

## 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: Robbinsville Public Schools**

| Name             | Title   | Grade Level<br>(If Applicable) | Signature |
|------------------|---|--------------------------------|-----------|
| Cara O'Connor    | Affirmative Action Officer, Human Resources Manager                                   | District                       |           |
| Kimberly Tew     | Assistant Superintendent of Curriculum and Instruction, District Anti-HIB coordinator | District                       |           |
| Rajneet Bajnath  | Director of Student Services, 504 coordinator   | District                       |           |
| Kristina Mannino | Supervisor of Student Services, Ed Stability Liaison, former AAO                      | District                       |           |
|                  |   |                                |           |
|                  |   |                                |           |

*Robbinsville Public Schools  
District, Charter School and Renaissance School Project 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.

*Table 1: Needs Assessment, Board Responsibility*

| I. Board Responsibility  | Compliant<br>(Yes or No) | Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.   | List name of noncompliant school(s) in the district |
|--|--------------------------|--|---|
| <p>NJAC 6A:7-1.7; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX; U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard</p> <p><b>A.</b> Adopt or re-adopt written equality and equity policies, requiring the following:</p>                                   | Yes                      | Comprehensive Equity Plan, Policy 1523 Adopted 2016  |   |
| <p>1. Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following:</p> <p style="padding-left: 20px;">a. Identify and address all forms of prejudice and discrimination in all district, charter and renaissance school project programs, practices, curricula, instructional materials and assessments.</p> |                          | Policy & Regulation 5750, Equal Educational Opportunity, adopted 2015 Policy 5755, Equity in Educational Programs, adopted 2018; Participated in Civil Rights Compliance Review to update policies in 2015, RHS Program of Studies, and ways to more visibly communicate compliance eblast: Annual Public Notification of Career and Technical Education Policy 2260, Affirmative Action, 2017 |   |

| I. Board Responsibility  | Compliant<br>(Yes or No) | Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.   | List name of noncompliant school(s) in the district |
|--|--------------------------|--|---|
| 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. |                          | Policy & Regulation 5750, Equal Educational Opportunity, adopted 2015 Policy 5755, Equity in Educational Programs, adopted 2015; Participated in Civil Rights Compliance Review to update policies in 2015, RHS Program of Studies, and ways to more visibly communicate compliance eblast: Annual Public Notification of Career and Technical Education Policy 2260, Affirmative Action, 2017 P2460 Special Education, R2460.1 Special Education: Location, Identification, and Referral ; R2460.16 Special Education: Instructional Materials to Blind or Print Disabled Students; R2460.8 Special Education: Free and Appropriate Public Education; R2460.9 Special Education, adopted 2015 |   |
| c. Provide equitable treatment for pregnant and married students   | Yes                      | Policy 5752 Marital Status & Pregnancy, 2016 Policy 2416 Programs for Pregnant Students, 2016  |   |
| d. Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).   | Yes                      | Policy & Regulation 5512, Harassment, Bullying, & Intimidation reviewed each year Monthly HIB report to the Board of Education School Safety Teams meet throughout the year AntiBullying Specialists & Coordinator assigned and posted on the district website, Policy 5512.02 Cyberbullying adopted 2018 Policy & Regulation 5751 Sexual Harassment, adopted 2016; community building/tolerance programs in all three buildings (Responsive Classroom, Character Strong, and Positive Education Initiative (PEI) to prevent harrassment, intimidation, and bullying.  |   |

| <b>I. Board Responsibility</b>   | <b>Compliant<br/>(Yes or<br/>No)</b> | <b>Documentation or evidence to substantiate<br/>compliance must include board policy title, number<br/>and date of adoption and or revision.</b>   | <b>List name of noncompliant<br/>school(s) in the district</b> |
|--|--------------------------------------|---|--|
| 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 & Regulation 1530 Equal Employment Opportunity, adopted 2016; Post employment advertisements that include EOE, EOE posted through the Applitrack job application system; Conduct external and internal searches to ensure a balanced pool of candidates interview committees include a variety of district stakeholders; Partners with Universities and affiliations that attract diverse candidates; Participate in CJ Pride (Central Jersey Program for Recruitment for Diverse Educators); Participate in job fairs such as CJ Pride, Rider University, TCNJ, and Rowan; accept junior practicum student teachers from various universities and colleges. |  |
| 3. The appointment of an Affirmative Action Officer (AAO) who can also serve as, or coordinate with, the district, charter and renaissance school project school's Section 504 Officer and/or the district, charter and renaissance school project's Title IX Coordinator. | Yes                                  | Annually board appointed and approved names are posted on the district website and are included in Program of Studies.  |  |
| 4. Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.  | Yes                                  | Require tutorials in Global Compliance Network training modules, see agendas for district inservice days. Affirmative Action Officer conducts a staff development each September. The Power Point is posted on the website and on a shared Google Drive   |  |

