

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



**COMPREHENSIVE EQUITY PLAN
For School Years
2016-17 through 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

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

School Years 2016-2017 through 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:3620, 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
Matthew Block	Director of Human Resources / Affirmative Action Officer	Pre-K - 12	
Christine Lijoi	Community Member		
Laura Kaplan	Director of Counseling Services	Pre-K - 12	
Michael Sandor	Supervisor of Physical Education and Health	Pre-K - 12	
Janice Tierney	Principal, Wilson and Jefferson Primary Centers	Grades Pre K-Kindergarten	
Carly Johnson	Assistant Principal, LCJ Summit Middle School	Grades 6-8	
Angela Paster	Child Study Team Member	Grades 1 - 5	

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
NJAC 6A:7-1.7; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX; U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard A. Adopt or re-adopt written equality and equity policies, requiring the following:			
1) Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following: a) Identify and address all forms of prejudice and discrimination in all district, charter and renaissance school project programs, practices, curricula, instructional materials and assessments.	Yes	Policy 1140 – Affirmative Action Program -February 15, 2011 Policy 1523 - Comprehensive Equity Plan - February 15, 2011 Policy & Regulation 2260 - Affirmative Action Program for School and Classroom Practices February 15, 2011 Policy & Regulation 5750 – Equal Educational Opportunity – November 18, 2010 Policy 5755 – Equity in Educational Programs and Services – November 18, 2010	
b) Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	Policy 1140 – Affirmative Action Program -February 15, 2011 Policy 1523 - Comprehensive Equity Plan - February 15, 2011 Policy & Regulation 5750 – Equal Educational Opportunity – November 18, 2010 Policy 5755 – Equity in Educational Programs and Services – November 18, 2010	
c) Provide equitable treatment for pregnant and married students.	Yes	Policy 2416 Programs for Pregnant Pupils - November 18, 2010 Policy 5752 Marital Status and Pregnancy – November 18, 2010	
d) Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).	Yes	Policy 1523 - Comprehensive Equity Plan - February 15, 2011 Policy & Regulation 5512 – Harassment, Intimidation, & Bullying – December 19, 2013 Policy & Regulation 5751 – Equal Educational Opportunity – November 18, 2010	

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
2) Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	Policy 1523 - Comprehensive Equity Plan – February 15, 2011 Policy & Regulation 1550 Affirmative Action Program for Employment and Contract Practices – February 15, 2011	
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.	Yes	Policy 1140 – Affirmative Action Program – February 15, 2011	
4) Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6.	Yes	Policy 1140 – Affirmative Action Program - February 15, 2011	
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.	Yes	Policy 1140 – Affirmative Action Program - February 15, 2011	
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	Yes	Policy 1140 – Affirmative Action Program - February 15, 2011 Policy 2415.01 – Academic Standards, Academic Assessments, and Accountability – December 19, 2013 Policy and Regulation 2423 – Bilingual and ESL Education – April 28, 2011 Policy 2610 – Educational Program Evaluation – November 18, 2010 Policy 2622 – Student Assessment – November 15, 2012	

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
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.			
D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking the following actions:	Yes	Policy 1140 – Affirmative Action Program – February 15, 2011 Policy 1523 – Comprehensive Equity Plan – February 15, 2011	
1) Inform the school community about the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Yes	Policy 1140 – Affirmative Action Program - February 15, 2011	
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.	Yes	Policy 1140 – Affirmative Action Program - February 15, 2011	
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.	No	Policy 1140 – Affirmative Action Program - February 15, 2011 Policy and Regulation – 1510 – Rights of Persons with Handicaps or Disabilities / Policy on Non-Discrimination - November 18, 2010 Policy & Regulation 2260 - Affirmative Action Program for School and Classroom Practices - February 15, 2011	District-wide

