

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



**COMPREHENSIVE EQUITY PLAN  
For School Years  
2019-2020 through 2021-22**

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 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 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 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.nj.gov](mailto: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 can be found on the NJDOE County Information and Services webpage.

<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, June 14, 2019** for implementation of the 2019-2020 CEP to begin 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, “*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 that need 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/Contract Practices - This section outlines the basic practices that must be observed to comply with equity requirements in this area.

Note that 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, 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 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. 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 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 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/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, 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. 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 the 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:

1. Annual resolution appointing the Affirmative Action Officer for 2019-20 school year;
2. Resolution authorizing the Affirmative Action Team to conduct the Needs Assessment and develop a Comprehensive Equity Plan; and
3. 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 webpage, <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, 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 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:**

<b>NAME</b>	<b>TITLE</b>	<b>GRADE LEVEL (if applicable)</b>	<b>SIGNATURE</b>
<b>Dr. Gayle Carrick</b>	<b>Affirmative Action Officer</b>	<b>Interim Asst. Supt. for Administration</b>	
<b>Ann Bodnar</b>	<b>Director of Curriculum</b>	<b>All Grades</b>	
<b>Raquel Horn</b>	<b>Elementary Principal</b>	<b>Marshall Elementary School</b>	
<b>Dion Patterson</b>	<b>Assistant Principal</b>	<b>Maplewood Middle School</b>	
<b>TJ Whitaker</b>	<b>Teacher</b>	<b>Assistant Affirmative Action Officer</b>	
<b>Pat Hurley</b>	<b>Teacher</b>	<b>PE/Health Teacher 9-12</b>	
<b>Ana Morales Reyes</b>	<b>Teacher</b>	<b>Elementary Teacher K-5</b>	
<b>Lynn McGlotten</b>	<b>Teacher</b>	<b>Math Teacher 6-8</b>	
<b>Jameel Misbahuddin</b>	<b>STEM Supervisor</b>	<b>Math &amp; Science 9-12</b>	
<b>Karen Thomany</b>	<b>Supervisor of Special Education</b>	<b>Grades K-5</b>	
<b>Scott White</b>	<b>Interim Director of Guidance</b>	<b>Grades 6-12</b>	
<b>Erin Siders</b>	<b>SEPAC Liasion</b>	<b>Community Member</b>	

## 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.**

<b>I. <u>BOARD RESPONSIBILITY</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
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 <b>A.</b> Adopt or re-adopt written equality and equity policies, requiring the following:			
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.	Y	1510-Rights of Persons with Disabilities (5/15/17) 1523-Comprehensive Equity Plan (5/15/17) 1530-Equal Employment Opportunity (7/18/16) 1550-Affirmative Action Program for Employment and Contract Practices (6/13/19) 2260-Affirmative Action Program for School and Classroom Practices (7/18/16) 2260.1 Cultural Competency (3/16/15) 2314 – Academic Placement (12/21/15) 5755.1 – Access & Equity (10/19/15)	
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.	Y	1510-Rights of Persons with Disabilities (5/15/17) 1523-Comprehensive Equity Plan (5/15/17) Transgender Policy 1530-Equal Employment Opportunity ((7/18/16) 2 <sup>nd</sup> Reading 1550-Affirmative Action Program for Employment and Contract Practices (6/13/19) 2260-Affirmative Action Program for Employment and Contract Practices (7/18/16) 2260.1 Cultural Competency (3/16/15) 2430-Equal Access of Student Organizations (8/21/17)	

<b>I. <u>BOARD RESPONSIBILITY</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		5700-Pupil Rights (4/2/01) 5755.1 Access & Equity 10/19/15) 5842-Equal Access to Pupil Organizations (8/21/17)	
c) Provide equitable treatment for pregnant and married students.	Y	5512-Harassment, Intimidation, Bullying and Hazing (12/17/8) 5750-Equal Educational Opportunity (7/18/16) 5751-Sexual Harassment (4/2/01) 5752-Marital Status and Pregnancy (12/17/18) 5755-Equity in Educational Programs and Services (7/18/16)	
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 (12/17/18) 5750-Equal Education Opportunity (7/18/16) 5751-Sexual Harassment (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 (5/15/17) 1522-School Level Planning (4/2/01) Repealed- refer to N.J.S.A. 18A:7-10, et. seq. 1523-Comprehensive Equity Plan (5/15/17) 1530-Equal Employment Opportunity (7/18/16) 1550-Affirmative Action Program for employment and Contract Practices (6/13/19) 2260-Affirmative Action Program for School and Classroom Practices (7/18/16)	
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 (6/13/19)	