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|---|--------------------------|--|---|
|   |                          | that all staff members have access to.   |   |
| B. Authorize the Affirmative Action Officer team to develop a Needs Assessment and a Comprehensive Equity Plan, implement the plan over a three-year period of time, submit an annual Statement of Assurance of its implementation and progress, and complete the District Performance Review in the NJQSAC. Charter schools will report annual progress in the Charter School Annual Report.   | Yes                      | Comprehensive Equity Plan, Policy 1523, Adopted September 2004 Revised January 2016; board resolution on February, 2019 agenda for the AAO to begin forming a team and conducting a needs assessment for the 2019-2022 Comprehensive Equity Plan.  |   |
| C. Collect and analyze Annual Yearly Progress (Progress Targets) data for underperforming subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant status, date of enrollment, student suspension, expulsion, child study team referrals; Pre-K-12 promotion/retention data; Pre-K-12 completion rates and re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within | Yes                      | Academic Standards, Academic Assessments and Accountability, Policy 2415.01 Adopted September 2004 Revised 2013; P2460 Special Education 2017, R2460.1 Special Education: Location, Identification, and Referral; R2460.16 Special Education: Instructional Materials to Blind or Print Disabled Students; R2460.8 Special Education: Free and Appropriate Public Education; R2460.9 Special Education, adopted 2017; Administrative Leadership Team meets to review and analyze the data and then rolls out a data protocol to every teaching staff member. Annual Testing Presentation to the Board of Education that highlights aggregated data, any achievement gaps, and plans in place to ameliorate |   |

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| 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. |                          | gaps. District steering committee also reviews data to set longterm district goals.   |   |
| D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking or authorizing the following actions:  | Yes                      | Comprehensive Equity Plan, Policy 1523, Adopted 2016; CEP 2019-2022, adopted March 29, 2016 and new plan to be approved in April, 2019.   |   |
| 1. Inform the school community the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.  | Yes                      | Affirmative Action Program for School and Classroom Practices, Regulation 2260, 2016; Monthly HIB reports to the Board of Education; Bi-yearly anti-HIB reports to share programs and PD; parent anti-HIB program at Pond Road Middle School on 3/4/2019, Positive Education Initiative monthly newsletters to parents, Sharon school Responsive Classroom communication, Holocaust speaker presentation at RHS on 2/22/19. |   |
| 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,  | Yes                      | Affirmative Action Program for School and Classroom Practices, Regulation 2260, April 2019 AAO job description re-approved.   |   |

| <b>I. Board Responsibility</b>  | <b>Compliant<br/>(Yes or<br/>No)</b> | <b>Documentation or evidence to substantiate<br/>compliance must include board policy title, number<br/>and date of adoption and or revision.</b>  | <b>List name of noncompliant<br/>school(s) in the district</b> |
|---|--------------------------------------|--|--|
| train the AAO to handle the district, charter and renaissance school projects equity' responsibilities.   |                                      |  |  |
| 3. Inform students, staff and the community of the name, office address, and phone number of the district, charter and renaissance school project's AAO, and publicize the location and availability of the district, charter and renaissance school project's CEP, policy(ies), grievance procedures and annual reports. | Yes                                  | Affirmative Action Program for School and Classroom Practices, Regulation 2260, 2016; Contact information and guidelines are posted on the district website; staff receives information every September and a resource folder is available to all staff on Google drive.   |  |
| 4. Investigate and resolve discrimination complaints, grievances and incidents between students and teachers or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.   | Yes                                  | Affirmative Action Program for Employment and Contract Practices/Employment Practices, Policy 1550, Revised 2016; Affirmative Action Program for School and Classroom Practices, Policy 2260, 2016, file is kept at district office of grievances and recommendations. If there is an incident, the AAO is notified immediately and begins an investigation. |  |
| 5. Report on progress made in meeting the adequate yearly targets (as set by the Department   | Yes                                  | Annual Testing Presentation to the Board of Education, which is then posted on the district website. The district Steering Committee (made up of   |  |