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
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.	Yes	Policy 1140 – Affirmative Action Program -February 15, 2011 Policy and Regulation – 1510 – Rights of Persons with Handicaps or Disabilities / Policy on Non-Discrimination - November 18, 2010 Policy & Regulation 2260 - Affirmative Action Program for School and Classroom Practices February 15, 2011 Policy & Regulation 5750 – Equal Educational Opportunity – November 18, 2010	
5) Report on progress made in meeting the adequate yearly targets established for closing the achievement gap as set by the Department of Education.	Yes	Policy 1140 – Affirmative Action Program -February 15, 2011 Policy & Regulation 2260 - Affirmative Action Program for School and Classroom Practices February 15, 2011 Policy 2415.01 – Academic Standards, Academic Assessments, and Accountability – December 19, 2013	
6) Authorize the AAO to conduct yearly equity training for all staff.	Yes	Policy 1140 – Affirmative Action Program -February 15, 2011	
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.	N/A	(For County Vocational School Districts Only)	

II. STAFF DEVELOPMENT AND TRAINING N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
A. Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year to:	Yes	Policy 1140 – Affirmative Action Program -February 15, 2011	
1) Certificated (administrative and professional) staff.	Yes	Policy 1140 – Affirmative Action Program -February 15, 2011 Policy & Regulation 3240 – Professional development for Teachers and School Leaders – September 23, 2014	
2) Non-certificated (non-professional) staff.	No	Policy 1140 – Affirmative Action Program -February 15, 2011 Policy 4240 – Employee Training – November 18, 2010	District Wide

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>Yes</p>	<p>Policy & Regulation 2200 – Curriculum Content – November 18, 2010 Policy & Regulation 2260 – Affirmative Action for School and Classroom Practices – February 15, 2011 Policy 5755 – Equity in Educational Programs and Services – November 18, 2010 Policy 2415.01 – Academic Standards, Academic Assessments, and Accountability – December 19, 2013</p>	
<p>a) School climate and culture, safe and positive learning environment</p>	<p>Yes</p>	<p>Policy & Regulation 2260 – Affirmative Action for School and Classroom Practices – February 15, 2011 Policy & Regulation 5750 – Equal Educational Opportunity – November 18, 2010</p>	
<p>b) Courses of study, including physical education</p>	<p>Yes</p>	<p>Policy & Regulation 2260 – Affirmative Action for School and Classroom Practices – February 15, 2011 Policy 2425 – Physical Education – November 20, 2014 Policy & Regulation 5750 – Equal Educational Opportunity – November 18, 2010</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
c) Library materials/instructional materials and strategies	Yes	Policy & Regulation 2260 – Affirmative Action for School and Classroom Practices – February 15, 2011 Policy & Regulation 5750 – Equal Educational Opportunity – November 18, 2010	
d) Technology/software and audiovisual materials	Yes	Policy & Regulation 2260 – Affirmative Action for School and Classroom Practices – February 15, 2011 Policy & Regulation 5750 – Equal Educational Opportunity – November 18, 2010	
e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures	Yes	Policy & Regulation 2260 – Affirmative Action for School and Classroom Practices – February 15, 2011 Policy & Regulation 5750 – Equal Educational Opportunity – November 18, 2010 Policy and Regulation 2411 – Guidance Counseling – November 18, 2010 Policy and Regulation 5512 – Harassment, Intimidation, and Bullying – December 19, 2013	
f) Extra-curricular programs and activities	Yes	Policy & Regulation 2260 – Affirmative Action for School and Classroom Practices – February 15, 2011 Policy & Regulation 5750 – Equal Educational Opportunity – November 18, 2010	
g) Tests and other assessments	Yes	Policy & Regulation 2260 – Affirmative Action for School and Classroom Practices – February 15, 2011 Policy & Regulation 5750 – Equal Educational Opportunity – November 18, 2010	
h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	Yes	Policy & Regulation 2260 – Affirmative Action for School and Classroom Practices – February 15, 2011 Policy & Regulation 5750 – Equal Educational Opportunity – November 18, 2010 Policy 5755 – Equity in Educational Programs and Services – November 18, 2010	
2) Incorporate multicultural aspects throughout the instructional content and practices across the curriculum.	Yes	Policy & Regulation 2260 – Affirmative Action for School and Classroom Practices – February 15, 2011 Policy & Regulation 5750 – Equal Educational Opportunity – November 18, 2010	