<b>I. <u>BOARD RESPONSIBILITY</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
4) Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6.	Y	3240-Professional Development (5/15/17) 4240-Employee Training (4/2/01) 2260.1 Cultural Competency (3/16/15)	
<b>B.</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, and complete the District Performance Review in the NJQSAC. Charter schools will report annual progress in the Charter School Annual Report.	Y	1523-Comprehensive Equity Plan (5/15/17) 1550-Affirmative Action Program for Employment and Contract Practices (6/13/19)	
<b>C.</b> 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 (5/15/17)	

<b>I. <u>BOARD RESPONSIBILITY</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<b>D.</b> 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 (5/15/17)	
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: <a href="http://www.somds.k12.nj.us">www.somds.k12.nj.us</a>	
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 (5/15/17) 1550-Affirmative Action Program for Employment and Contract Practices (6/13/19)	
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)  1550-Affirmative Action Program for Employment and Contract Practices (6/13/19)	
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,	Y	1530-Equal Employment Opportunity (7/18/16)  1550-Affirmative Action Program for Employment and Contract Practices (6/13/19)	

<b>I. <u>BOARD RESPONSIBILITY</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
socio-economic status or disability.			
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 10/1/2014	
6) Authorize the AAO to conduct yearly equity training for all staff.	Y	1523-Comprehensive Equity Plan (5/15/17) 1550-Affirmative Action Plan for Employment and Contract Purposes (6/13/19)	
<b>E.</b> 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.	N/A	(For County Vocational School Districts Only)	

<b>II. <u>STAFF DEVELOPMENT AND TRAINING</u></b> N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	
<b>A.</b> 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 <b>every school year</b> to:			
1) To all certificated (administrative and professional) staff.	Y	<p>New Teacher Institute (Diversity Training)</p> <ul style="list-style-type: none"> <li>• August 26 – 30, 2019</li> <li>• August 24 – 28, 2020</li> <li>• August 23 – 27, 2021</li> </ul> <p><u>Monthly</u> meetings of District Administrative Team (DAT), and Elementary and Secondary School Principals (sample topics --11 months – September to June, August: 504, student achievement gap, sexual harassment, learning disabilities, Hibster)</p> <p>Professional Development District Days (sample topics: differentiated instruction, cultural competency, special education); PLCs devoted to Social Justice/Bias Awareness</p> <p>PD date:</p> <ul style="list-style-type: none"> <li>• September 3, 2019</li> <li>• October 15, 2019</li> <li>• November 5, 2019</li> </ul>	

		<ul style="list-style-type: none"> <li>• December 10, 2019</li> <li>• February 4, 2020</li> <li>• March 24, 2020</li> <li>• 2021-22 will be finalized with calendar approval</li> </ul> <p>Professional development opportunities offered by NJ Network for Educational Renewal at Montclair State Univ.; the Minority Student Achievement Network (MSAN); NJ School Development Council</p> <p>Professional development opportunities offered by South Orange-Maplewood Education Association (SOMEA)</p> <p>Beyond the Rainbow: Supporting LGBTQ students, staff, and exploring inter sectionality of identity</p> <p>Workshops offered to parents through The Parenting Center (sample topics: adoption, helping children deal with different family configurations; racism, learning disabilities, divorce, social skills, bullying, ADD/ADHD, etc.</p> <p>Workshops and school events offered by Home and School Associations and Parent Teacher Associations at various schools (sample topics/activities: cultural arts assemblies, bullying, character education, prejudice; Internet safety)</p> <p>Monthly faculty meeting topics are school specific, data centered with achievement gap emphasis</p> <p>Amistad/LGBTQ/Health Curriculum Training</p>	
2) To all non-certificated (non-professional) staff.	N		District



