

# Comprehensive Equity Plan Statement of Assurance

To be submitted with the Three-Year CEP

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

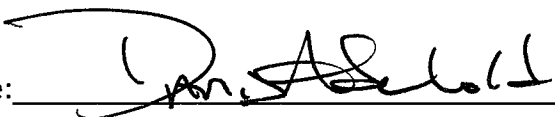
County: Mercer	
School District/Charter School/Renaissance School Project: West Windsor-Plainsboro Regional School District	
Address: 321 Village Road East, West Windsor, NJ 08550	
Affirmative Action Officer (AAO): Charity Fues, Director of Human Resources	Telephone #: 609-716-5000 Ext. 5015
AAO Email: charity.fues@ww-p.org	
Alternate Contact Person: Alison Milone	Telephone #: 609-716-5000 Ext. 5019
Title: Human Resources Specialist	Email: Alison.milone@ww-p.org

1. The school district, charter school or renaissance school project has conducted a comprehensive needs assessment of its equality and equity needs at each school within the district, charter school or renaissance school project, if applicable. The attached Comprehensive Equity Plan is designed to meet the assessed equality and equity needs at each site, if applicable.
2. The local Board has authorized the submission of the Comprehensive Equity Plan, and will support full implementation of the plan on September 1, 2016 upon approval by the New Jersey State Department of Education.
3. The school district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

### CERTIFICATION:

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

Name David M. Aderhold, EdD Title Superintendent of Schools

Signature:  Date: 5/30/19

- XXV. **It is recommended that** approval be given to empower the Superintendent of Schools and the Board Secretary to audit and approve chart of accounts and demands for payment prior to presentation to the Board.
- XXVI. **It is recommended that** approval be given to empower the Superintendent of Schools and the Board Secretary to approve transfers of funds, except for transfers to and from surplus, between meetings of the Board of Education. Transfers approved shall be reported to the Board, ratified, and duly recorded in the minutes at the next Board Business Meeting.
- XXVII. **It is recommended that** approval be given to empower the Superintendent of Schools to authorize routine employment appointments between the last day of school and the first Board of Education meeting in September, with the understanding that formal action would be taken at the next voting meeting of the Board.
- XXVIII. **It is recommended that** approval be given for the Nursing Services Plan, subject to review, revision, or addition during the school year.
- XXIX. **It is recommended that** approval be given to adopt all board-approved job descriptions now existing, subject to review, revision, or addition during the school year.
- XXX. **It is recommended that** approval be given to use the "Student Safety Data System Incident Report Form," which is available on the state SSDS web page, for the school year.
- XXXI. **Affirmative Action Officers/Anti-Bullying Specialists/Statement of Assurance**

1. To adopt the following resolution:

Whereas, New Jersey public schools and the West Windsor-Plainsboro Regional School District are required to develop, submit, and implement a Comprehensive Equity Plan to identify and resolve all equity needs affecting its schools, pupils, or staff, as indicated in N.J.A.C. 6:4-1 et.seq.; and

Whereas, an Affirmative Action Officer is necessary to uphold the regulations pertaining to N.J.S.A. 18A:36-20, 10:5, N.J.A.C. 6:4, 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; and the Individuals with Disabilities Education Act of 1977; now, therefore be it

Resolved, that an Affirmative Action Officer be appointed with the West Windsor-Plainsboro Regional School District, for the school year, as follows:

Charity Fues, District Affirmative Action Officer

To appoint a district anti-bullying coordinator and anti-bullying specialists for the West Windsor-Plainsboro Regional School District, for the school year, as follows:

- Lee McDonald, District Anti-Bullying Coordinator
- Jenna Cavadas-Fonseca, High School North Anti-Bullying Specialist
- Chelsea Allen, High School South Anti-Bullying Specialist
- Ariana Efstathios, Community Middle School Anti-Bullying Specialist
- Wendy Alley, Grover Middle School Anti-Bullying Specialist

CHRISTOPHER RUSSO  
 ASST. SUPT.-FINANCE/BOARD SECRETARY  
 CERTIFICATION THAT THIS IS A TRUE  
 EXCERPT OF THE MINUTES OF THE  
 WEST WINDSOR-PLAINSBORO BOARD  
 OF EDUCATION MEETING HELD ON

