

**NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF FIELD SERVICES**



**COMPREHENSIVE EQUITY PLAN
For School Years
2016-17 & 2018-19**

FORMS AND INSTRUCTIONS
TO ASSIST SCHOOL DISTRICTS AND CHARTER SCHOOLS IN DEVELOPING
A COMPREHENSIVE EQUITY PLAN TO PROVIDE
EQUALITY AND EQUITY IN EDUCATIONAL PROGRAMS

Due Date: On or before April 1, 2016
(extension-granted)

**“MANAGING FOR EQUALITY AND EQUITY IN EDUCATION”
THREE YEAR COMPREHENSIVE EQUITY PLAN**

School Years 2016-2017 - 2018-2019

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GENERAL INFORMATION

Purpose

In September 2008, 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 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 first CEP encompassed school years 2004-2007, the second encompassed 2007-2010 and subsequent to that, school districts and charter schools submitted signed statements of assurance, affirming compliance with the code. 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 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 Comprehensive Equity Plan 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 and Regulations

- 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.state.nj.us. 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 can be found at <http://www.state.nj.us/education/counties/>.

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, April 1, 2016** for implementation on September 1, 2016.

Resources for more Information About Equity and Equality in Education

- NJ State Division on Civil Rights website: <http://www.state.nj.us/lps/dcr/>
- U.S. Dept. of Education Office for Civil Rights website: <http://www.ed.gov/about/offices/list/ocr/index.html?src=mr>
- U.S. Commission on Civil Rights website: <http://www.usccr.gov/>
- U.S. Dept. of Justice Civil Rights Division website: <http://www.justice.gov/crt/>

INSTRUCTIONS FOR COMPLETION OF THE COMPREHENSIVE EQUITY PLAN

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

Each district, charter school and renaissance school project 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—Affirmative Action Team Membership Form.

Step 2: Conduct Needs Assessment (Appendix B)

Each school district, charter school and renaissance school project board shall use the Appendix B entitled, “*Comprehensive Equity Plan Needs Assessment Checklist*,” to conduct a needs assessment of each school. This document is intended to be used as a checklist to help the AAO and the AAT identify problem areas. It must be submitted to the county office as part of the documentation that accompanies the Comprehensive Equity Plan. When citing documentation, 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), each charter school or each 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 that need correction, or require an internal monitoring procedure or system will form the basis for the improvement strategies that will be proposed in the CEP.

The “Comprehensive Equity Plan 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/Contract Practices** - This section outlines the basic practices that must be observed to comply with equity requirements in employment contract regulations.

Note that at the beginning of each section of the Needs Assessment, the laws and regulations 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, 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 area are provided with this packet:

- I. **Board Responsibility**
- 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 Ed/Athletic Programs)
- IV. **Employment and Contract Practices**

The plan to correct/address each identified item must be contained in the form covering the corresponding assessment area. 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 – 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. If the district, charter school or renaissance school project itself is not compliant, enter “district wide, charter school-wide or renaissance school project-wide.” If one

school is out of compliance, the entire district is considered noncompliant 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 to improve or correct the deficiency. Strategies must be 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/activities.

Plan the implementation timeline - Indicate the year or specific timeframe that the strategy or activity will take place, i.e. 2016-2017 school year; 2017-2018 school year, ongoing, etc.

Provide evidence of completion – List the indicator(s) and/or documentation that will be made available for review, if requested, to 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.

More than one “identified item as deficient or non-compliant” and accompanying strategies to correct the problem can be included on one form, or a separate form may be submitted for each.

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

The Statement of Assurance must be submitted with the Comprehensive Equity Plan to ensure compliance with statute and regulation. The Chief School Administrator, Charter or Renaissance School Project 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:

1. Annual resolution appointing the Affirmative Action Officer for 2016-17 school year;
2. 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 submission of the proposed Comprehensive Equity Plan.
4. List of Affirmative Action Team members (Appendix A)
5. Comprehensive Equity Plan Needs Assessment Checklist (Appendix B)
6. Comprehensive Equity Plan forms (Appendix C)

Step 7: Submit the CEP

Submit the CEP to the County Office of Education on or before Friday, April 1, 2016. For your convenience, a list of addresses of the County Offices of Education can be accessed on the NJDOE website at, <http://www.state.nj.us/education/counties/>.