| <b>I. Board Responsibility</b>  | <b>Compliant<br/>(Yes or No)</b> | <b>Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.</b>  | <b>List name of noncompliant school(s) in the district</b> |
|---|----------------------------------|--|--|
| of Education) for closing the achievement gap.  |                                  | diverse stakeholders from the staff and community) review the data and set long-term goals. Progress is also communicated to the BOE.  |  |
| 6. Authorize the AAO to conduct yearly equity training for all staff.   | Yes                              | Require tutorials in Global Compliance Network Training modules; Affirmative Action Officer conducts a staff development each September. The Power Point is posted on the website. |  |
| E. A county vocational school district shall admit resident students based on board-approved policies and procedures that ensure equity and access for enrollment that shall be posted on the school district, charter and renaissance school project's district's website. N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards. | N/A                              | (For County Vocational School Districts Only)  |  |

*Table 2: Needs Assessment, Staff Development and Classroom Practices*

| <b>II. Staff Development And Training</b><br>• N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5   | <b>Compliant<br/>(Yes or No)</b> | <b>Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.</b>  | <b>List name of noncompliant school(s) in the district</b> |
|--|----------------------------------|--|--|
| 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 | Yes                              | Policy & Regulation 5512 Harassment, Intimidation, & Bullying Policy & Regulation; 3240 Professional Development for Teachers and Leaders; 2014 Policy 3244 Inservice Training 2016; Policy 1140 Affirmative Action Program for School and Classroom Practice, |  |



| <b>II. Staff Development And Training</b> <ul style="list-style-type: none"> <li>N.J.A.C. 6A:7-1.6 &amp; N.J.S.A. 10:5</li> </ul>   | Compliant<br>(Yes or No) | Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.  | List name of noncompliant school(s) in the district |
|---|--------------------------|---|---|
| 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> , as follows: |                          | 2017; Global Compliance Network Training modules; See agendas for district inservice days, nontenured teacher meetings, and faculty meetings which include but are not limited to: Responsive Classroom, Cultural Awareness, Differentiated Instruction & Assessment for Diverse Learners, Students At Risk, Social Thinking, No More Bullies, No More Victims, Special Olympics, Students with High Anxiety, Transgender Students, and trauma-informed care. |   |
| 1. To all certificated (administrative and professional) staff.   | Yes                      | Policy & Regulation 3240 Professional Development for Teachers and Leaders, 2017; Policy 3244 Inservice Training, 2017  |   |
| 2. To all non-certificated (non-professional) staff.  | Yes                      | Policy 1140 Affirmative Action Program for School and Classroom Practice, 2017; Policy & Regulation 5512 Harassment, Intimidation, & Bullying Policy & Regulation; 4240 Employee Training, 2004; Require tutorials in Global Compliance Network Training modules, see agendas for district inservice days.  |   |

Table 3: Needs Assessment, School and Classroom Practices

| III. School and Classroom Practices  | Compliant<br>(Yes or No) | Documentation or Evidence to Substantiate<br>Compliance <b>must</b> include Board policy title,<br>number and date of adoption and/or revision.  | List name of noncompliant<br>school(s) in the district |
|--|--------------------------|--|--|
| <p>A. Equality and Equity in Curriculum</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>1. Ensure that the district, charter school or renaissance school project's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP (Progress Targets profiles) for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, English proficiency, housing status or socioeconomic status. Areas covered include, but are not limited to, the following:</p> | Yes                      | <p>Policy 2415.01 Academic Standards and Academic Assessment and Accountability, 2011; Policy 2428.1 Standards-Based Instructional Priorities, 2010; Policy 1140 Affirmative Action Program for School and Classroom Practice, 2017; All PreK12 Curriculum documents have been revised to align with the NJSLS and NGSS (2018); Policy &amp; Regulation 5750, Equal Educational Opportunity, adopted 2016. All students are exposed to rigorous curriculum and high expectations. This information is posted on our district website and we have an annual blast of Annual Public Notification of Career and Technical Education. Career and Technical Education</p> |  |
| <p>a. School climate and culture, safe and positive learning environment.</p>  | Yes                      | <p>Policy 1140 Affirmative Action Program for School and Classroom Practice, 2017; Policy &amp; Regulation 5512, Harassment, Bullying, &amp; Intimidation reviewed</p>   |  |