<b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<p><b>A. Equality and Equity in Curriculum</b>            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>District curriculum is approved annually by the South Orange Maplewood Board of Education. All curriculum is written to encompass the N.J. Student Learning Standards and addresses NJ QSAC requirements (ELL, Students at Risk for Failure, Gifted and Talented, Students with IEP's, 504 Plans) All curriculum is updated to include commission mandates as they are issued.</p> <p>District curriculum available in school departments as well as in the Office of the Assistant Superintendent for Curriculum and Instruction. Program assessment reports and actions plans as well as school improvement plans available in the Office of the Assistant Superintendent for Curriculum and Instruction.</p>	
<p>a) School climate and culture, safe and positive learning environment</p>	<p>N</p>		<p>Columbia High School - grades 9-12</p>

<b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
b) Courses of study, including physical education	Y	Courses of study available on the district website and online course offering guide and the Office of the Assistant Superintendent for Curriculum and Instruction; compliance with Title IX	
c) Library materials/instructional materials and strategies	N		Columbia High School - grades 9-12
d) Technology/software and audiovisual materials	N		Columbia High School - grades 9-12
e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures	Y	BOE Policy Manual; affirmative action grievance forms; School Counseling Department goals and mission; student/staff programs on sexual harassment; peer counseling; Hibster, SSDS Reporting, DAT training, staff training	
f) Extra-curricular programs and activities	Y	List of extracurricular clubs and activities; list of athletic teams; compliance with Title IX; district budget – SOMEA contract, Board of Education minutes of staff approval/hire	
g) Tests and other assessments	Y	K-12 District Testing Schedule; District and State (PARCC,) disaggregated assessment scores; data on number of students taking the SAT/SAT II, ACT; PSAT for grade 10; AYP reports from the State	
h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	N		District
2) Include a multicultural curriculum in the instructional content and practices across the curriculum.	N		District
3) Ensure that instruction on African-American History, including the Amistad, and the history of other	N		District K-5 Curriculum (in process)

<b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)			6-8 PD training approved by NAACP 9-12 curriculum (summer 2019)
4) Include instruction on the Holocaust and other genocide curricula in the curriculum for elementary and secondary school students. (N.J.S.A. 18A:35-28)	N		District K-5 Curriculum (in process) 6-8 PD training 9-12 curriculum (summer 2019)
<p>B. Equality and Equity in Student Access            N.J.A.C. 6A:7-1.7; Titles VI &amp; 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</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>	Y	5755.1 Access and Equity Policy (10/19/15)	
1) Ensure equal and barrier-free access to all school and classroom facilities.	N		Marshall (not to 2 <sup>nd</sup> floor) South Mountain – (not to 2 <sup>nd</sup> floor) Tuscan-has elevator (5

<b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
			classrooms inaccessible) Maplewood Middle School - has elevator, will not accommodate wheelchair)
2) Attain minority representation of students within each school, including racial and ethnic balance within each school which approximates the district, charter and renaissance school project's overall minority racial and ethnic representation.	N		District
3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Y	South Orange Maplewood School District's Facility plan Amendment approved by the New Jersey Department of Education on May 8, 2019. SOMSD Facility Plan \$1.4 million bond to support building construction at eight (8) school addressing re-districting	
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.	Y	South Orange Maplewood School District's Facility plan Amendment approved by the New Jersey Department of Education on May 8, 2019. SOMSD Facility Plan \$1.4 million bond to support building construction at eight (8) school addressing re-districting	
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses including math and science.	N	5755.1 Access and Equity Policy 10/19/15	MMS SOMS CHS

<b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	N		MMS SOMS CHS
c) Ensure equal and bias-free access for all students to computers, 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.	Y	Students are placed in academic classes based on teacher recommendations, grades, test scores and parent and student input. The philosophy of the Columbia High School Counseling Center, as stated in the CHS Student Handbook, is committed to the total development of the child. We encourage the fulfillment of intellectual aspirations by developing competence in our students through placement in academically challenging programs. We endeavor to help each student achieve his/her potential as a distinct entity, according to individual interests and abilities. We strive to prepare each student to make intelligent decisions regarding vocations and to be aware of the rich variety of avocational courses. We believe the counseling process must include deliberate nurturing of such essential virtues as integrity, honor, self-discipline and respect for authority. We endeavor to promote respect, understanding, and appreciation of diversity. We assist each student to recognize a responsibility to one's self and community. Students are encouraged to take a wide variety of elective courses, and they choose their elective courses each school year based on their interests with parental and counselor guidance. Courses are usually a combination of students of different genders, ages, ethnic groups, varying academic abilities, etc. Courses are not exclusive to any one group.	Not all South Orange and Maplewood families have home access
d) Ensure that all English language learners have equal and bias-free access to all school programs and	Y	Bilingual/ESL Three Year Program Plan for Schools; Section III: Goals of the Program	

