

**New Jersey State Department of Education
Division of Field Services**



**Comprehensive Equity Plan
for School Years 2019-20 through 2021-22**

Forms and Instructions
To Assist School Districts, Charter Schools and Renaissance Schools in Developing a
Comprehensive Equity Plan to Provide
Equality and Equity in Educational Programs

Due Date: On or before June 14, 2019

“Managing for Equality and Equity in Education” Three Year Comprehensive Equity Plan

School Years 2019-2020 through 2021-2022

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General Information

Purpose

In January 2017, the State Board of Education re-adopted N.J.A.C. 6A:7, Managing for Equality and Equity in Education, which outlines responsibilities for achieving and maintaining compliance with all state and federal laws governing equity in educational programs. As a result, all school districts, including charter schools and renaissance school projects are mandated to develop a three-year Comprehensive Equity Plan (CEP). The responsibility of each board of education and board of trustees of every public school district, charter school and renaissance school project in New Jersey is to identify and correct all discriminatory and inequitable policies, programs, practices and conditions within or affecting its schools. The role of the New Jersey Department of Education (NJDOE) is to ensure that each district, charter school and renaissance school project complies with equality and equity requirements, and to provide guidelines to accomplish that result.

The CEP enables school districts, charter schools and renaissance school projects to demonstrate compliance with all applicable laws, codes, and regulations, including, but not limited to, the following:

Federal Laws

- Titles VI and VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Equal Pay Act
- The Americans with Disabilities Act of 1990
- Individuals with Disabilities Education Act (I.D.E.A.)

State Laws

- Article I, Paragraph 5 of the New Jersey State Constitution
- N.J.S.A.18A:36-20, Equality in Educational Programs
- N.J.S.A.10:5 New Jersey Law Against Discrimination
- New Jersey Administrative Code (N.J.A.C.) 6A:7
- N.J.S.A. 18A:35-1, History of the United States and New Jersey
- N.J.S.A. 18A:36-20, Prohibition of Discrimination

Questions

Questions regarding the development, submission, and implementation of the Comprehensive Equity Plan may be sent to countyoffices@doe.nj.gov. Additionally, questions may be directed to the county education specialist at the County Office of Education. The contact list for the county offices of education is available on the NJDOE [County Information and Services](#) webpage.

Submission Deadlines

School districts, charter schools and renaissance school projects must submit the original Comprehensive Equity Plan and corresponding forms to the **County Office of Education** for review and approval no later than **Friday, June 14, 2019** for implementation of the 2019-2020 CEP to begin on September 1, 2019.

Resources for more Information About Equity and Equality in Education

- [NJ State Division on Civil Rights website](#)
- [U.S. Dept. of Education Office for Civil Rights website](#)
- [U.S. Commission on Civil Rights website](#)
- [U.S. Dept. of Justice Civil Rights Division website](#):

Instructions for Completion of the Comprehensive Equity Plan

Step 1: Establish the Affirmative Action Team, [N.J.A.C. 6A:7-1.5](#) (Appendix A)

Each district, charter schools and renaissance school projects shall annually designate a member of its staff as the affirmative action officer (AAO) and provide a resolution approving the AAO. The district, charter school and renaissance school project shall form an affirmative action team (AAT) – a minimum of three individuals – of whom the AAO is a member, to conduct a needs assessment and to develop the CEP. The Department encourages districts, charter schools and renaissance school projects to ensure a diverse stakeholder group and to invite a member of the community as part of the team. The members of the AAT must be identified on the form provided in this manual (Appendix A)—Affirmative Action Team.

Step 2: Conduct Needs Assessment (Appendix B)

Each school district, charter school and renaissance school project board shall use the Appendix B entitled, “District, Charter School and Renaissance School Project Needs Assessment” to conduct a needs assessment of each school. This document is intended to be used as a checklist to assist the AAO and the AAT to identify and eliminate discriminatory practices and other barriers to achieving equity in educational programs. The completed Needs Assessment must be submitted to the county office as part of the documentation that accompanies the Comprehensive Equity Plan. When citing documentation in the Needs Assessment, you **must** include the document title, date of board of education or board of trustees’ adoption or page number in the document being provided. In conducting the needs assessment, the AAT will ascertain whether the school district (and each school within the district), charter school or renaissance school project is in compliance with each requirement in the checklist, and, whether there are internal monitoring procedures in place to ensure continuing compliance. Those items needing correction or requiring an internal monitoring procedure or system will form the basis for the improvement strategies that will be proposed in the CEP.

The school district, charter school or renaissance school project Needs Assessment checklist contains four sections:

- I. Board Responsibility - This section sets forth the types of policies and resolutions that the Board must adopt (create if nonexistent, revise if existing but deficient) in order to comply with applicable law. This section outlines specific areas that must be addressed in these policies and resolutions.
- II. Staff Development - Staff development and training on equity matters is required annually for all staff, certificated and non-certificated.
- III. School and Classroom Practices - This section sets forth the equity requirements for four categories: curriculum, student access, guidance, and physical education/athletics.
- IV. Employment and Contract Practices - This section outlines the basic practices that must be observed to comply with equity requirements in this area.

Note: At the beginning of each section of the Needs Assessment, the laws and codes that specifically apply to the section have been provided for your convenience. The Department encourages the AAT preparing the CEP to refer to these sources of legal authority and become acquainted with the mandates they contain.