| III. School and Classroom Practices                         | Compliant<br>(Yes or No) | Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.  | List name of noncompliant school(s) in the district |
|---|--------------------------|--|---|
|   |                          | each year; Policy 5512.02 Cyberbullying adopted 2018; Policy & Regulation 5751 Sexual Harassment, adopted 2016; Policy and Regulation 2431.4 Prevention and treatment of sports-related concussion and head injuries Adopted 2012; Policy 2431 Treatment of Sports-Related Concussions (See School Safety Team Reports which would include descriptions of program) and curriculum to promote a safe and inclusive learning environment. (Examples K-8 Responsive Classroom, Positive Education Initiative 9-12).  |   |
| b. Courses of study, including Physical Education           | Yes                      | Policy 2422 Health and Physical Education, 2019<br>Artifacts include: Curriculum Documents approved for K12 PE/Health and Student schedules.   |   |
| c. Library materials/Instructional materials and strategies | Yes                      | Adoption of Educational Materials, 2010; Currently undergoing a Library/Media Center program review in Spring 2019 that includes site visitations and district committee review of curriculum.   |   |
| d. Technology/software and audio-visual materials           | Yes                      | Policy and Regulation 2361 Acceptable Use of Computer Networks, Computers, and Resources, 2013; Policy 3282 Use of Social Networking Sites, 2017; Policy 3283 Electronic Communication between Teaching Staff Members and Students, 2014; Policy 3321 Acceptable Use of Computer Networks/ Computers and Resources by Teaching Staff Members 2004; Policy 7523 School District Provided Devices to Students, 2014; The district has a 1:1 Chromebook initiative in grades 3-7 and a BYOD policy for grades 8-12. Departmental chromebook carts are available for those who are |   |

| III. School and Classroom Practices  | Compliant<br>(Yes or No) | Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.  | List name of noncompliant school(s) in the district |
|--|--------------------------|--|---|
|  |                          | unable to bring their own device.  |   |
| e. Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, & grievance procedures   | Yes                      | Policy 2411, Guidance Counseling, 2015; Policy & Regulation 5512, Harassment, Bullying, & Intimidation reviewed each year Policy 5512.02 Cyberbullying adopted 2018; Policy & Regulation 5751 Sexual Harassment, adopted 2016; See curriculum and lesson planning documents as evidence of teaching to students.   |   |
| f. Extra-curricular programs and activities  | Yes                      | Policy 2430 Co-Curricular Activities, 2012; Policy 1140 Affirmative Action Program for School and Classroom Practice, 2017; Policy 2431 Athletic Competition, 2018.  |   |
| g. Tests and other assessments   | Yes                      | Policy 2415.01 Academic Standards and Academic Assessment and Accountability, 2010; Policy 2428.1 Standards-Based Instructional Priorities, 2011; Policy 2622 Student Assessment, 2017; Annual Testing Presentation with SubGroup Performance; Accommodations and modifications provided to IEP ELLs, and 504 students.  |   |
| h. Reduction and/or prevention of under representation of minority, female and male students in all classes and programs | Yes                      | Policy & Regulation 5750, Equal Educational Opportunity, adopted 2016; Participated in Civil Rights Compliance Review to update policies; RHS Program of Studies, and ways to more visibly communicate compliance eblast: Annual Public Notification of Career and Technical Education Annual internal Data analysis of all student subgroups enrollment and performance in all courses including Special Ed, Academic Support, AP, Honors, and GT. Administrator Equity team (part of |   |

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|---|--------------------------|---|---|
|   |                          | Mercer County Consortium) reviews data each year.   |   |
| 2. Include a multicultural curriculum in the instructional content and practices across the curriculum.   | Yes                      | Policy 1140 Affirmative Action Program for School and Classroom Practice, 2017; All PreK12 Curriculum documents have been revised to align with the NJSLS and NGSS (2018); See agendas for district inservice days, nontenured teacher meetings, PLC's, and faculty meetings which include but are not limited to: Responsive Classroom, Cultural Awareness, Differentiated Instruction & Assessment for Diverse Learners, please see curriculum documents. |   |
| 3. Ensure that instruction on 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                      | All PreK12 Curriculum documents have been revised to align with the NJSLS. See approved curriculum documents, 6-8 Social Studies curriculum guide, US History I & II.   |   |
| 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)   | Yes                      | All PreK12 Curriculum documents have been revised to align with the NJSLS (2018); See approved curriculum documents: K-5 Social Studies, 7th grade ELA, 9-12 Social Studies curriculum.   |   |
| B. Equality and Equity in Student Access <ul style="list-style-type: none"> <li>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</li> </ul> | Yes                      | Policy & Regulation 5750, Equal Educational Opportunity, adopted 2016; Participated in Civil Rights Compliance Review to update policies, RHS Program of Studies, and ways to more visibly communicate compliance; NJ SMART reports that outline demographics of students enrolled in   |   |