<b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
activities.			
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	Y	Students with disabilities have equal and bias free access to school programs. The Department of Special Services is working in collaboration with the Assistant Superintendent of Curriculum and Instruction to ensure all special education classrooms contain the district’s curriculum. In addition, special education teachers are provided instruction relative to the implementation of the district’s curriculum within the framework of each student’s individualized education plan. Students with disabilities are encouraged to participate in all activities offered by the district. Special Education teachers and child study team members provide assistance as needed students to incorporate students with disabilities into ongoing activities.	
f) Ensure that all schools’ registration procedures are in compliance with State and Federal regulations and case law.	Y	The district follows NJSA 18A:38-1 et seq. relating to School Attendance, and NJAC 6A:22-3.1 et seq., relating to Student Residency. Kindergarten registration materials have been translated into Spanish and Creole.	
5) Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	Y	“ACCESS for ELL” test is a state mandated instrument for determining eligibility for entrance to and exit from ESL program.	
6) Utilize bias-free measures for determining the special needs of students with disabilities.	Y	Instruments used by child study team members and speech and language specialists are standardized, bias-free and approved by the NJDOE, Office of Special Education. <ul style="list-style-type: none"> <li>• Behavior Assessment Scale for Children</li> <li>• Bender</li> <li>• Bender Gestalt II</li> <li>• Bracken-Expressive Language Skills</li> </ul>	

<b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		<ul style="list-style-type: none"> <li>• Bracken-Receptive Language Skills</li> <li>• Comprehensive Test of Phonological Processing (CTOPP)</li> <li>• Comprehensive Test of Non-Verbal Intelligence (CTONI)</li> <li>• Conners</li> <li>• DIAL-3</li> <li>• Gray Diagnostic Reading Test (GDRT)</li> <li>• Gray Oral Reading Test (GORT)</li> <li>• Kaufmann (KSEALS)</li> <li>• Kaufmann Adol/Adult Intelligence Scale</li> <li>• Key Math Form A</li> <li>• Key Math Form B</li> <li>• Stanford Binet</li> <li>• Test of Early Mathematical Ability (TEMA)</li> <li>• Test of Early Reading Ability – Form A (TERA)</li> <li>• Test of Early Written Language (TEWL)</li> <li>• Test of Non-Verbal Intelligence (TONI-3)</li> <li>• Test of Preschool Early Literacy</li> <li>• Test of Reading Comprehension (TORC)</li> <li>• Test of Word Reading Efficiency</li> <li>• Test of Written Language (TOW)</li> <li>• Test of Written Spelling (TOWS)</li> <li>• TONI-3</li> <li>• Universal Non-Verbal Intelligence Test (UNIT)</li> <li>• Vineland 3</li> <li>• VMI</li> <li>• WAIS-IV</li> <li>• Weschler Adult Intelligence Scale Abbreviated (WASI)</li> <li>• WIAT-III</li> <li>• WISC-V</li> <li>• WJIV Test of Achievement</li> </ul>	

<b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		<ul style="list-style-type: none"> <li>• WJIV Test of Cognitive Ability</li> <li>• WJIV Test of Oral Language</li> <li>• WPPSI</li> <li>• Young Child’s Achievement Test (YCAT)</li> </ul>	
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	All students are invited to join in school sports or extra and co-curricular activities. There are open houses district-wide where these opportunities are addressed. The LEP teachers themselves encourage participation.	
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	Two BOE policies provide for pregnant students (#2416 – (12/17/18)) and married and pregnant students (#5752 – (12/17/18)). A representative from a school-based counseling program meets with pregnant students as an external support system. Pupils are informed of available services before and after the baby are born.	
<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, &amp; Carl D. Perkins Vocational &amp; Technical Education Act of 1998</p> <p>Ensure that the district, charter and renaissance school project’s guidance program provides the following:</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.	Y	Individual meetings with all students; group counseling with students (e.g., 9 <sup>th</sup> grade cluster); counseling bulletins sent to all students via email and posted on district website; back to school nights directed to various populations (students by grade level; limited English proficient students); middle and high school core team; crisis	