Step 3: Develop the Comprehensive Equity Plan (CEP) (Appendix C)

After identifying the items that need correction from the Needs Assessment, improvement strategies covering the next three years must be developed for each one of these identified items. For this purpose, forms specific to each assessment section are provided with this packet.

- I. Board Responsibilities
- II. Staff Development
- III. School and Classroom Practices (One for each sub-area: Equality and Equity in Curriculum, Equality and Equity in Student Access, Equality and Equity in Guidance Programs, and Equality and Equity in Physical Education/Athletic Programs)
- IV. Employment and Contract Practices

The plan to correct or address each item that needs correction must be on the form covering the corresponding section (Board Responsibilities, Staff Development, School and Classroom Practices, and Employment and Contract Practices). Use the Needs Assessment categories and sub-categories as your guide. Each form contains space to include each of the elements of the plan. For each form:

Identify Items that were Not Compliant - In the CEP, enter the section or subsection of noncompliance identified in the Needs Assessment. If a school within a district is not compliant; identify the school(s) by name in the Needs Assessment. If the district, charter school or renaissance school project itself is not compliant, write “district wide, charter school-wide or renaissance school project-wide.” If one school is out of compliance, the entire district is out of compliance and a plan to address the noncompliant schools must be developed.

Develop Improvement Strategies – List each identified need from the corresponding number in the Needs Assessment (e.g., I.D.1) together with the strategies/activities you will use to improve or correct the deficiency. A district, charter school or renaissance school project should ensure that its strategies are specific, measurable, achievable, realistic and time-bound (S.M.A.R.T.).

Assign Staff Responsible – List the names and titles of the personnel that will implement the proposed strategies and activities.

Plan the Implementation Timeline - Indicate the year or specific timeframe that the strategy or activity will take place, i.e. 2019-2020 school year; 2020-2021 school year, ongoing, etc.

Provide Evidence of Completion – List the indicator(s) and/or documentation that will be made available for review, if requested, which will verify that the identified need is being or was corrected. Use qualitative or quantitative methods depending on the type of problem that is being corrected. This will set forth the basis for approval of the CEP. Omission of this information will result in disapproval of the CEP; it will be returned for revisions.

A district, charter school and renaissance school project may include more than one “identified item as deficient or non-compliant” and accompanying strategies to correct the problem in one form or submit a separate form for each.

Step 4: Complete the Statement of Assurance (Appendix D)

The Statement of Assurance is submitted with the Comprehensive Equity Plan to ensure district, charter school and renaissance school project compliance with statute and code. The Chief School Administrator or Charter School Lead Person must sign and date the Statement of Assurance in the space indicated at the bottom of the form.

Step 5: Obtain the following Board Resolutions and attach them to the CEP

The following Board resolutions must be attached to the CEP:

- Annual resolution appointing the Affirmative Action Officer for 2019-20 school year;
- Resolution authorizing the Affirmative Action Team to conduct the Needs Assessment and develop a Comprehensive Equity Plan; and
- Resolution authorizing the submission of the proposed Comprehensive Equity Plan.

Step 6: Assemble the Submission Package in this order:

1. Statement of Assurance (Appendix D)
2. Resolution appointing the Affirmative Action Officer
3. Resolution authorizing the Affirmative Action Team to conduct the Needs Assessment and develop a Comprehensive Equity Plan;
4. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.
5. List of Affirmative Action Team members (Appendix A)
6. District, Charter School and Renaissance School Project Needs Assessment (Appendix B)
7. Comprehensive Equity Plan forms, if applicable (Appendix C)

Step 7: Submit the CEP

Submit one (1) original CEP to the County Office of Education on or before Friday, June 14, 2019. The contact list for the county offices of education is available on the NJDOE [County Information and Services](#) webpage.

****After approval and implementation of the comprehensive equity plan, each school district, charter school or renaissance school project is required to submit the annual statement of assurance to their respective county office of education by September 1, 2019. (Appendix D).**

Comprehensive Equity Plan

Accountability:

Each school district, charter school and renaissance school project must review the approved Comprehensive Equity Plan (CEP) on an annual basis and submit a statement of assurance regarding the CEP implementation to the County Office of Education no later than September 1 of each year. Statements of Assurance forms for each school year are attached as Appendix D.

A sampling of school districts, charter school or renaissance school project may be reviewed by the New Jersey Department of Education on an annual basis for compliance of the approved Comprehensive Equity Plan.

Sanctions:

As noted in 6A:7-1.9(f), "If the district board of education or charter school does not implement the comprehensive equity plan within 180 days of the approval date of the plan, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to suspend, terminate or refuse to award continued federal or state financial assistance, pursuant to N.J.S.A. 18A:55-2."

*In accordance with NJSA 18A:36C-7h. Renaissance school projects are bound to the laws and regulations that govern charter schools

Appendix A



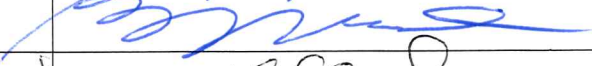

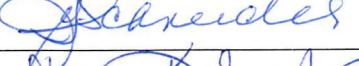






Affirmative Action Team Form

The Affirmative Action Team Form is a Word document available online: [Appendix A - Affirmative Action Team](#)

APPENDIX A: AFFIRMATIVE ACTION TEAM

The following Affirmative Action Team (AAT) members that participated in the development of the needs assessment and Comprehensive Equity Plan. The AAT must consist of a minimum of three personnel and be comprised of diverse stakeholders.