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
3) Ensure that instruction in African-American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	Yes	Policy & Regulation 2260 – Affirmative Action for School and Classroom Practices – February 15, 2011 Policy & Regulation 5750 – Equal Educational Opportunity – November 18, 2010	
4) Include instruction on the Holocaust and other genocide curricula at all grade levels. (N.J.S.A. 18A:35-28)	Yes	Policy & Regulation 2260 – Affirmative Action for School and Classroom Practices – February 15, 2011 Policy & Regulation 5750 – Equal Educational Opportunity – November 18, 2010	
B. Equality and Equity in Student Access N.J.A.C. 6A:7-1.7; Titles VI & VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education (1989); U.S. Supreme Court, 1982; Plyler v. Doe; U.S. Supreme Court, 1974, Castañeda v. Pickard Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status, as follows:	Yes	Policy & Regulation 2260 – Affirmative Action for School and Classroom Practices – February 15, 2011 Policy & Regulation 5750 – Equal Educational Opportunity – November 18, 2010 Policy 5755 – Equity in Educational Programs and Services – November 18, 2010	
1) Ensure equal and barrier-free access to all school and classroom facilities.	Yes	Policy 5755 – Equity in Educational Programs and Services – November 18, 2010	
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.	No	Policy 5755 – Equity in Educational Programs and Services – November 18, 2010	Jefferson Franklin Lincoln-Hubbard

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
3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	Policy 5755 – Equity in Educational Programs and Services – November 18, 2010	
4) Ensure that students are not separated or isolated by race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, housing status or socioeconomic status, resulting in disproportionate placement within schools, courses, classes, programs or extracurricular activities.	Yes	Policy 5755 – Equity in Educational Programs and Services – November 18, 2010	
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.	No	Policy 2260 – Affirmative Action Program for School and Classroom Practices – February 15, 2011 Policy 5755 – Equity in Educational Programs and Services – November 18, 2010	Brayton Franklin Jefferson Lincoln-Hubbard Washington LCJSMS Summit High School
b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	No	Policy 5755 – Equity in Educational Programs and Services – November 18, 2010	District Wide
c) Ensure equal and bias-free access for all students to computers, computer classes, career and technical education programs, and	Yes	Policy 5755 – Equity in Educational Programs and Services – November 18, 2010	

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
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.	Yes	Policy 5755 – Equity in Educational Programs and Services – November 18, 2010	
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	Yes	Policy 5755 – Equity in Educational Programs and Services – November 18, 2010	
f) Ensure that all schools’ registration procedures are in compliance with State and Federal regulations and case law.	Yes	Policy & Regulation 5111 Eligibility of Non-resident Students November 18, 2010	
5) Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	Yes	Policy & Regulation 2423 Bilingual and ESL Education – April 18, 2011	
6) Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	Policy 2460 Special Education - November 18, 2010 Policy and Regulation – 2260 – Affirmative Action Program for School and Classroom Practices- February 15, 2011 Regulation 2460.1 – Special Education – Location,	

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
		Identification, and Referral – November 18, 2010 Regulation – 2460.8 Special Education – Free and Appropriate Public Education – November 18, 2101 Regulation – 2460.9 Special Education – Transition From Early Intervention Programs to Preschool Programs – November 18, 2010 Regulation - 2460.16 – Special Education – Instructional Material to Blind or Print-Disabled Students – November 18, 2101	
7) Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including English language learners.	Yes	Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices – February 15, 2011	
8) Ensure that all pregnant students are permitted to remain in the regular school program and activities. Ensure that equivalent instruction is provided the students, if not permitted to attend school by a doctor.	Yes	Policy 2416 Programs for Pregnant Pupils - November 18, 2010 Policy 5752 Marital Status and Pregnancy - November 18, 2010 Policy 5755 Equity in Educational Programs and Services – November 18, 2010	
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 bound students, and students with	Yes	Policy & Regulation 2411 Guidance Counseling – November 18, 2010 Policy 5755 Equity in Educational Programs and Services – November 18, 2010	