<b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		counseling; intervention and referral services; elementary school social worker program; statement in handbooks, student handbook and curriculum guides; student assistance counselors, NCAA recruitment.	
2) 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.	Y	College and career information is available to all students in the Counseling Center, and <i>Naviance/Family Connection</i> software, a college and career search program is also available to students from school and home; speakers discuss vocational opportunities.	Recruitment efforts to increase minority enrollment in STEM progress is underway.

<p>3) Guidance counselors are using bias-free materials.</p>	<p>Y</p>	<p>A review of all materials used by the guidance counselors demonstrates that these materials are not biased; program assessment of the counseling program.</p>	
<p>• Equality and Equity in Athletic Programs N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972</p> <p>Ensure that the district, charter and renaissance school project’s physical education program is co-educational as follows:</p> <ol style="list-style-type: none"> <li>1. All instructional activities are equitable and are co-educational</li> </ol>	<p>Y</p>	<p>Course offerings; class rosters (male/female) in physical education classes are available and reviewed to ensure compliance</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>			
<p>4) Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.</p>	<p>Y</p>	<p>We provide an equal opportunity for all students in regards to equity.</p> <p><b>Female Sports</b> - Volleyball, Basketball, Softball, Tennis, Swimming, Fencing, Soccer, Cross Country, Indoor Track, Outdoor Track, Lacrosse Cheerleading, Football and Wrestling are 2 sports females can participate in if they choose to. Total = 13</p> <p><b>Male Sports</b> - Football, Baseball, Soccer, Baseball, Fencing, Tennis, Wrestling, Cross Country, Indoor Track, Outdoor Track, Lacrosse, Swimming Total = 12</p>	
<p>5) Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.</p>	<p>Y</p>	<p>Scheduling is balanced for each level for games and practices as scheduling is done by the athletic office and by the coaches. The coaches along with myself, set up the</p>	

		games and practices to create equality. With coaches input it creates a balance.	
6) Ensures the athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Y	All salaries are board approved and balanced per gender based on this approval. All purchases for the athletic program are set up in the best interest of the players. Not one program is afforded more than another unless there is a specific safety requirement. For example, if the baseball field needs new backstops because the present ones are very old and unsafe we do not go and replace the girls just because we did the boys. When the girls need it we will replace.	
7) Provides comparable facilities for male and female teams.	Y	All facilities for the programs at CHS are shared. As mentioned in number 2 the balance is created by the coaches to make sure all are equal.	

<p><b><u>IV. EMPLOYMENT/CONTRACT PRACTICES</u></b>  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><b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b></p>	<p><b>List name of noncompliant school(s) in the district</b></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>BOE Policy 1530-Equal Employment Opportunity (7/18/16). All advertisements (paid and free) for all employees identify the district as EOE/AEE; advertise in newspapers of wide distribution; NJ Hire; websites; Education Weekly; ASA publications for certified employees.</p>	
<p>2) Target recruiting practices for under-represented populations in every category of employment.</p>	<p>Y</p>	<p>Attend/host minority recruitment fairs Improved HR out-reach and hiring practices Maintained list of applicants, hires, promotees and staff transfers</p> <p>SOMSD strives to increase diversity within the limits imposed by state and federal case law and employment discrimination legislation.</p>	
<p>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.</p>	<p>Y</p>	<p>Application form is compliant.</p>	

<b>IV. EMPLOYMENT/CONTRACT PRACTICES</b> 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 <b>MUST include Board policy title, number and date of adoption.</b>	List name of noncompliant school(s) in the district
4) Monitor promotions and transfers to ensure non-discrimination.	Y	Maintain a formal accounting of promotions and transfers by ethnicity.	
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.	Y	All employees paid per collective bargaining agreements.	
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	See bid documents	
C. Provide Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status,	Y	See bid documents	

<b><u>IV. EMPLOYMENT/CONTRACT PRACTICES</u></b> 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)	<b>Documentation or Evidence to Substantiate Compliance            MUST include Board policy title, number and date of            adoption.</b>	<b>List name of noncompliant            school(s) in the district</b>
affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.			