SCHOOL DISTRICT, CHARTER SCHOOL AND RENAISSANCE SCHOOL PROJECT NAME:

NAME	TITLE	GRADE LEVEL (if applicable)	SIGNATURE
Orvyl Wilson	Affirmative Action Officer	District	
Daniel Loughran	Asst. Superintendent for Curriculum & Instruction	District	
Dr. Brenda Sofield	Dir. Of PPS	District	
Mary Clark	Coordinator of Policies, Regulation & Communication	District	
Jacqueline Schneider	Personnel Office	District	
Dana Karas	Director of Guidance	District	
Nikkii Tatum	Vice Principal	Pre K - 5	
Julie Ochoa	Supervisor of ESI/Bilingual Ed.	District	
Kenneth Margolin	Athletic Director	District	
Roberta Mitchell	Director of FVPA	District	
Sean Thomas	Supervisor of Health & P.E.	District	

Appendix B

Comprehensive Equity Plan Needs Assessment

*Specific, Measurable, Achievable, Reasonable, Time-Bound (S.M.A.R.T.)

The Comprehensive Equity Needs Assessment Form is a Word document available online: [Appendix B – Comprehensive Equity Plan Needs](#)

APPENDIX B: COMPREHENSIVE EQUITY PLAN NEEDS ASSESSMENT

Directions: Indicate compliance by yes or no. If non-compliant, list the name of the school(s) not in compliance; specific areas identified as non-compliant MUST be addressed on the Comprehensive Equity Plan forms.

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Adopted or Updated by FTSPS	List name of noncompliant school(s) in the district
NJAC 6A:7-1.7; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX; U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard A. Adopt or re-adopt written equality and equity policies, requiring the following:			P = Policy R = Regulation	
1) Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following: a) Identify and address all forms of prejudice and discrimination in all district, charter and renaissance school project programs, practices, curricula, instructional materials and assessments.	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program • Policy 1523 – Comprehensive Equity Plan • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices • Policy & Regulation 5750 – Equal Educational Opportunity • Policy 5755 – Equity in Educational Programs and Services 	P1140 - 8/24/17 P1523 – 8/24/17 P2260 – 8/24/17 R2260 - 9/12/17 P5750 - 8/24/17 R5750 - 9/12/17 P5755 - 8/24/17	
b) Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program • Policy 1523 – Comprehensive Equity Plan • Policy & Regulation 2260 – Affirmative Action Program • Policy & Regulation 5750 – Equal Educational Opportunity • Policy 5755 – Equity in Educational Programs and Services 	P1140 – 8/24/17 P1523 – 8/24/17 P2260 - 8/24/17 R2260 - 9/12/17 P5750 - 8/24/17 R5750 - 9/12/17 P5755 - 8/24/17	

<u>I. BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Adopted or Updated by FTSP	List name of noncompliant school(s) in the district
c) Provide equitable treatment for pregnant and married students.	Yes	<ul style="list-style-type: none"> • Policy 2416 – Programs for Pregnant Students • Policy 5752 – Marital Status and Pregnancy 	P2416 - 8/24/17 P5754 - 8/24/17	
d) Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).	Yes	<ul style="list-style-type: none"> • Policy 1523 – Comprehensive Equity Plan • Policy 5512 – Harassment, Intimidation, and Bullying • Policy & Regulation 5751 – Sexual Harassment 	P1523 – 8/24/17 P5512 - 9/27/18 P5751 - 8/24/17 R5751 - 9/12/17	
2) Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	<ul style="list-style-type: none"> • Policy 1523 – Comprehensive Equity Plan • Policy & Regulation 1530 – Equal Employment Opportunity • Policy 1550 – Equal Employment/Anti-Discrimination Practices 	P1523 - 8/24/17 P1530 - 8/24/17 R1530 - 9/12/17 P1550 - 7/26/18	
3) The appointment of an Affirmative Action Officer (AAO) who can also serve, or coordinate with, the district, charter, and renaissance school project school's Section 504 Officer and/or the district, charter and renaissance school project's Title IX Coordinator.	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 	P1140 – 8/24/17	

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Adopted or Updated by FTPS	List name of noncompliant school(s) in the district
4) Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 	P1140 – 8/24/17	
B. Authorize the Affirmative Action Officer Team to develop a Needs Assessment and a Comprehensive Equity Plan, implement the plan over a three-year period of time, submit an annual Statement of Assurance of its implementation and progress, and complete the District Performance Review in the NJQSAC. Charter schools will report annual progress in the Charter School Annual Report.	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program • Policy 1523 – Comprehensive Equity Plan 	P1140 – 8/24/17 P1523 – 8/24/17	
C. Collect and analyze Annual Yearly Progress (Progress Targets) data for underperforming subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant status, date of enrollment, student suspension, expulsion, child study team referrals; Pre-K-12 promotion/retention data; Pre-K-12 completion rates and re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data. Identify any school-level underperforming	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program • Policy & Regulation 2423 – Bilingual and ESL Education • Policy 2610 – Educational Program Evaluation • Policy 2622 – Student Assessment 	P1140 – 8/24/17 P2423 - 8/24/17 R2423 - 9/12/17 P2610 - 3/20/19 P2622 - 8/24/17	