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|--|--------------------------|---|---|
| <p>Vocational Education (1989); U.S. Supreme Court, 1982; Plyler v. Doe; U.S. Supreme Court, 1974, Castañeda v. Pickard</p> <p>Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status, as follows:</p> |                          | <p>courses eblast: Annual Public Notification of Career and Technical Education</p>   |   |
| <p>1. Ensure equal and barrier-free access to all school and classroom facilities.</p>   | <p>Yes</p>               | <p>Policy &amp; Regulation 5750, Equal Educational Opportunity, adopted 2016; Policy 1510 Rights of persons with handicaps or disabilities, 2017; 5111 Eligibility of Residents/ Non-Residents, 2019; Policy 5116 Education of Homeless Children, 2017; Assigned District Homeless Liaison and Educational Stability Officers, posted on the website.</p> |   |
| <p>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.</p>  | <p>Yes</p>               | <p>One school building at each location: Sharon Elementary PreK-4, Pond Road Middle School 5-8, Robbinsville High School 9-12.</p>  |   |
| <p>3. Refrain from locating new facilities in areas that will contribute to</p>  | <p>Yes</p>               | <p>One school building at each location: Sharon Elementary PreK-4, Pond Road Middle School 5-8,</p>   |   |

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|---|--------------------------|--|---|
| imbalanced, isolated, or racially identifiable school enrollments.  |                          | Robbinsville High School 9-12.   |   |
| 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 2430 CoCurricular Activities, 2012; Policy 1140 Affirmative Action Program for School and Classroom Practice, 2017; Policy 2431 Athletic Competition, 2018; 2340 Field Trips, 2016 Internal demographic analysis (county equity consortium) of the students who participate in co-curriculars.  |   |
| a. Ensure that minority and female students are not under-represented in gifted and talented or accelerated/advanced courses, including math and science.   | Yes                      | Policy & Regulation 5750, Equal Educational Opportunity, 2017; Participated in Civil Rights Compliance Review to update policies, RHS Program of Studies, and ways to more visibly communicate compliance; eblast: Annual Public Notification of Career and Technical Education Annual internal Data analysis of all student subgroups enrollment and performance in all courses including AP, Honors, and GT (part of equity consortium), GT program review scheduled for 2019-2020 school year; Annual meetings with Guidance Counselors and parents to encourage participation. |   |
| b. Ensure that minority and male students are not disproportionately represented in detentions,   | Yes                      | Monthly HIB reports submitted to the BOE (EVVRS) Violence and Vandalism reports Schools review data in Genesis; review data in Genesis regarding   |   |

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|--|--------------------------|--|---|
| suspensions, expulsions, dropouts, or special need classifications.  |                          | detentions, suspensions, expulsions, dropouts or special needs classification (part of 2019 county equity consortium work).  |   |
| 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. | Yes                      | Policy & Regulation 5750, Equal Educational Opportunity, adopted 2017; Participated in Civil Rights Compliance Review to update policies, RHS Program of Studies, and ways to more visibly communicate compliance eblast: Annual Public Notification of Career and Technical Education.  |   |
| d. Ensure that all English language learners have equal and bias-free access to all school programs and activities.  | Yes                      | Policy 2423 Bilingual and ESL Education, 2011; Bilingual/ESL Plan; ELL supporting documents including schedules, conferences in native language (when translator can be found); ACCESS results ESL teacher lesson plans.   |   |
| e. Ensure that all students with disabilities have equal and bias-free access to all school programs and activities  | Yes                      | Policy 2260, Affirmative Action, 2015 Policy & Regulation 5750, Equal Educational Opportunity, adopted 2017; P2460 Special Education, R2460.1 Special Education: Location, Identification, and Referral ; R2460.16 Special Education: Instructional Materials to Blind or Print Disabled Students; R2460.8 Special Education: Free and Appropriate Public Education ; R2460.9 Special Education, |   |