**After approval and implementation of the comprehensive equity plan, each school district, charter school and renaissance school project is required to submit an annual statement of assurance to their respective county office of education by September 1, 2017 and September 1, 2018 (Appendix D).

COMPREHENSIVE EQUITY PLAN

A. ACCOUNTABILITY:

1. 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.
2. The New Jersey Department of Education will review a sampling of CEPs annually.

B. SANCTIONS:

As noted in N.J.A.C. 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 N.J.S.A. 18A:36C-7h., Renaissance school projects are bound to the laws and regulations that govern charter schools

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
Dr. Thomas Ficarra Dr. John Ramos	Superintendent	Superintendent of Schools	
Kevin L Walston	Affirmative Action Officer	Assistant Superintendent of Admin	
Susan Grierson	Assistant Superintendent	Assistant Superintendent of C & I	
Thomas Whitaker	Affirmative Action Officer	ELA Teacher 9-12	
Jameel Misbadhuddin	STEM Supervisor	Math & Science 9-12	
Kim Beane	STEM Supervisor	Math & Science K-8	
Dr. Pam Murray	Supervisor of Youth & P.P.D.	Guidance 6-12	
Crystal Riddick	Supervisor of Special Education	Grades 8-12	
Bridgett Green	Supervisor of Special Education	Grades K-7	
Raquel Horn	Assistant Principal	Grades K-5	
Cheryl Hewitt	Assistant Principal	Grades 9-12	

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.	List name of noncompliant school(s) in the district
<p>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</p> <p>A. Adopt or re-adopt written equality and equity policies, requiring the following:</p>			
<p>1) Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following:</p> <p>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.</p>	Y	<p>1510-Rights of Persons with Disabilities (4.2.01) 1523-Comprehensive Equity Plan (4.2.11) 1530-Equal Employment Opportunity (7.18.16) 2ND Reading 1550-Affirmative Action Program for Employment and Contract Practices (4.2.01) 2260-Affirmative Action Program for School and Classroom Practices (7.18.16) 2ND Reading 2260.1 Cultural Competency (3.16.15) 2314 – Academic Placement (12.21.15) 5755.1 – Access & Equity (10.19.15)</p>	
<p>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.</p>	Y	<p>1510-Rights of Persons with Disabilities (4.2.01) 1523-Comprehensive Equity Plan (3.21.11) Transgender Policy 1530-Equal Employment Opportunity (7.18.16) 2nd Reading 1550-Affirmative Action Program for Employment and Contract Practices (4.2.01) 2260-Affirmative Action Program for Employment and Contract Practices (7.18.16) 2nd Reading 2260.1 Cultural Competency (3.16.15) 2430-Equal Access of Student Organizations (2.4.02) 5700-Pupil Rights (4/2/01) 5755.1 Access & Equity 10/19/15)</p>	

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.	List name of noncompliant school(s) in the district
		5842-Equal Access to Pupil Organizations (4.2.01)	
c) Provide equitable treatment for pregnant and married students.	Y	5512-Harassment, Intimidation, Bullying and Hazing (11.18.13) 5750-Equal Educational Opportunity (7.18.16) 2nd Reading 5751-Sexual Harassment (4.2.01) 5752-Marital Status and Pregnancy (4.2.01) 5755-Equity in Educational Programs and Services (7.18.16) 2nd Reading	
d) Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).	Y	5512-Harassment, Intimidation, Bullying and Hazing (11.18.13) 5750-Equal Education Opportunity (7.18.16) 2nd Reading 5751-Equity in Educational Programs and Services (4.2.01)	
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.	Y	1510-Rights of Persons with Disabilities (4.2.01) 1522-School Level Planning (4.2.01) Repealed 1523-Comprehensive Equity Plan (3.21.11) 1530-Equal Employment Opportunity (7.18.16) 2nd Reading 1550-Affirmative Action Program for employment and Contract Practices 2260-Affirmative Action Program for School and Classroom Practices (7.18.16) 2nd Reading	
3) Appoint an Affirmative Action Officer (AAO) who can also serve as or coordinate with the Section 504 Officer and/or the district, charter and renaissance school project's Title IX Coordinator.	Y	1550-Affirmative Action Program for Employment and Contract Purposes (4.2.01)	
4) Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6.	Y	3240-Professional Development (4.2.01) 4240-Employee Training 2260.1 Cultural Competency (3/16/15)	