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Adopted or Updated by FTPS	List name of noncompliant school(s) in the district
subgroups on Annual Yearly Progress (Progress Targets) reports for state assessments.				
D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking or authorizing the following actions:	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program • Policy 1523 – Comprehensive Equity Plan 	P1140 – 8/24/17 P1523 – 8/24/17	
1) Informing the school community the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program • Policy 5512 – Harassment, Intimidation, & Bullying 	P1140 - 8/24/17 P5512 - 9/27/18	
2) Define the responsibilities of the AAO (Affirmative Action Officer/504 Officer, and/or Title IX Coordinator); require that the AAO be a certificated staff person; and, train the AAO to handle the district, charter, and renaissance school projects equity responsibilities.	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 	P1140 – 8/24/17	
3) Inform students, staff, and the community of the name, office address, and phone number of the district, charter, and renaissance school project's	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program • Policy & Regulation 1510 – Americans with Disabilities Act • Policy & Regulation 2260 – Affirmative Action Program 	P1140 – 8/24/17 P1510 - 8/24/17 R1510 - 9/12/17 P2260 – 8/24/17	

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Adopted or Updated by FTPS	List name of noncompliant school(s) in the district
AAO, and publicize the location and availability of the district, charter, and renaissance school project's CEP, policy(ies), grievance procedures, and annual reports.		for School and Classroom Practices	R2260 - 9/12/17	
4) Investigate and resolve discrimination complaints, grievances, and incidents between students and teachers or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio- economic status or disability.	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program • Policy & Regulation 1510 – Americans with Disabilities Act • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices • Policy & Regulation 5750 – Equal Educational Opportunity 	P1140 – 8/24/17 P1510 – 8/24/17 R1510 – 9/12/17 P2260 – 8/24/17 R2260 – 9/12/17 P5750 – 8/24/17 R5750 – 9/12/17	
5) Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap.	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 	P1140 – 8/24/17 P2260 – 8/24/17 R2260 – 9/12/17	
6) Authorize the AAO to conduct yearly equity training for all staff.	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 	P1140 – 8/24/17	
E. A county vocational school district shall admit resident students based on board-approved policies and procedures that ensure equity and access for enrollment that shall be posted on the school district, charter, and renaissance school project's district's website. N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards.	Yes	(For County Vocational School Districts Only) <ul style="list-style-type: none"> • Policy & Regulation 5111 – Eligibility of Resident/Nonresident Students 	P5111 - 3/20/19 R5111 - 3/20/19	

II. STAFF DEVELOPMENT AND TRAINING N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Last Updated by Strauss Esmay	List name of noncompliant school(s) in the district
A. Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year , as follows:	Yes	<ul style="list-style-type: none"> Policy 1140 – Affirmative Action Program 	P1140 – 8/24/17	
1) To all certificated (administrative and professional) staff.	Yes	<ul style="list-style-type: none"> Policy 1140 – Affirmative Action Program Policy & Regulation 3240 – Professional Development for Teachers and School Leaders 	P1140 - 8/24/17 P3240 - 8/24/17 R3240 - 9/12/17	
2) To all non-certificated (non-professional) staff.	Yes	<ul style="list-style-type: none"> Policy 1140 – Affirmative Action Program Policy 4240 – Employee Training 	P1140 – 8/24/17 R4240 – 9/12/17	

III. SCHOOL AND CLASSROOM PRACTICES	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Last Updated by Strauss Esmay	List name of noncompliant school(s) in the district
<p>A. Equality and Equity in Curriculum N.J.A.C. 6A:7-1.7(b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972, U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard</p> <p>1) Ensure that the district, charter school, or renaissance school project's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP (Progress Targets profiles) for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, English proficiency, housing status, or socioeconomic status. Areas covered include, but are not limited to, the following:</p>	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2200 – Curriculum Content • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices • Policy 5755 – Equity in Educational Programs and Services 	<p>P2200 – 8/24/17 R2200 – 9/12/17 P2260 - 8/24/17 R2260 - 9/12/17</p> <p>P5755 - 8/24/17</p>	
a) School climate and culture, safe and positive learning environment	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices • Policy 5512 – Harassment, Intimidation, and Bullying 	<p>P2260 - 8/24/17 R2260 - 9/12/17</p>	

III. SCHOOL AND CLASSROOM PRACTICES	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Last Updated by Strauss Esmay	List name of noncompliant school(s) in the district
		<ul style="list-style-type: none"> Policy & Regulation 5750 – Equal Educational Opportunity 	P5512 - 9/27/18 P5750 - 8/24/17 R5750 - 9/12/17	
b) Courses of study, including physical education	Yes	<ul style="list-style-type: none"> Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices Policy 2422 – Health and Physical Education Policy & Regulation 5750 – Equal Educational Opportunity 	P2260 – 8/24/17 R2260 - 9/12/17 P2422 – 3/20/19 P5750 - 8/24/17 R5750 - 9/12/17	
c) Library materials/instructional materials and strategies	Yes	<ul style="list-style-type: none"> Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices Policy & Regulation 5750 – Equal Educational Opportunity 	P2260 – 8/24/17 R2260 - 9/12/17 P5750 - 8/24/17 R5750 - 9/12/17	
d) Technology/software and audiovisual materials	Yes	<ul style="list-style-type: none"> Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices Policy & Regulation 5750 – Equal Educational Opportunity 	P2260 – 8/24/17 R2260 - 9/12/17 P5750 - 8/24/17 R5750 - 9/12/17	
e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures	Yes	<ul style="list-style-type: none"> Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices Policy & Regulation 2411 – Guidance Counseling Policy 5512 – Harassment, Intimidation, and Bullying Policy & Regulation 5750 – Equal Educational Opportunity 	P2260 – 8/24/17 R2260 - 9/12/17 P2411 - 8/24/17 R2411 - 9/12/17 P5512 - 9/27/18 P5750 - 8/24/17 R5750 - 9/12/17	