| III. School and Classroom Practices   | Compliant<br>(Yes or No) | Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.  | List name of noncompliant school(s) in the district |
|---|--------------------------|--|---|
|   |                          | adopted 2017.  |   |
| f. Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.  | Yes                      | Policy 5111 Eligibility of Resident/Nonresident, 2019; translation of district registration documents.   |   |
| 5. Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.               | Yes                      | Policy 2423 Bilingual and ESL Education, 2011 Bilingual/ESL Plan; See ACCESS testing report.   |   |
| 6. Utilize bias-free measures for determining the special needs of students with disabilities.  | Yes                      | Policy 2260, Affirmative Action, 2016; P2460 Special Education, R2460.1 Special Education: Location Identification, and Referral ; R2460.16 Special Education: Instructional Materials to Blind or Print Disabled Students; R2460.8 Special Education: Free and Appropriate Public Education ; R2460.9 Special Education, adopted 2015 Policy and Regulation 2417 Student Intervention and Referral Services, 2017; Child StudyTeam evaluation procedures as per N.J.A.C. 6A: 14; Robbinsville Special Education Parent Collaborative Team (RSPCT) Parent Group. |   |
| 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. | No                       |  | SES, PRMS, RHS                                      |

| III. School and Classroom Practices  | Compliant<br>(Yes or No) | Documentation or Evidence to Substantiate<br>Compliance <b>must</b> include Board policy title,<br>number and date of adoption and/or revision. | List name of noncompliant<br>school(s) in the district |
|--|--------------------------|---|--|
| 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 5752, Marital Status & Pregnancy 2016; Policy 2416, Programs for pregnant students, 2016.  |  |
| C. Equality and Equity in Guidance Programs and Services <ul style="list-style-type: none"> <li>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</li> </ul> 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 disabilities.   | Yes                      | Guidance Counseling Policy 2441, 2015.  |  |
| 2. The presentation of a full range of possible occupational, professional, and Career and Technical Education choices for all students, including careers in the science and technology industries and  | Yes                      | Guidance Counseling Policy 2441, 2015.  |  |

| III. School and Classroom Practices  | Compliant<br>(Yes or No) | Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.   | List name of noncompliant school(s) in the district |
|--|--------------------------|---|---|
| nontraditional careers.  |                          |   |   |
| 3. Guidance counselors are using bias-free materials.  | Yes                      | Guidance Counseling Policy 2441, 2015.  |   |
| <ul style="list-style-type: none"> <li>Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972</li> </ul> <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>All instructional activities are equitable and are co-educational.</li> </ol> | Yes                      | Policy 2422 Health and Physical Education, 2016; Artifacts include: Curriculum Documents approved for K12 PE/Health and Student schedules; Adaptive PE classes are taught to identified students  |   |
| <p>D. Equality and Equity in Athletic Programs</p> <ul style="list-style-type: none"> <li>Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(d) and Title IX, Education Amendments of 1972</li> </ul> <p>Ensure that the district, charter and renaissance school project's Athletic Program accomplishes the following:</p>  |                          |   |   |
| <ol style="list-style-type: none"> <li>Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.</li> </ol>  | Yes                      | Title IX Officer is Mr. Thomas Brettell, Athletic Director who oversees the equality and equity in Athletic Programs The Title IX officer's responsibilities include monitoring of school district policy in relation to Title IX law developments; implementation of grievance procedures, including notification, investigation and disposition of complaints; provision of educational materials and |   |

| III. School and Classroom Practices   | Compliant<br>(Yes or No) | Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.  | List name of noncompliant school(s) in the district |
|---|--------------------------|--|---|
|   |                          | training for the district community; conducting and/or coordinating investigations of complaints received pursuant to Title IX; ensuring a fair and neutral process for all parties; and monitoring all other aspects of the district's Title IX compliance. The Athletic Director reviews the roster for all sports to ensure gender equality and equity. |   |
| 2. Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.               | Yes                      | Title IX Officer is Mr. Thomas Brettell, Athletic Director who oversees the equality and equity in Athletic Programs (see the description above). The Athletic Director reviews the roster for all sports to ensure gender equality and equity.  |   |
| 3. Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc. | Yes                      | All staff salaries are part of the local bargaining unit and contractual. There is a 4-year cycle for purchasing and maintaining equipment for all sports.   |   |
| 4. Provides comparable facilities for male and female teams.  | Yes                      | The Athletic Director monitors the schedule of facilities and fields to ensure gender equality and equity.   |   |