## II. STAFF DEVELOPMENT AND TRAINING

**SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:** South Orange Maplewood School District

**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
II.A	Code of Conduct Restorative Practices LGBTQ Training HIB Training SOMSD 2021 The Parenting Center Committee: Subcommittees such as: <ul style="list-style-type: none"> <li>• Equity</li> <li>• Creating Public Events</li> </ul> Principal Data Presentations Annual Data Presentations to BOE and Community Regarding State Testing Amistad/LGBTQ/Health Curriculum Overview Informational Session on AP Content and Access ELL Evening Parent Meeting Child Abuse Training Suicide Prevention	Superintendent Asst. Supt. For Administration Asst. Supt for Curriculum and Instruction Director of Curriculum and Instruction Principals (as appropriate) Guidance Director	August 2019 Ongoing	Flyers Agendas Meeting Minutes Sign In Sheets Copies of Presentations
II.A. 2	Code of Conduct Restorative Practices Training	Central Office staff; Principals	Ongoing	Number of staff in attendance; Feedback surveys



	LGBTQ Training HIB Training Child Abuse Training Suicide Prevention Special Disabilities: What They Are/How To Deal With			Staff sign in contract training verification: <ul style="list-style-type: none"><li>• TEMCO – custodial staff</li><li>• Pomptonian</li><li>• Delta- T – paraprofessionals</li></ul>
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**III. SCHOOL AND CLASSROOM PRACTICES:  
EQUALITY AND EQUITY IN CURRICULUM**

**SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME: South Orange Maplewood School District**

**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			Evidence of Completion
			2019	2020	2021 ongoing	
III.A.1.a	Social Studies Curriculum Revision to address a more inclusive historical perspective (social justice emphasis) Code of Conduct Restorative Practices Guidance homeroom social and emotional activities (student/parent communication interaction) Making the Invisible Visible –Counselors meet with every student MAC Scholar Program Science and Math/ SaM tutoring program	CHS Administration CHS Staff (certificated and non-certificated) Curriculum and Instruction Office	Ongoing			Copy of new curriculum and BOE adoption-Social Studies Google form-guidance Guidance rosters –SGO Training sign in sheets SaM Tutoring Summary
III.A.1.c	Library Curriculum revision and materials and books to address multi-cultural representation, ethnic diversity, LGBTQ Socio-economic and ethnic diversity Access to all library equipment and materials to all students	CHS Administration CHS Staff (certificated) Curriculum and Instruction Office	Ongoing			Copy of new curriculum and BOE adoption- library media Policy 2200 Curriculum Content Certification that new library media, books and materials have been ensured of bias-free content

III.A.1.d	Continue implementation of Chromebook and Hot Spot loan programs for students Investigate one-to-one Chromebook Initiative Strengthen Wi Fi access	CHS Administration CHS Staff (certificated) Curriculum and Instruction Office IT Department	Ongoing	Technology inventory Band width inventory – 3 month intervals
III.A.1.h	Equity & Access Removal of recommendations higher level courses SaM tutoring initiative Future LA Tutoring Initiative Achieve Tutoring Middle School Math Nights Elementary Reconfiguration Plan 2021	Superintendent Business Administrator Board of Education Assistant Superintendent C&I High School Guidance Director	2018-Ongoing	De-leveling chart List of tutors by school Roster of students enrolled Copy of plan
III.A.2	Curriculum revision specific to NJQSAC Guidelines Training for Curriculum Writers Holocaust and Amistad Commission Mandates Teacher lesson plan inclusion of standards and mandates Teacher observations demonstrating implementation of district curriculum	Asst. Supt. C & I Director of Curriculum Principals HS Guidance	2018 w/revised NJQSAC requirements	Copies of Curriculum Board of Education Adoption Training schedule Lesson plans Teacher observations
III.A.3	Curriculum revision specific to NJQSAC Guidelines Training for Curriculum Writers	Asst. Supt. C & I	2018 w/revised	Copies of Curriculum Board of Education Adoption