III. SCHOOL AND CLASSROOM PRACTICES	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Last Updated by Strauss Esmay	List name of noncompliant school(s) in the district
f) Extra-curricular programs and activities	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices • Policy & Regulation 5750 – Equal Educational Opportunity 	P2260 – 8/24/17 R2260 - 9/12/17 P5750 - 8/24/17 R5750 - 9/12/17	
g) Tests and other assessments	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices • Policy & Regulation 5750 – Equal Educational Opportunity 	P2260 – 8/24/17 R2260 - 9/12/17 P5750 - 8/24/17 R5750 - 9/12/17	
h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices • Policy & Regulation 5750 – Equal Educational Opportunity • Policy 5755 – Equity in Educational Programs and Services 	P2260 – 8/24/17 R2260 - 9/12/17 P5750 - 8/24/17 R5750 - 9/12/17 P5755 - 8/24/17	
2) Incorporate a multicultural curriculum in aspects in the instructional content and practices across the curriculum.	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices • Policy & Regulation 5750 – Equal Educational Opportunity 	P2260 – 8/24/17 R2260 - 9/12/17 P5750 - 8/24/17 R5750 - 9/12/17	
3) Ensure that instruction in African- American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices • Policy & Regulation 5750 – Equal Educational Opportunity 	P2260 – 8/24/17 R2260 - 9/12/17 P5750 - 8/24/17 R5750 - 9/12/17	

III. SCHOOL AND CLASSROOM PRACTICES	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Last Updated by Strauss Esmay	List name of noncompliant school(s) in the district
4) Include instruction on the Holocaust and other genocide curricula for elementary and secondary school students. (N.J.S.A. 18A:35-28)	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices • Policy & Regulation 5750 – Equal Educational Opportunity 	P2260 – 8/24/17 R2260 - 9/12/17 P5750 - 8/24/17 R5750 - 9/12/17	
B. Equality and Equity in Student Access N.J.A.C. 6A:7-1.7; Titles VI & VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education (1989); U.S. Supreme Court, 1982; Plyler v. Doe; U.S. Supreme Court, 1974, Castañeda v. Pickard Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status, as follows:	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices • Policy & Regulation 5750 – Equal Educational Opportunity • Policy 5755 – Equity in Educational Programs and Services 	P2260 – 8/24/17 R2260 - 9/12/17 P5750 - 8/24/17 R5750 - 9/12/17 P5755 - 8/24/17	
1) Ensure equal and barrier-free access to all school and classroom facilities.	Yes	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services 	P5755 - 8/24/17	
2) Attain minority representation of students within each school, including racial and ethnic balance, within each school which approximates the district,	Yes	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services • Rezoning and redefining attendance zones • Centralized student-school registration 	P5755 - 8/24/17	

III. SCHOOL AND CLASSROOM PRACTICES	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Last Updated by Strauss Esmay	List name of noncompliant school(s) in the district
charter, and renaissance school project's overall minority racial and ethnic representation.				
3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services • Claremont Elementary School • District wide PreK Program 	P5755 - 8/24/17	
4) Ensure that students are not separated or isolated by race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, housing status or socioeconomic status, resulting in disproportionate placement within schools, courses, classes, programs, or extracurricular activities.	Yes	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services 	P5755 - 8/24/17	
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses, including math and science.	No	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices • Policy 5755 – Equity in Educational Programs and Services 	P2260 – 8/24/17 R2260 - 9/12/17 P5755 - 8/24/17	
b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	No	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services 	P5755 - 8/24/17	District
c) Ensure equal and bias-free access for all students to computers,	Yes	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services 	P5755 - 8/24/17	

III. SCHOOL AND CLASSROOM PRACTICES	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Last Updated by Strauss Esmay	List name of noncompliant school(s) in the district
computer classes, career and technical education programs, and technologically-advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability, English proficiency, immigration status, housing status or socioeconomic status.				
d) Ensure that all English language learners have equal and bias-free access to all school programs and activities.	No	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services • Policy 2464 – Gifted and Talented Students Adopted August 24, 2017? 	P5755 - 8/24/17 P2464 - 8/24/17	District PreK-5
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	Yes	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services 	P5755 - 8/24/17	
f) Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Yes	<ul style="list-style-type: none"> • Policy & Regulation 5111 – Eligibility of Resident/Nonresident Students • McKinney-Vento Regulations Training 	P5111 - 3/20/19 R5111 - 3/20/19	
5) Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2423 – Bilingual and ESL Education • Refer to ACCESS for ELLs School Reports 	P2423 - 8/24/17 R2423 - 9/12/17	