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.	List name of noncompliant school(s) in the district
B. Authorize the Affirmative Action 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.	Y	1523-Comprehensive Equity Plan (3.21.11) 1550-Affirmative Action Program for Employment and Contract Practices (4.2.01)	
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 subgroups on Annual Yearly Progress (Progress Targets) reports for state assessments.	Y	1523-Comprehensive Equity Plan (3.21.11)	
D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking the following actions:	Y	1523-Comprehensive Equity Plan (3.21.11)	

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.	List name of noncompliant school(s) in the district
1) Inform the school community about the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Y	All BOE policies available on district's website: www.sommsd.k12.nj.us	
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 equity responsibilities.	Y	1523-Comprehensive Equity Plan (3.21.11) 1550-Affirmative Action Program for Employment and Contract Practices (4/2/01)	
3) Provide students, staff and the community with contact information for the AAO and publicize the location and availability of the CEP, policy(ies), grievance procedures and annual reports.	Y	1530-Equal Employment Opportunity (7.18.16) 2nd Reading 1530-EEO Complaint Procedures (1/04) 1550-Affirmative Action Program for Employment and Contract Practices (4.2.01)	
4) Investigate and resolve discrimination complaints, grievances and incidents between students and staff or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.	Y	1530-Equal Employment Opportunity (7.18.16) 2 nd Reading Regulation 1530-EEO Complaint Procedures (1.2004) 1550-Affirmative Action Program for Employment and Contract Practices (4.2.01)	
5) Report on progress made in meeting the adequate yearly targets established for closing the achievement gap as set by the Department of Education.	Y	Resolution Agreement, OCR	

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.	List name of noncompliant school(s) in the district
6) Authorize the AAO to conduct yearly equity training for all staff.	Y	1523-Comprehensive Equity Plan (3.21.11) 1550-Affirmative Action Plan for Employment and Contract Purposes (4.2.01)	
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 website. N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards.	Y	(For County Vocational School Districts Only)	