	Amistad Commission Mandates Teacher lesson plan inclusion of standards and mandates Teacher observations demonstrating implementation of district curriculum	Director of Curriculum Principals HS Guidance	NJQSAC requirements	Training schedule Lesson plans Teacher observations
III.A.4	Curriculum revision specific to NJQSAC Guidelines Training for Curriculum Writers Holocaust Commission Mandates Teacher lesson plan inclusion of standards and mandates Teacher observations demonstrating implementation of district curriculum –Amistad and Holocaust	Asst. Supt. C & I Director of Curriculum Principals HS Guidance	2018 w/revised NJQSAC requirements	Copies of Curriculum Board of Education Adoption Training Sign In Sheets Training schedule Lesson plans Teacher observations
III.B.1	The district follows NJSA 18A:18A-17 Facilities for handicapped persons, which requires that all plans for any remodeling or renovations provide facilities for the physically handicapped. Renovation Project	Superintendent Business Administrator Director of Facilities	June 2019-2024	Capital Plan Full program accessibility at every grade level
III.B.2	Elementary Reconfiguration Plan	Superintendent Business Administrator	2019-2021	Within Capital Plan Building expansion with elementary redistricting
III.B. 4.a	Equity and Access Policy SaM tutoring La tutoring Achieve tutoring Elimination of remedial courses AP night Training for middle school teachers Grade level parent evening information sessions Star Renaissance Investigate verbal and non-verbal IQ tests	Director of Curriculum Guidance	2019-2025	Copy of policy Tutoring list Course listing

	Investigate Renzulli training			
III.B. 4.b	<p>Quarterly monitoring of detentions, suspensions, expulsions, dropouts or special need classifications.</p> <p>Inclusion of restorative practices as the foundation of the revised code of conduct</p> <p>Training in restorative practices for all staff</p> <p>Data to demonstrate the impact of restorative practices on detentions, suspensions, expulsions, dropouts or special need classifications.</p> <p>Disproportionality training – special education</p>	<p>Superintendent</p> <p>High School Administration</p> <p>Middle School Administration</p>	Quarterly	Data Presentations









**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				Evidence of Completion
			2019	2020	2021	Ongoing	

# **APPENDIX D: COMPREHENSIVE EQUITY PLAN**

## **YEARLY STATEMENTS OF ASSURANCE**

**2019-2020**

**2020-2021**

**2021-2022**

# Comprehensive Equity Plan Statement of Assurance

to be Submitted with the Three-Year CEP

## School District, Charter School or Renaissance School Project Information:

<b>County:</b> ESSEX COUNTY	
<b>School District/Charter School/Renaissance School Project:</b> South Orange & Maplewood School District	
<b>Address:</b> 525 Academy Street, Maplewood NJ 07040	
<b>Affirmative Action Officer (AAO):</b> Dr. Gayle Carrick	<b>Telephone #:</b> 973.762.5600 ext.1825
<b>AAO Email:</b> gcarrick@somsd.k12.nj.us	
<b>Alternate Contact Person:</b> Thomas Whitaker	<b>Telephone #:</b> 973.762.5600 ext.1019
<b>Title:</b> ELA HS Teacher	<b>Email:</b> twhitake@somsd.k12.nj.us

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, 2016 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: Dr. Gayle Carrick

Title: Interim Superintendent

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# COMPREHENSIVE EQUITY PLAN ANNUAL STATEMENT OF ASSURANCE

School Year 2020-2021

<b>County:</b> ESSEX COUNTY	
<b>School District, Charter School or Renaissance School Project:</b> South Orange & Maplewood School District	
<b>Address:</b> 525 Academy Street, Maplewood NJ 07040	
<b>Affirmative Action Officer (AAO):</b>	<b>Telephone #:</b>
<b>AAO Email:</b>	
<b>Alternate Contact Person:</b>	<b>Telephone #:</b>
<b>Title:</b>	<b>Email:</b>

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 2021-2022

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

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: \_\_\_\_\_