III. SCHOOL AND CLASSROOM PRACTICES	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Last Updated by Strauss Esmay	List name of noncompliant school(s) in the district
6) Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices • Policy 2460 – Special Education • Regulation 2460.1 – Special Education - Location, Identification, and Referral • Regulation 2460.8 – Special Education - Free and Appropriate Public Education • Regulation 2460.9 – Special Education - Transition From Early Intervention Programs to Preschool Programs • Regulation 2460.15 – Special Education – In-Service Training Needs for Professional and Paraprofessional Staff • Regulation 2460.16 – Special Education - Instructional Material to Blind or Print-Disabled Students 	P2260 – 8/24/17 R2260 - 9/12/17 P2460 – 8/24/17 R2460.1 – 8/24/17 R2460.8 – 8/24/17 R2460.9 – 8/24/17 R2460.15 – 9/28/1 R2460.16 – 8/24/1	
7) Ensure that support services (e.g. school-based youth services, health care, tutoring, and mentoring) are available to all students, including English language learners.	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 	P2260 – 8/24/17 R2260 - 9/12/17	
8) Ensure that all pregnant students are permitted to remain in the regular school program and activities. Ensure that equivalent instruction is provided the students, if not permitted to attend school by a doctor.	Yes	<ul style="list-style-type: none"> • Policy 2416 – Programs for Pregnant Students • Policy 5752 – Marital Status and Pregnancy • Policy 5755 – Equity in Educational Programs and Services 	P2416 - 8/24/17 P5754 - 8/24/17 P5755 - 8/24/17	

III. SCHOOL AND CLASSROOM PRACTICES	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Last Updated by Strauss Esmay	List name of noncompliant school(s) in the district
<p>C. Equality and Equity in Guidance Programs and Services N.J.A.C. 6A:7-1,7(c) Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998</p> <p>Ensure that the district, charter, and renaissance school project's guidance program provides the following:</p>				
<p>1) Access to adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, and students with disabilities.</p>	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2411 – Guidance Counseling • Policy 5755 – Equity in Educational Programs and Services 	<p>P2411 - 8/24/17 R2411 - 9/12/17</p> <p>P5755 - 8/24/17</p>	
<p>2) The presentation of a full range of possible occupational, professional, and Career and Technical Education choices for all students, including careers in the science and technology industries and nontraditional careers.</p>	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices • Policy & Regulation 2411 – Guidance Counseling • Policy 5755 – Equity in Educational Programs and Services 	<p>P2260 – 8/24/17 R2260 - 9/12/17 P2411 - 8/24/17 R2411 - 9/12/17 P5755 - 8/24/17</p>	
<p>3) Guidance counselors are using bias- free materials.</p>	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2411 – Guidance Counseling • Policy 5755 – Equity in Educational Programs and Services 	<p>P2411 - 8/24/17 R2411 - 9/12/17</p> <p>P5755 - 8/24/17</p>	
<ul style="list-style-type: none"> • Equality and Equity in Physical Education <p>N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972</p>	Yes	<ul style="list-style-type: none"> • Policy 2422 – Health and Physical Education 		

III. SCHOOL AND CLASSROOM PRACTICES	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Last Updated by Strauss Esmay	List name of noncompliant school(s) in the district
<p>Ensure that the district, charter, and renaissance school project's physical education program is co-educational, as follows:</p> <p>1. All instructional activities are equitable and are co-educational.</p>		<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services • Program of Studies 	<p>P2422 – 3/20/19</p> <p>P5755 - 8/24/17</p>	
<p>D. Equality and Equity in Athletic Programs Athletic Guidelines 1986; N.J.A.C. 6A:7- 1.7(d) and Title IX, Education Amendments of 1972</p> <p>Ensure that the district, charter, and renaissance school project's Athletic Program accomplishes the following:</p>				
1) Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.	Yes	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services • Refer to Genesis Athletics Rosters 	P5755 - 8/24/17	
2) Ensures equitable scheduling of night games, practice times, locations, and numbers of games for male and female teams.	Yes	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services • Reflected in "Rschoools" online scheduling platform 	P5755 - 8/24/17	
3) Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase, and maintenance of equipment, etc.	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices • Reflected in Budget Report in Systems 3000 or personnel report 	<p>P2260 – 8/24/17</p> <p>R2260 - 9/12/17</p>	

III. SCHOOL AND CLASSROOM PRACTICES	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Last Updated by Strauss Esmay	List name of noncompliant school(s) in the district
4) Provides comparable facilities for male and female teams.	Yes	<ul style="list-style-type: none"> Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices See athletic schedule 	P2260 – 8/24/17 R2260 - 9/12/17	

IV. EMPLOYMENT/CONTRACT PRACTICES N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Last Updated by Strauss Esmay	List name of noncompliant school(s) in the district
<p>A Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows:</p> <p>1) Utilize equitable hiring practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district, charter and renaissance school project's certificated and non-certificated staff and within every category of employment, including administration.</p>	Yes	<ul style="list-style-type: none"> Policy & Regulation 1510 – Americans with Disabilities Act Policy & Regulation 1530 – Equal Employment Opportunities Policy & Regulation 1550 – Equal Employment/Anti-Discrimination Practices 	P1510 - 8/24/17 R1510 - 9/12/17 P1530 - 8/24/17 R1530 - 9/12/17 P1550 - 7/26/18 R1550 - 4/9/19	
2) Target recruiting practices for under-represented populations in every category of employment.	Yes	<ul style="list-style-type: none"> Policy & Regulation 1530 – Equal Employment Opportunities 	P1530 - 8/24/17 R1530 - 9/12/17	
3) Ensure that the district, charter, and renaissance school project's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.	Yes	<ul style="list-style-type: none"> Policy & Regulation 1510 – Americans with Disabilities Act Policy & Regulation 1530 – Equal Employment Opportunities Policy & Regulation 1550 – Equal Employment/Anti-Discrimination Practices 	P1510 - 8/24/17 R1510 - 9/12/17 P1530 - 8/24/17 R1530 - 9/12/17 P1550 - 7/26/18 R1550 - 4/9/19	