II. <u>STAFF DEVELOPMENT AND TRAINING</u> 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.	
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 to:	Y		
1) Certificated (administrative and professional) staff.	Y	1140-Affirmative Action Programs 3240-Prof. Dev. for Teachers & School Leaders (6.10.14)	
2) Non-certificated (non-professional) staff.	Y	1140-Affirmative Action Programs 4240-Employee Training (4.2.01)	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	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 that they address 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>	<p>Y</p>	<p>2200-Curriculum Content (10.20.08) 2260-Action Programs for School, Classroom Practices and Affirmative Action program for School and Classroom Practices Complaint Procedures (4.2.01) 2415.01-Academic Standards, Academic Assessments and Accountability 5755- Equity in Educational Programs and Services (4.2.01) 5755.1 Access & Equity (10.19.15)</p>	
<p>a) School climate and culture, safe and positive learning environment</p>	<p>Y</p>	<p>2260-Action Programs for School and Classroom Practices and Affirmative Action Program for School and Classroom Practices Complaint Procedures (4.2.01) 5750-Equal Educational Opportunity (4.2.01)</p>	
<p>b) Courses of study, including physical education</p>	<p>Y</p>	<p>2260-Action Programs for School and Classroom Practices and Affirmative Action Program for School and Classroom Practices Complaint Procedures (4.2.01)</p>	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
		2422-Physical Education (10.21.02) 5750-Equal Educational Opportunity (4.2.01)	
c) Library materials/instructional materials and strategies	Y	2260-Action Programs for School and Classroom Practices and Affirmative Action Program for school and classroom practices complaint procedures (4.2.01) 5750-Equal Educational Opportunity (4.2.01)	
d) Technology/software and audiovisual materials	Y	2260-Action Programs for School and Classroom Practices and Affirmative Action Program for school and classroom practices complaint procedures (4.2.01) 5750-Equal Educational Opportunity (4.2.01)	
e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures	Y	2260-Action Programs for School and Classroom Practices and Affirmative Action Program for school and classroom practices complaint procedures (4.2.01) 2411-Guidance Counseling (4.2.01) 5512-Harrasment, Intimidation and Bullying (11.18.13) 5750-Equal Educational Opportunity (4.2.01)	
f) Extra-curricular programs and activities	Y	2260-Action Programs for School and Classroom Practices and Affirmative Action Program for school and classroom practices complaint procedures (4.2.01) 5750-Equal Educational Opportunity (4.2.01)	
g) Tests and other assessments	Y	2260-Action Programs for School and Classroom Practices and Affirmative Action Program for school and classroom practices complaint procedures (4.2.01) 5750-Equal Educational Opportunity (4.2.01)	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	N	2260-Action Programs for School and Classroom Practices and Affirmative Action Program for school and classroom practices complaint procedures (4.2.01) 5750-Equal Educational Opportunity (4.2.01) 5755-Educational Equity Programs and Services (4.2.01) See CEP for areas of Non Compliance	
2) Incorporate multicultural aspects throughout the instructional content and practices across the curriculum.	Y	2260-Action Programs for School and Classroom Practices and Affirmative Action Program for school and classroom practices complaint procedures (4.2.01) 5750-Equal Educational Opportunity (4.2.01) See CEP for areas of Growth	
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)	Y	2260-Action Programs for School and Classroom Practices and Affirmative Action Program for school and classroom practices complaint procedures (4.2.01) 5750-Equal Educational Opportunity (4.2.01)	
4) Include instruction on the Holocaust and other genocide curricula at all grade levels. (N.J.S.A. 18A:35-28)	Y	2260-Action Programs for School and Classroom Practices and Affirmative Action Program for school and classroom practices complaint procedures (4.2.01) 5750-Equal Educational Opportunity (4.2.01)	
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	Y	2260-Action Programs for School and Classroom Practices and Affirmative Action Program for school and classroom practices complaint procedures (4.2.01) 5750-Equal Educational Opportunity (4.2.01)	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>Services in Vocational Education (1989); U.S. Supreme Court, 1982; Plyler v. Doe; U.S. Supreme Court, 1974, Castañeda v. Pickard</p> <p>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:</p>		<p>5755.1-Access and Equity Policy (10.19.15) 5755-Educational Equity Programs and Services (4.2.01)</p>	
