classroom Teachers	Every 3 years	Pearson Assessments	\$115 per staff member
Special Dietary Needs	Classroom Teachers	Every 3 years	Nurse/GrowNJKids	N/A

### Instructional Coaches and PIRT Staff

Topic	Target Audience	Year	Trainer(s)	Anticipated Cost
Coaching to Fidelity	Master Teacher	Every 3 years	GrowNJKids	N/A
TPOT	Master Teacher	Every 3 years	Montclair University	\$325
PIRT	Master Teacher	Every 3 years	Montclair University	\$225
PIRS	Master Teacher	Every 3 years	Montclair University	\$225
Pyramid Model	Master Teacher	Every 3 years	Pyramid Model	\$49

**Administration**

Topic	Target Audience	Year	Trainer(s)	Why is this important to preschool?
Small group Instruction	Admin and staff	ongoing	Debbie Diller	Puts focus on individual child
Brain Based learning	Admin and staff	ongoing	Derk and Laura Cabrera	Ensures best practices are implemented
Student -centered learning	Admin and staff	ongoing	Various	Gives students choice throughout their learning
Positive Behavior Intervention	Admin and staff	ongoing	School Counselor	Ensures evidence-based behavior interventions are practiced in the classroom

**Family Engagement Team (CPIS, Social Workers, Family Workers)**

Topic	Target Audience	Year	Trainer(s)	Why is this important to preschool?




**Nurses**

Topic	Target Audience	Year	Trainer(s)	Why is this important to preschool?

**Support Staff**

*(Bus drivers/cafeteria workers, secretaries, administrative assistants, security guards, etc.)*

Topic	Target Audience	Year	Trainer(s)	Why is this important to preschool?
Pyramid Model	Paraprofessionals	Every 3 years	Pyramid Model	To ensure a positive social emotional environment for students
Social Emotional	Paraprofessionals	Every 3 years	GrowNJKids	To ensure a positive social emotional environment for students
Special Education	Paraprofessionals	Every 3 years	GrowNJKids	To provide students with an inclusive environment

Creative Curriculum	Paraprofessionals	Every 3 years	GrowNJKids	To ensure there is consistency in conveying curriculum content to students
Special Dietary	Paraprofessionals	Every 3 years	Nurse/GrowNJKids	To educate staff on allergies, feeding issues and nutrition

## VIII. Additional Questions

Refer to [NJAC 6A:13A](#) as well as the Preschool Program Implementation Guidelines when completing the following questions.

### 8.1 Transition

Refer to the section on Transition in New Jersey Administrative Code 6A:13A, and in the Preschool Program Implementation Guidelines.

**Note:** All school districts should have a transition team.

1. Who will make up the district team and what are their positions/roles?

Preschool classroom teachers (provide data, transition folders and work samples), Master Teacher (provide any additional information about students, Kindergarten to third grade teachers

2. How will the district ensure collaboration among preschool administrators and other areas (i.e. special education, bilingual, K-third grade teachers, nurses, family workers, social workers, Head Start and contracted providers)?

The district will ensure collaboration through weekly communication, providing resources and information pertaining to transitions between grade levels.

3. What strategies will be in place for preschool and kindergarten alignment of curriculum, standards, assessment, and professional development?

Cross-Team meeting time will be available, meetings with Curriculum coordinator weekly if necessary, review of transitions from pre-k to Kdg. yearly

4. If the district has coaches K-2, how will they collaborate with preschool Master Teachers and PIRT members for transitions?

N/A

List in the chart below Projected Transition Activities for teaching staff, children and families for each of the categories.

Category	Teaching Staff	Children	
<b>From early intervention to preschool</b>	Meet with student and families, review early intervention plans	preschool tour, meet and greet with classroom teacher	preschool classroom t preschool h
<b>From self-contained to preschool inclusion class</b>	Meet with student and families, review IEP's] or 504 plans, Meet with any service providers for student	preschool tour, meet and greet with classroom teacher	preschool classroom t preschool h
<b>From home to preschool</b>	Meet with student and family, introduce them to your classroom environment	preschool tour, meet and greet with classroom teacher	preschool classroom t preschool h
<b>From a nursery school/day-care program to your program</b>	Meet with student and family, introduce them to your classroom environment	preschool tour, meet and greet with classroom teacher	preschool t classroom t preschool h
<b>From preschool (district operated, child care and Head Start) to kindergarten</b>	Meet with kindergarten teachers and share transition folders, TSG checkpoints	meet and greet with kindergarten teachers, visiting the kindergarten classrooms, tour of the school	meet and g teachers

## 8.2 Health and Safety

Refer to the section on Health and Nutrition in New Jersey Administrative Code 6A:13A, and in the Preschool Program Implementation Guidelines.

**Note:** As per code (N.J.A.C. 6A:13A) the following services should be provided to preschool children and their families: Health screenings (vision, hearing, dental, height and weight screenings) of each eligible child upon enrollment in preschool.

DECE recommends that screenings occur within the first 6 weeks of the school year. Families should be notified of the screenings at the beginning of school.

**Note:** Nurses must be provided at a ratio of 1:300 children

1. The district shall apply to National School Breakfast Program and the National School Lunch Program.  
If no, please explain.

2. Do all Contracted providers and Head Start programs participate in the Child and Adult Care Food Program (CACFP)? **Note:** Not applicable if the district does not contract with providers or Head Start.  
If no, please explain.

### 8.3 Free and Reduced Lunch

1. Does your district include preschool in your Title I need assessment? **Yes**  
If no, please explain.

2. Does the district plan to use your Title 1 needs assessment to identify professional development topics for preschool? **(YES)** If the district does not receive Title 1 funds, please note N/A. If the district receives Title 1 funds and does not use for preschool, please explain.

3. Does the district plan to use the Title 1 funds for transition activities from preschool to kindergarten and kindergarten first grade?

Yes

## Resources

[NJAC 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 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: Montague Twp. School District

Signature of Chief School Administrator:

Applicant Agency: Montague Twp. School District

Signature of School Business Administrator:

Date: Oct. 25, 2021