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
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.	Yes	Policy and Regulation – 2260 – Affirmative Action Program for School and Classroom Practices – February 15, 2011 Policy & Regulation 2411 Guidance Counseling November 18, 2010 Policy 5755 Equity in Educational Programs and Services – November 18, 2010	
3) Bias-free materials for use by counselors.	Yes	Policy & Regulation 2411 Guidance Counseling – November 18, 2010 Policy 5755 Equity in Educational Programs and Services – November 18, 2010	
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.	Yes	Policy 2425 – Physical Education – November 20, 2014 Policy 5755 Equity in Educational Programs and Services – November 18, 2010	
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:			
1) Relatively equal numbers of varsity and sub-varsity teams for male and female students.	Yes	Policy 5755 Equity in Educational Programs and Services – November 18, 2010	
2) Equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Yes	Policy 5755 Equity in Educational Programs and Services – November 18, 2010	

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
3) Equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Yes	Policy and Regulation – 2260 – Affirmative Action Program for School and Classroom Practices – February 15, 2011	
4) Comparable facilities for male and female teams.	Yes	Policy and Regulation – 2260 – Affirmative Action Program for School and Classroom Practices – February 15, 2011	

IV. <u>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
A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows: 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.	Yes	Policy & Regulation 1510 – Rights of Persons With Handicaps or Disabilities/ Policy on Non-Discrimination – November 18, 2010 Policy and Regulation 1530 – Equal Employment Opportunities – February 15, 2011 Policy and Regulation – 1550 – Affirmative Action Program for Employment and Contract Practices – February 15, 2011	

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
2) Target recruiting practices for under-represented populations in every category of employment.	Yes	Policy and Regulation 1530 – Equal Employment Opportunities – February 15, 2011	
3) Compliance of employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.	Yes	Policy & Regulation 1510 – Rights of Persons With Handicaps or Disabilities/ Policy on Non-Discrimination – November 18, 2010 Policy and Regulation 1530 – Equal Employment Opportunities – February 15, 2011 Policy and Regulation – 1550 – Affirmative Action Program for Employment and Contract Practices – February 15, 2011	
4) Monitor promotions and transfers to ensure non-discrimination.	Yes	Policy and Regulation 1530 – Equal Employment Opportunities – February 15, 2011 Policy and Regulation – 1550 – Affirmative Action Program for Employment and Contract Practices – February 15, 2011	
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.	Yes	Policy and Regulation 1530 – Equal Employment Opportunities – February 15, 2011 Policy and Regulation – 1550 – Affirmative Action Program for Employment and Contract Practices – February 15, 2011	

B. Ensure that the district, charter and renaissance school project does not enter into, or maintain, contracts with persons, agencies, or organizations that discriminate in employment or in the provision of benefits or services, on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.	Yes	Policy and Regulation 1530 – Equal Employment Opportunities – February 15, 2011 Policy and Regulation – 1550 – Affirmative Action Program for Employment and Contract Practices – February 15, 2011	
C. Provide Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.	Yes	Policy and Regulation 1530 – Equal Employment Opportunities – February 15, 2011 Policy and Regulation – 1550 – Affirmative Action Program for Employment and Contract Practices – February 15, 2011	

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	Evidence of Completion
			2016 2017 2018 Ongoing	
I D 3	Post CEP on District Website	AAO/ Communication Officer	2016 / Ongoing	Modification of Website
	Create AA Page on District Website with required information as outlined in I D 3	AAO / Communication Officer	2016 / Ongoing	Modification of Website

II. STAFF DEVELOPMENT AND TRAINING

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME: Summit Public Schools

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 2	Provide professional learning session for non-certificated staff on a designated professional development day for the purposes of diversity training.	AAO / District and Building Administrators and Supervisors	2016-2017 School Year	Completion of training session and evaluation of session by participants
	Create or identify and incorporate existing video presentation for onboarding non-certified staff and require the viewing of the video by all non-certified staff as part of the onboarding process.	AAO / District Administrators/ Video Production Teacher	2016-2017 School Year / Ongoing	Production (or identification) and incorporation of video presentation into onboarding process.