<p>1) Ensure equal and barrier-free access to all school and classroom facilities.</p>	Y	5755-Educational Equity Programs and Services (4.2.01)	
<p>2) Attain minority representation of students within each school, including racial and ethnic balance, that approximates the district, charter and renaissance school project's overall minority racial and ethnic representation.</p>	Y	<p>5755-Educational Equity Programs and Services (4.2.01)</p> <p>See CEP for areas of Non Compliance</p>	
<p>3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.</p>	Y	5755-Educational Equity Programs and Services (4.2.01)	
<p>4) Ensure that students are not separated or isolated by race, creed, color, national origin, ancestry, age, marital</p>	Y	5755-Educational Equity Programs and Services (4.2.01)	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
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.			
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.	Y	2260-Action Programs for School and Classroom Practices and Affirmative Action Program for school and classroom practices complaint procedures (4.2.01) 5750-Equal Educational Opportunity (4.2.01) 5755.1-Access and Equity Policy (10.19.15)	
b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Y	5755-Educational Equity Programs and Services (4.2.01) 5600-Student Discipline Policies (4.2.01) 5612 Assault (9.22.14) 5610 Suspension (9.22.14) 5620 Expulsion (1.27.03) 5611 Weapons (9.22.14) 5750 Non-discrimination Policies (4.2.01)	
c) Ensure equal and bias-free access for all students to computers, computer classes, career and	Y	5755-Educational Equity Programs and Services (4.2.01)	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
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.	Y	5755-Educational Equity Programs and Services (4.2.01)	
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	Y	5755-Educational Equity Programs and Services (4.2.01)	
f) Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Y	5111-Eligibility of Residence and Non-Residence Pupils (7.18.11)	
5) Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	Y	2423-Bilingual and ESL Education (4.2.01)	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
6) Utilize bias-free measures for determining the special needs of students with disabilities.	Y	2260-Action Programs for School and Classroom Practices and Affirmative Action Program for school and classroom practices complaint procedures (4.2.01) 2460-Special Education (4.20.09)	
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.	Y	2260-Action Programs for School and Classroom Practices and Affirmative Action Program for school and classroom practices complaint procedures (4.2.01)	
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.	Y	2416-Programs for Pregnant Pupils (4.2.01) 5752-Marital Status and Pregnancy 5755-Equity in Educational Services	
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 Ensure that the district, charter and renaissance school project's guidance program provides the following:			
1) Access to adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college	Y	2411-Guidance Counseling (4.2.01) 5755-Equity in Educational Services (4.2.01)	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
bound students, and students with disabilities.			
2) 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.	Y	2411-Guidance Counseling (4.2.01) 5755-Equity in Educational Services (4.2.01) 2260-Action Programs for School and Classroom Practices and Affirmative Action Program for School and Classroom Practices Complaint Procedures (4.2.01)	
3) Bias-free materials for use by counselors.	Y	2411-Guidance Counseling (4.2.01) 5755-Equity in Educational Services (4.2.01)	
D. Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972 Ensure that the physical education program and instructional activities are equitable.	Y	2422-Physical Education (10.21.02) 5755-Equity in Educational Services (4.2.01)	
E. 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 Ensure that the athletic program accomplishes the following:	Y		
1) Relatively equal numbers of varsity and sub-varsity teams for male and female students.	Y	5755-Equity in Educational Services (4.2.01)	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
2) Equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Y	5755-Equity in Educational Services (4.2.01)	
3) Equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Y	2260-Action Programs for School and Classroom Practices and Affirmative Action Program for School and Classroom Practices Complaint Procedures (4.2.01)	
4) Comparable facilities for male and female teams.	Y	2260-Action Programs for School and Classroom Practices and Affirmative Action Program for School and Classroom Practices Complaint Procedures (4.2.01)	