Table 4: Needs Assessment, Employment/Contract Practices

| IV. Employment/Contract Practices   | Compliant<br>(Yes or No) | Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision. | List name of noncompliant school(s) in the district |
|---|--------------------------|---|---|
| <ul style="list-style-type: none"> <li>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</li> </ul> |                          |   |   |
| A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all  | Yes                      | Policy & Regulation 1530 Equal Employment Opportunity, 2016; Post employment advertisements that include EOE, EOE posted                  |   |

| <b>IV. Employment/Contract Practices</b> <ul style="list-style-type: none"> <li>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</li> </ul>  | Compliant<br>(Yes or No) | Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.   | List name of noncompliant school(s) in the district |
|---|--------------------------|---|---|
| <p>categories of employment, as follows:</p> <ol style="list-style-type: none"> <li>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.</li> </ol> |                          | <p>through the applitrack job application system<br/>Conduct external and internal searches to ensure a balanced pool of candidates interview committees include a variety of district stakeholders.</p>  |   |
| <ol style="list-style-type: none"> <li>Target recruiting practices for under-represented populations in every category of employment.</li> </ol>  | Yes                      | <p>Policy &amp; Regulation 1530 Equal Employment Opportunity, adopted 2016; Partner with Universities and affiliations that attract diverse candidates; Participate in CJ Pride (Central Jersey Program for Recruitment for Diverse Educators) Participate in job fairs such as CJ Pride, Rider University, TCNJ, and Rowan. Accept junior practicum student teachers from various universities and colleges.</p> |   |
| <ol style="list-style-type: none"> <li>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.</li> </ol>   | Yes                      | <p>Policy &amp; Regulation 1530 Equal Employment Opportunity, 2016; Post employment advertisements that include EOE, EOE posted through the Applitrack job application system<br/>Conduct external and internal searches to ensure a balanced pool of candidates Policy 1510 Rights of persons with Handicaps or Disabilities on</p>  |   |

| <b>IV. Employment/Contract Practices</b> <ul style="list-style-type: none"> <li>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</li> </ul>  | Compliant<br>(Yes or No) | Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.   | List name of noncompliant school(s) in the district |
|---|--------------------------|---|---|
|   |                          | NonDiscrimination, 2017; Post employment advertisements that include EOE, EOE posted through the Applitrack job application system.   |   |
| 4. Monitor promotions and transfers to ensure non-discrimination.   | Yes                      | Central Office staff including the Human Resources Coordinator, Superintendent, Business Administrator, and Assistant Superintendent monitor the promotions and transfers of all employees. School-based teams meet three times a year with Central Office to discuss employees.  |   |
| 5. Ensure equal pay for equal work among members of the district, charter and renaissance school project's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.                      | Yes                      | Policy & Regulation 1530 Equal Employment Opportunity, adopted 2016; Equal pay equal work: Salaries are negotiated by the members' associations with the BOE.   |   |
| 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 | Yes                      | To enter a contract with Robbinsville, all RFP's (Request for Proposal) must include required documentation. See below: "All documents returned to the Board shall be signed with an original signature in ink (blue). Failure to sign and return all required documents with the proposal may be cause for disqualification and for the proposal to be rejected pursuant to N.J.S.A. 18A:18A2(y) |   |

| <b>IV. Employment/Contract Practices</b> <ul style="list-style-type: none"> <li>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</li> </ul>   | Compliant<br>(Yes or No) | Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.   | List name of noncompliant school(s) in the district |
|--|--------------------------|---|---|
| status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.   |                          | (nonresponsive). The Board will not accept facsimile or rubber stamp signatures. *Forms provided by the Board of Education that must be returned with proposal: Affirmative Action Questionnaire or Affirmative Action Evidence – Attachment A · Non Collusion Affidavit – Attachment B · Stockholders’ Disclosure/ Ownership Declaration – Attachment C · Chapter 271 – Political Contribution Disclosure Form – Attachment D · Americans with Disabilities Act of 1990 Certification – Attachment E · Disclosure of Investment Activities, Activities in Iran – Attachment G. |   |
| 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 & Regulation 1530 Equal Employment Opportunity, 2016; Affirmative Action Program for Employment and Contract Policy; 1550 Affirmative Action Practices/ Employment Practices, 2018; Policy 1510 Rights of persons with Handicaps or Disabilities on Non-Discrimination, 2017.  |   |

## Comprehensive Equity Plan Corrective Actions

### *I. Board Responsibility*

**School District, Charter School or Renaissance School Project Name: Robbinsville Public Schools**

**Objective:**

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

*Table 5: Corrective Actions, Board Responsibilities*

| Section/sub-section from needs assessment | Implementation Strategies | Staff Responsible | Implementation Timeline<br>2019 2020<br>2021 Ongoing | Evidence of Completion |
|---|---------------------------|-------------------|--|------------------------|
| N/A                                       |                           |                   |  |                        |