IV. EMPLOYMENT/CONTRACT PRACTICES N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	Date Policy or Regulation Last Updated by Strauss Esmay	List name of noncompliant school(s) in the district
4) Monitor promotions and transfers to ensure non-discrimination.	Yes	<ul style="list-style-type: none"> Policy & Regulation 1530 – Equal Employment Opportunities Policy & Regulation 1550 – Equal Employment/Anti-Discrimination Practices 	P1530 - 8/24/17 R1530 - 9/12/17 P1550 - 7/26/18 R1550 - 4/9/19	
5) Ensure equal pay for equal work among members of the district, charter, and renaissance school project's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	<ul style="list-style-type: none"> Policy & Regulation 1530 – Equal Employment Opportunities Policy & Regulation 1550 – Equal Employment/Anti-Discrimination Practices 	P1530 - 8/24/17 R1530 - 9/12/17 P1550 - 7/26/18 R1550 - 4/9/19	
B. Ensure that the district, charter, and renaissance school project does not enter into, or maintain, contracts with persons, agencies, or organizations that discriminate in employment or in the provision of benefits or services, on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.	Yes	<ul style="list-style-type: none"> Policy & Regulation 1530 – Equal Employment Opportunities Policy & Regulation 1550 – Equal Employment/Anti-Discrimination Practices 	P1530 - 8/24/17 R1530 - 9/12/17 P1550 - 7/26/18 R1550 - 4/9/19	
C. Provide Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.	Yes	<ul style="list-style-type: none"> Policy & Regulation 1530 – Equal Employment Opportunities Policy & Regulation 1550 – Equal Employment/Anti-Discrimination Practices 	P1530 - 8/24/17 R1530 - 9/12/17 P1550 - 7/26/18 R1550 - 4/9/19	

Appendix C

Comprehensive Equity Plan Corrective Actions

The Comprehensive Equity Plan Corrective Actions Form is a Word document available online: [Appendix C – Comprehensive Equity Plan Corrective Actions](#).

Comprehensive Equity Plan Corrective Actions

I. Board Responsibility

School District, Charter School or Renaissance School Project Name:

Objective:

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22, to ensure that the Board of Education or Board of Trustees follows through with its responsibilities, including adoption or re-adoption of written equality and equity policies; the authorization of the AAO to develop a CEP; collection of disaggregated data; and adoption of the CEP and facilitate and support its implementation.

Table 5: Corrective Actions, Board Responsibilities

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion

II. Staff Development and Training

School District, Charter School or Renaissance School Project

Name: Objective:

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.

Table 6: Corrective Actions, Staff Development and Training

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion

III. School and Classroom Practices: Equality and Equity in Curriculum

School District, Charter School or Renaissance School Project Name:

Objective:

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students.

Table 7: Corrective Actions, School and Classroom Practices: Equality and Equity in Curriculum

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion
III.B.4.b	Implementation strategies include the Saturday School	Secondary School Administrators	September 2019 Ongoing	Reduction in disproportionality with evidence in the Annual School Safety data systems reports
	Expansion of Student Mentoring Program	School Administrators	September 2019 Ongoing	Warrior Mentor Program; Brotherhood Program
	Working with Equity Coach to become more conscious of bias, so that disproportionality is reduced	District Equity Team	3 Year Action Plan	Team Meeting Minutes; PD Sign-in Sheets
	Teacher training to recognize and reduce disproportionality	District and Building based Administrators	Ongoing	Sign-in sheets
	Continued Implementation of district wide PBIS	PBIS Teams	Ongoing	Benchmark of Quality (BOQ) Reports
III.B.4.a, III.B.4.d	1. Study placement of ELLs in G&T, Honors, and AP courses to establish the extent of under-representation and as a baseline measure.	District G&T Coordinator; Secondary Content Supervisors / Directors; Director	Summer of 2019 and periodic review.	G&T / Honors Placement Manual Includes New Criteria.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion
		of School Counseling; Assistant Superintendent for C&I		
III.B.4.a, III.B.4.d	2. Review placement criteria for ELLs to determine whether additional qualitative and quantitative measures can be added to the multiple measures we currently use. The NJDOE's June 2017 guidance document on such measures will be used as guidance in this process.	District G&T Coordinator; Secondary Content Supervisors / Directors; Director of School Counseling; Assistant Superintendent for C&I	Summer of 2019 and periodic review.	G&T / Honors Placement Manual Includes New Criteria.
III.B.4.a, III.B.4.d	3. Continue training staff members in Sheltered Instruction, and supplement this training with insights gained from the June 2017 NJDOE guidance document so that teachers know what to look for when identifying ELLs for G&T, Honors, and AP classes.	District G&T Coordinator; Secondary Content Supervisors / Directors; Director of School Counseling; Assistant Superintendent for C&I	Fall of 2019 and ongoing.	G&T / Honors Placement Manual Includes New Criteria.
III.B.4.a, III.B.4.d	4. At the high school level, continue utilizing the Equal Opportunity Schools program to recruit ELLs into AP courses.	Secondary Content Supervisors / Directors; Director of School Counseling; Assistant Superintendent for C&I	Summer of 2019 and ongoing.	Statistics showing increased numbers of ELLs enrolled in AP classes.