<p>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</p>	<p>Compliant (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</p>	<p>List name of noncompliant school(s) in the district</p>
<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>	<p>Y</p>	<p>1510-Rights of Persons with Handicaps or Disabilities/Policy on Discrimination & Rights of Persons with Handicapped or Disabilities/Non-Discrimination (4.2.01) 1530-Equal Employment Opportunity & Complaint Procedures (4.2.01) 1550-Affirmative Action Program for Employment and Contract Practices (4.2.01)</p>	
<p>2) Target recruiting practices for under-represented populations in every category of employment.</p>	<p>Y</p>	<p>1530-Equal Employment Opportunity & Complaint Procedures (4.2.01)</p>	
<p>3) Compliance of employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.</p>	<p>Y</p>	<p>1510-Rights of Persons with Handicaps or Disabilities/Policy on Discrimination & Rights of Persons with Handicapped or Disabilities/Non-Discrimination (4.2.01) 1550-Affirmative Action Program for Employment and Contract Practices (4.2.01) 1530-Equal Employment Opportunity & Complaint Procedures (4.2.01)</p> <p>Application form is compliant.</p>	

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.	List name of noncompliant school(s) in the district
4) Monitor promotions and transfers to ensure non-discrimination.	Y	1550-Affirmative Action Program for Employment and Contract Practices (4.2.01) 1530-Equal Employment Opportunity & Complaint Procedures (4.2.01)	
5) Provide equal pay for equal work regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Y	1550-Affirmative Action Program for Employment and Contract Practices (4.2.01) 1530-Equal Employment Opportunity & Complaint Procedures (4.2.01)	
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.	Y	1550-Affirmative Action Program for Employment and Contract Practices (4.2.01) 1530-Equal Employment Opportunity & Complaint Procedures All employees paid per collective bargaining agreements. (4.2.01)	
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,	Y	1550-Affirmative Action Program for Employment and Contract Practices (4.2.01) 1530-Equal Employment Opportunity & Complaint Procedures (4.2.01)	

<u>IV. EMPLOYMENT/CONTRACT PRACTICES</u> 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.	List name of noncompliant school(s) in the district
religion, disability, housing status or socioeconomic status.			

APPENDIX C: COMPREHENSIVE EQUITY PLAN CORRECTIVE ACTIONS

I. BOARD RESPONSIBILITY

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

OBJECTIVE: For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19, 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.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline <small>2016 2017 2018 Ongoing</small>	Evidence of Completion
I.A.1(b)	5820 Student Government should exist in all schools.	Principals	2016	Election Results from all schools
I.	Policies: 1510, 1523, 1550, 2430, 3240, 5600, 5750, 5752 to be updated	Superintendent	2017	BOE resolutions

II. STAFF DEVELOPMENT AND TRAINING

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

OBJECTIVE: For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 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.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Evidence of Completion
			2016	2017	2018	Ongoing	
II.A.1	New Teacher Institute (Cultural Competency Professional Development)	Program Leaders		January 2017	Ongoing		Feedback surveys; classroom observation –
II.A.1	Professional Development District Days (sample topics: differentiated instruction, diversity, special education issues)	Central Office Staff; District Professional Development Committee		Two full days each year			Feedback surveys; classroom observation
II.A.1&2	Weekly after school meetings (on various topics)	Principals and Program Leaders		Ongoing			Meeting agendas; teacher and administrator feedback/discussion; classroom observation
II.A.1	Prof. Development opportunities offered by NJ Network for Educational Renewal at Montclair State Univ.; the Minority Student Achievement Network (MSAN); NJ School Development Council;	Central office Staff; Principals		Ongoing			Number of faculty members attending workshops; number of clinical faculty members; professional development surveys
II.A.1&2	Professional Development opportunities offered by South Orange-Maplewood Education Association) SOMEA	SOMEA Professional Development Committee		Ongoing			Number of faculty members attending workshops; feedback surveys
II.A 1&2	Workshops offered to parents through The	Parenting Center		Ongoing			Number of parents attending;

	Parenting Center (sample topics: adoption; helping children deal with different family configurations; racism, learning disabilities, divorce, social skills, bullying, ADD/ADHD, etc.	staff members		parent feedback
II.A. 2	Workshops offered to non-certificated staff (custodians, secretaries, technology facilitators, lunch aides, bus aides, bus drivers, instructional aides) (sample topics: Right to Know, technology, bullying, character education, security)	Central Office staff; Principals	Ongoing	Number of staff in attendance; feedback surveys
II.A	Provide staff development to all BOE members to identify and resolve problems associated with cultural competency, bias awareness, 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.	Superintendent	August 2016 Ongoing	Successful completion of program