### *II. Staff Development and Training*

**School District, Charter School or Renaissance School Project Name: Robbinsville Public Schools**

**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<br>2019 2020<br>2021 Ongoing | Evidence of Completion |
|---|---------------------------|-------------------|--|------------------------|
| N/A                                       |                           |                   |  |                        |
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*III. School and Classroom Practices: Equality and Equity in Curriculum*

**School District, Charter School or Renaissance School Project Name: Robbinsville Public Schools**

**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<br>2019 2020<br>2021 Ongoing | Evidence of Completion |
|---|---------------------------|-------------------|--|------------------------|
| N/A                                       |                           |                   |  |                        |

| Section/sub-section from needs assessment | Implementation Strategies | Staff Responsible | Implementation Timeline<br>2019 2020<br>2021 Ongoing | Evidence of Completion |
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### III. School and Classroom Practices: Equality and Equity in Student Access

**School District, Charter School or Renaissance School Project Name: Robbinsville Public Schools**

**Objective:**

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

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

| Section/sub-section from needs assessment  | Implementation Strategies   | Staff Responsible  | Implementation Timeline<br>2019 2020<br>2021 Ongoing | Evidence of Completion   |
|--|---|--|--|--|
| B3. Ensure that support services (e.g. school-based youth services, healthcare, tutoring and mentoring) are available to all students, including ELLs. | Review the current ELL services and review programming.<br><br>Policy 2423 Bilingual and ESL Education, 2011<br>Review the Bilingual/ESL Plan | Assistant Superintendent, Curriculum Supervisor, BOE Members, Teachers of ELLs | 2019-2020  | Policies revised and approved by the BOE; three year Bilingual/ELL Plan. |
|  | Create a committee of stakeholders to review current services of the ELL program and develop an Action Plan                                   | AAO, HR Manager, ESL Teachers, Nurse, Guidance Counselor,                      | 2019   | Agenda and minutes of meetings   |

| Section/sub-section from needs assessment | Implementation Strategies  | Staff Responsible   | Implementation Timeline<br>2019 2020<br>2021 Ongoing | Evidence of Completion  |
|---|--|---|--|---|
|   |  | Administrators, others                                    |  |   |
|   | Provide staff inservice on English Language Learners and strategies to support them in the classroom   | Curriculum Department                                     | 2019 and ongoing                                     | Professional Development Agendas                              |
|   | Identify community members to conduct outreach to ELL families.  | ELL Action Committee                                      | 2020   | List of community contacts                                    |
|   | Gather internal and external resources to support ELL's (review Title III funding)   | ELL Action Committee                                      | 2020   | List of ELL resources for parents and staff                   |
|   | Partner with Rutgers - University Behavioral HealthCare and the B.R.I.G.H.T Program - for specific internal and community resources related to ELL's.  | Dr. Heather Chelton, Clinician, Rutgers Behavioral Health | 2020 and ongoing                                     | Generate a list of resources to share with staff and parents. |
|   | Implement Action Plan to support ELL's: Action Plan may include but not be limited to: establish buddy system for ELL transition assign adult mentor for ELL support, Develop protocol in I&RS process for ELL Students. | ELL Action Committee, I&RS Committees                     | 2020   | I&RS Meeting Agendas/Minutes, staff schedules                 |
|   | Evaluate Action Plan and collect data for successful implementation and make recommendations for revisions.  | ELL Action Committee                                      | 2021-2022  | Student Interviews, attendance data, teacher survey           |

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

**School District, Charter School or Renaissance School Project Name: Robbinsville Public Schools**

**Objective:**

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

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

| Section/sub-section from needs assessment | Implementation Strategies | Staff Responsible | Implementation Timeline<br>2019 2020<br>2021 Ongoing | Evidence of Completion |
|---|---------------------------|-------------------|--|------------------------|
| N/A                                       |                           |                   |  |                        |
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*III. School and Classroom Practices:  
Equity in Physical Education and Athletic Programs*

**School District, Charter School or Renaissance School Project Name: Robbinsville Public Schools**

**Objective:**

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

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

| Section/sub-section from needs assessment | Implementation Strategies | Staff Responsible | Implementation Timeline<br>2019 2020<br>2021 Ongoing | Evidence of Completion |
|---|---------------------------|-------------------|--|------------------------|
| N/A                                       |                           |                   |  |                        |
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#### IV. Employment/Contract Practices

**School District,Charter School or Renaissance School Project Name: Robbinsville Public Schools**

**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<br>2019 2020<br>2021 Ongoing | Evidence of Completion |
|---|---------------------------|-------------------|--|------------------------|
| N/A                                       |                           |                   |  |                        |
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