III. SCHOOL AND CLASSROOM PRACTICES: *EQUALITY AND EQUITY IN CURRICULUM*

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME: Summit Public Schools

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.

[illegible]

III. SCHOOL AND CLASSROOM PRACTICES: *EQUALITY AND EQUITY IN STUDENT ACCESS*

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME: Summit Public Schools

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	
B2	Create committee through Affirmative Action Team to discuss and brainstorm solutions to balancing populations in schools	Affirmative Action Team	Ongoing	Creation of a plan incorporating proposed solutions and presentation of that plan to the Superintendent of Schools.
	Continuing to provide multiple district-wide events for elementary school students resulting in frequent interactions between diverse groups of students at each elementary school. Potentially increasing the number of these events to foster the interaction of the student populations of all of the elementary schools.	Elementary School Principals / District Supervisors	Ongoing	Execution of events, and evaluation of events.
B 4 a B 4 b	Assess and improve I&RS process for maximizing the effectiveness of behavioral and academic interventions being implemented prior to students being recommended for classification, and addressing patterns of negative behavior that	Building Principals / I&RS Team Leaders / Director of Special Services	Ongoing	Newly developed procedures and guidelines for I&RS Team district-wide

B 4 a B 4 b	Promote Latino Literacy Project and hold minority parent information sessions on accelerated and advanced courses.	Supervisor of World Languages / Director of Counseling Services / Assistant Superintendent for Curriculum and Instruction	Ongoing	Implementation and completion of events. Feedback from participants.
	Hold culturally responsive literacy events for parents and students.	Supervisor of World Languages / Director of Counseling Services / Assistant Superintendent for Curriculum and Instruction	2016-2017 and then ongoing	Implementation and completion of events. Feedback from participants.
	Create committees to identify processes to review and communicate discipline policies and procedures to all populations.	Building principals / AAO	2016-2017	Creation and distribution of procedural document.
	Examine and review data to identify underrepresented students for advanced courses.	Supervisors	2016-2017 and then ongoing	Review of data and creation of annual list of students.
	Proactively encourage underrepresented students to select advanced classes during guidance scheduling meetings	School Counselors / Director of School Counseling	Ongoing	Meeting of guidance department to report on discussions with students / survey of students regarding guidance scheduling meetings.
	Provide early intervention assessments in early grades to support underrepresented students and provide pathways to qualify for more advanced classes.	Primary / Elementary Principals / Assistant Superintendent for Curriculum / Supervisors	Ongoing	Administration of early intervention assessments and evaluation of follow-up to those assessments. Evaluation of programmatic shifts resulting from assessments.

III. SCHOOL AND CLASSROOM PRACTICES: *EQUALITY AND EQUITY IN GUIDANCE PROGRAM SERVICES*

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME: Summit Public Schools

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				Evidence of Completion
			2016	2017	2018	Ongoing	

III. SCHOOL AND CLASSROOM PRACTICES:

EQUITY IN PHYSICAL EDUCATION & ATHLETIC PROGRAMS

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME: Summit Public Schools

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, socioeconomic status or disability.

[illegible]

IV. EMPLOYMENT/CONTRACT PRACICES

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME: Summit Public Schools

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.

[illegible]

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: Union	
School District/Charter School/Renaissance School Project: Summit Public Schools	
Address: 14 Beekman Terrace - Summit, NJ 07901	
Affirmative Action Officer (AAO): Matthew Block	Telephone #: 908-918- 2100 x3107
AAO Email: mblock@summit.k12.nj.us	
Alternate Contact Person: Mr. June Chang	Telephone #: 908-918-2100 x3101
Title: Superintendent of Schools	Email: jchang@summit.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:3620; 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 June Chang Title Superintendent of Schools

Signature: _____ Date: _____

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

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 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:3620; 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:3620; 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: _____