**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 Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students.

III.1.h	More professional development opportunities addressing the achievement gap are needed; increased enrollment in advanced level course in grades 6-12; advanced level summer preparation classes; provide ongoing support for students in higher level courses; program assessment action plans.	Asst. Superintendent, HS Admin MS Admin District Supervisors	Ongoing	Enrollment in all classes is reflective of the demographic in the community
III.A.1.h	Implement Access & Policy to Reduce and/or prevent under representation of minority, female and male students in all classes and programs	Assistant Superintendents	June 2017 September 2017 October 2017	Establish Guidance Counseling Committee to review American School Counselor Association Standards and A&E Policy to guide revision of G.C. policy #2411 Develop a plan to ensure that participation in academic programs reflect the demographic profile of the District/schools Develop Affirmative Action Team to Review Code of Conduct (Board policy 5000 series) to reflect district Restorative Justice

				initiatives
III.A.1.3	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.	Assistant Superintendent & SS Supervisor	August 2017	Redesigned Curriculum to provide program of studies that is culturally responsive, rigorous and supportive to foster College & Career Readiness for all students K-12

**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 Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 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.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Evidence of Completion
			2016	2017	2018	Ongoing	
III.B.4. (b)	Establish District wide data team, comprised of cross-section of elementary, middle and high school educators, and parents, as well as student representatives from secondary schools.	Affirmative Action Officer; Affirmative Action Team; Building Principals	Monthly	Ongoing			District Team in place by January 2017
	The dual purpose of DDT is to: 1) Analyze data collected by the District's Affirmative Action Team regarding need to ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts or special needs classifications	DDT members Affirmative Action Team	Monthly	Ongoing			Agenda collection for monthly meetings
	2) Review, assess and revise administrative regulations and school codes of conduct in order to establish a set of skills and strategies for students	DDT; Building Principals	Spring, annually				Report on review, assessment and revision of administrative regulations and school codes of conduct

	and educators appropriate at the elementary, middle and high school levels, to move from a punitive model to a discipline and support model.			
	3) Establish school level SWDTs to review their respective discipline procedures and regulations in relation to the disproportionate number of minority and male students in the targeted areas	Building Principals; SWDTs	September, 2017	All Schools (SWDT) in place by 17/18 school year
III.B.4. (b)	SWDTs activities may include, but are not limited to the following:	Building Principals, Administrative Team	April-June 2017	Complete survey by 6/30/17
	1. Survey teachers and students regarding school climate and culture, w/ emphasis on perceptions regarding student behavior and management of disciplinary consequences for inappropriate behavior.			
	2. Survey results will provide insight into development of changes in student attendance policy to foster fairness, equity and consistency with respect to attendance record keeping and resulting consequences for excessive absenteeism	Building Administrators	June-Sept. 2017	Data analysis completed by October 2017

	and tardiness.			
	3. Provide professional development activities related to guided discipline and personalized student support.	Asst. Supt. for Curr. & Instruction; and Bldg. Principals	June-October 2017	Schedule of appropriate Professional Development activities during 2017-18, 2018-19.
III.B.4.d	Ensure that all English language learners have equal and bias-free access to all school programs and activities.	Assistant Superintendent, Principals, Guidance	November 2017 February 2017	Create online manuals/handbooks that delineate how to access higher level courses and outline transition from MS – HS Establish informational workshops for parents about Honors & A. P courses - multiple times a year in different community locations

**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 Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 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.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2016 2017 2018 Ongoing	Evidence of Completion
<p>III.B.4. (b)</p>	<p>Identify and implement support systems for suspended students who have evidenced a pattern of inappropriate behavior(s). Further intervention and supports for minority and male students must be developed to help them demonstrate positive participation in the school community. Examples include:</p> <ul style="list-style-type: none"> - Mentor/Mentee Program - Adult Role Model Program - Drop-out Prevention Program - Resolving Conflict Creatively Program (RCCP) - Peer Counseling Program - Use of Parenting Center to support unified efforts necessary for improved behaviors and successful reentry. - Restorative In-School Suspension Program 	<p>DDT, Affirmative Action Team Building Principals, District Supervisors</p>	<p>January 2017 Ongoing</p>	<p>Review of data regarding suspensions, detentions, referrals to special education services; as well as results of successful re-entry programs and support systems.</p>