III. School and Classroom Practices: Equality and Equity in Student Access

School District, Charter School or Renaissance School Project Name:

Objective:

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status, immigration status, housing status or disability

Table 8: Corrective Actions, School and Classroom Practices: Equality and Equity in Student Access

[illegible]

*III. School and Classroom Practices:
Equality and Equity in Guidance Program Services*

School District, Charter School or Renaissance School Project Name:

Objective:

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to provide equitable treatment, adequate and appropriate counseling services for ALL students, including females, minority students, English language learners, non-college bound students, migrant students, students experiencing homelessness and students with disabilities, and to ensure exposure and counseling services focused on careers in the science and technology industries, non-traditional career options and post-secondary opportunities for minority and female students

Table 9: Corrective Actions, School and Classroom Practices: Equality and Equity in Guidance Program Services

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion

*III. School and Classroom Practices:
Equity in Physical Education and Athletic Programs*

School District, Charter School or Renaissance School Project Name:

Objective:

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to ensure that there is gender equity in all physical education and athletic programs, and to ensure equitable opportunities for all students to participate in athletics regardless of race, national origin, gender, sexual orientation, religion, English proficiency, housing status, socio-economic status or disability.

Table 10: Corrective Actions, School and Classroom Practices: Equity in Physical Education and Athletic Programs

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion

IV. Employment/Contract Practices

School District, Charter School or Renaissance School Project Name:

Objective:

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to ensure equitable practices in employment at all levels of responsibility, and to avoid engaging in business with firms that discriminate on the basis of race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status, or disability.

Table 11: Corrective Actions, Employment/Contract Practices

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion

Appendix D

District, Charter School and Renaissance School Project
Comprehensive Equity Plan

Yearly Statements of Assurance

[2019-2020 Comprehensive Equity Plan Three-Year Statement of Assurance](#)

[2020-2021 CEP Statement of Assurance](#)

[2021-2022 CEP Statement of Assurance](#)

Comprehensive Equity Plan Three-Year Statement of Assurance to be Submitted with the Three-Year CEP

School District, Charter School or Renaissance School Project Information School Year 2019-2020:

Name of County: Somerset County

Name of School District/Charter School/Renaissance School Project: Franklin Township Public Schools

Address: 1755 Amwell Road, Somerset, NJ 08873

Affirmative Action Office (AAO): Wilson M. Orvyl Telephone #: 732 873-2400 x406

AAO Email: owilson@franklinboe.org

Alternate Contact Person: Daniel Loughran Telephone #: 732 873-2400 x301

Title: Assistant Superintendent of Curriculum & Instruction

Email: dloughran@franklinboe.org

-
1. The school district, charter school or renaissance school project has conducted a comprehensive needs assessment of its equality and equity needs at each school within the district, charter school or renaissance school project, if applicable. The attached Comprehensive Equity Plan is designed to meet the assessed equality and equity needs at each site, if applicable.
 2. The local Board has authorized the submission of the Comprehensive Equity Plan and will support full implementation of the plan on September 1, 2019 upon approval by the New Jersey State Department of Education.
 3. The school district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

Certification:

By signing below, the Chief School Administrator or Charter or Renaissance School Project Lead Person certifies that all statements above are true and correct:

Name and Title: Dr. John Ravally, Ed.D., FTSP Superintendent

Signature: 

Date: 5/9/19

Comprehensive Equity Plan Statement of Assurance 2020-2021

School District, Charter School or Renaissance School Project Information School Year 2020-2021:

Name of County: Somerset County

Name of School District/Charter School/Renaissance School Project: Franklin Township Public Schools

Address: 1755 Amwell Road, Somerset, NJ 08873

Affirmative Action Office (AAO): Wilson M. Orvyl Telephone #: 732 873-2400 x406

AAO Email: owilson@franklinboe.org

Alternate Contact Person: Daniel Loughran Telephone #: 732 873-2400 x301

Title: Assistant Superintendent of Curriculum & Instruction

Email: dloughran@franklinboe.org

-
1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2019-2020 and provides assurance that the implementation timeline has been met at each school within the district, charter school or renaissance school project, if applicable. The areas of noncompliance as indicated in the CEP have met specific indicators of achievement at each site, if applicable, during this previous school year.
 2. The school district, charter school or renaissance school project will continue to fully implement the NJDOE approved Comprehensive Equity Plan.
 3. The district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes, and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

Certification:

By signing below, the Chief School Administrator or Charter or Renaissance School Project Lead Person certifies that all statements above are true and correct:

Name and Title: Dr. John Ravally, Ed.D., FTPS Superintendent

Signature: 

Date: 5/21/19

Comprehensive Equity Plan Statement of Assurance 2021-2022

School District, Charter School or Renaissance School Project Information School Year 2021-2022:

Name of County: Somerset County

Name of School District/Charter School/Renaissance School Project: Franklin Township Public Schools

Address: 1755 Amwell Road, Somerset, NJ 08873

Affirmative Action Office (AAO): Wilson M. Orvyl Telephone #: 732 873-2400 x406

AAO Email: owilson@franklinboe.org

Alternate Contact Person: Daniel Loughran Telephone #: 732 873-2400 x301

Title: Assistant Superintendent of Curriculum & Instruction

Email: dloughran@franklinboe.org

1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2020-2021 and provides assurance that the implementation timeline has been met at each school within the district, charter school or renaissance school project, if applicable. The areas of noncompliance as indicated in the CEP have met specific indicators of achievement at each site, if applicable, during this previous school year.
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Certification:

By signing below, the Chief School Administrator or Charter or Renaissance School Project Lead Person certifies that all statements above are true and correct:

Name and Title: Dr. John Ravally, Ed.D., FTPS Superintendent

Signature: 

Date: 5/9/19