III.B.4. (b)	Prepare Special Education Action Plan as required by NJDOE to address disproportionate number of black students K-12	Assistant Supt.; Director of Special Services	June 2017 ongoing	Plan submitted for implementation.
III.A.1.e	Develop plan to ensure that every incoming 6 th graders participates in Anti- Bullying learning experience.	In House Couns., ELA Sup. & Director Of Guid.	May 2017 Ongoing	Every incoming student receives certificate of completion

**III. SCHOOL AND CLASSROOM PRACTICES:
EQUITY IN PHYSICAL EDUCATION & ATHLETIC PROGRAMS**

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

OBJECTIVE: For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 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.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Evidence of Completion
			2016	2017	2018	Ongoing	
III.1.f	Develop a comprehensive cost analysis of all extra-curricular and academic support programs in relation to Access & Equity.	Athletic Director, ELA Supervisor Math Supervisor		January 2017			Plan to increase Access & Equity (extra-curricular) where cost is prohibitive
III.E.4	Comparable facilities for male and female teams.	Superintendent/ Business Administrator		June 2018			Review building redesign to ensure comparable facilities for male and female teams

IV. EMPLOYMENT/CONTRACT PRACTICES

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

OBJECTIVE: For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 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.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Evidence of Completion
			2016	2017	2018	Ongoing	
IV.A.2	<p>1) Target recruiting practices for under-represented populations in every category of employment.</p> <p>Develop Plan to ensure recruitment and retention practices yield highly qualified teachers of color for the SOMSD community</p>	<p>Asst. Supt.</p> <p>Admin Affirmative Action Team</p>		<p>January 2017</p> <p>Ongoing</p>		<p>Submission of Professional Development Plan, June 2017</p>	

APPENDIX D: COMPREHENSIVE EQUITY PLAN

YEARLY STATEMENTS OF ASSURANCE

2016-2017

2017-2018

2018-2019

Comprehensive Equity Plan Statement of Assurance

to be Submitted with the Three-Year CEP

School District, Charter School or Renaissance School Project Information:

County: ESSEX COUNTY	
School District/Charter School/Renaissance School Project: South Orange & Maplewood School District	
Address: 525 Academy Street, Maplewood NJ 07040	
Affirmative Action Officer (AAO): Kevin L. Walston	Telephone #: 973.762.5600 ext.1825
AAO Email: kwalston@somds.k12.nj.us	
Alternate Contact Person: Thomas Whitaker	Telephone #: 973.762.5600 ext.1019
Title: ELA HS Teacher	Email: twhitake@somds.k12.nj.us

- 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.
- The local Board has authorized the submission of the Comprehensive Equity Plan, and will support full implementation of the plan on September 1, 2016 upon approval by the New Jersey State Department of Education.
- 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 Dr. John J. Ramos, Sr. Title Superintendent

Signature:  Date: November 17, 2016

COMPREHENSIVE EQUITY PLAN
ANNUAL STATEMENT OF ASSURANCE
 School Year 2017-2018

County: ESSEX COUNTY	
School District, Charter School or Renaissance School Project: South Orange & Maplewood School District	
Address: 525 Academy Street, Maplewood NJ 07040	
Affirmative Action Officer (AAO): Kevin L. Walston	Telephone #: 973.762.5600 ext. 1825
AAO Email: kWalston@somds.k12.nj.us	
Alternate Contact Person: Thomas Whitaker	Telephone #: 973.762.5600 ext.1019
Title: ELA HS Teacher	Email: twhitake@somds.k12.nj.us

1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2016-17 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 _____ Title _____

Signature: _____ Date: _____

COMPREHENSIVE EQUITY PLAN
ANNUAL STATEMENT OF ASSURANCE
 School Year 2018-2019

County:	
School District, Charter School or Renaissance school project:	
Address:	
Affirmative Action Officer (AAO):	Telephone #:
AAO Email:	
Alternate Contact Person:	Telephone #:
Title:	Email:

1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2017-18 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 _____ Title _____

Signature: _____ Date: _____