Kozlowski, Josephine	Reappoint	KE Instructor	TBD	DN	9/1/19	6/30/20	Reappoint as a KE Instructor.
Phillips, Lisa	Reappoint	KE Instructor	TBD	DN	9/1/19	6/30/20	Reappoint as a KE Instructor.
Visovsky, Cynthia	Reappoint	KE Instructor	TBD	DN	9/1/19	6/30/20	Reappoint as a KE Instructor.
Votto, Rebecca	Reappoint	KE Instructor	TBD	DN	9/1/19	6/30/20	Reappoint as a KE Instructor.
<b>Change</b>							
Ford, Lauren	Change	EDP Assistant Group Leader	TBD	WIC	9/1/19	6/30/20	Change from an EDP High School Assistant to an EDP Assistant Group Leader.
Chartock, Madelyn	Change	EDP Assistant Group Leader	TBD	CE	9/1/19	6/30/20	Change from an EDP High School Assistant to a substitute EDP Assistant Group Leader, as needed.
Josephson, Louis	Change	EDP Assistant Group Leader	TBD	CE	9/1/19	6/30/20	Change from an EDP High School Assistant to a substitute EDP Assistant Group Leader, as needed.
<b>G. Emergent Hires</b>							
None							

**Comprehensive Equity Plan 2019-2022**

3. Authorize the Affirmative Action Team to conduct a needs assessment and develop a comprehensive equity plan for 2019-2022.

**Reduction In Force 2019-2020**

4. WHEREAS, N.J.S.A. 18A:28-9 provides that a board of education may reduce the number of positions in the district whenever, in the judgment of the board, it is advisable to abolish any such positions for reasons of economy or because of reduction in the number of pupils or of change in the administrative or supervisory organization of the district or for other good cause;

WHEREAS, for reasons of staffing and student needs for the 2019-2020 school year, the Board finds it advisable to reduce and/or eliminate a number of positions in the District for the 2019-2020 school year through a reduction in force;

IT IS HEREBY RESOLVED by the West Windsor-Plainsboro Regional School District Board of Education as follows:

1. That upon recommendation of the Superintendent the following positions have been eliminated as a result of a reduction in force:
  - a. Two (2) Teacher of the Deaf positions; and
  - b. One (1) Part-Time Special Education Teaching position.
2. That the affected employees will promptly receive appropriate notification of their employment status; and
3. That the Superintendent is authorized to provide the necessary notification to the affected employees.

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Quotes – To and From School

26. Award the 2018-2019 Student Transportation Contract-Multi Contract Number TC20 to A-1 Limousine, Inc. as follows:

<u>Route</u>	<u>Destination</u>	<u>Cost per Diem</u>	<u>#Days</u>	<u>Aide per Diem</u>	<u>Inc/Dec</u>
TC20	Town Center Elementary	\$337.50	29	N/A	\$2.95

Quotes – Special Education

27. Award the 2018-2019 Student Transportation Contract-Multi Contract Number BBWS to A-1 Limousine, Inc. as follows:

<u>Route</u>	<u>Destination</u>	<u>Cost per Diem</u>	<u>#Days</u>	<u>Aide per Diem</u>	<u>Inc/Dec</u>
BBWS	High School North	\$137.50	9	N/A	\$2.90

Addendum – Cancel negotiated aide

28. Award 2018-2019 Student Transportation Contract Addendum Multi-Contract Number RB-PUB16-1, route NC53, awarded to Rick Bus Company, on November 20, 2018, cancelling the negotiated aide effective June 21, 2019. Final route cost \$67,859.60.

**D. PERSONNEL**

*To be voted on 5/28/19:* Recommend approval of the following resolutions:

**Job Description**

1. Approve the job description for Teacher Resource Specialist for Curriculum and Instruction, 6-12.

**PowerSchool Technology Agreement**

2. Approve the first year of a three-year agreement with PowerSchool Group, LLC to provide Unified Talent Applicant Tracking and TalentEd Applicant Tracking Onboard licensing and support from July 1, 2019 through June 30, 2020 at a cost of \$7807.50 plus a first year setup fee of \$6,000. There is no change in pricing for subsequent years.

**Comprehensive Equity Plan 2019-2022**

3. Approve the submission of the West Windsor-Plainsboro Regional School District 2019-2022 Comprehensive Equity Plan to the County Superintendent.

**Personnel**

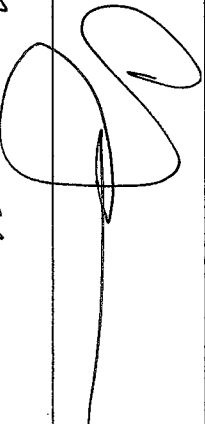
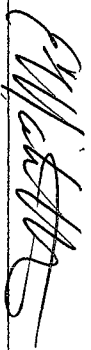
4. Approve Personnel Items:
  - A. Administrators
  - B. Certificated Staff
  - C. Non-Certificated Staff
  - D. Substitutes/Other
  - E. Extracurricular/Extra Pay
  - F. Community Education Staff
  - G. Emergent Hiring

CERTIFICATION THAT THIS IS A TRUE  
 AGENDA EXCERPT OF THE MINUTES OF  
 THE WEST WINDSOR-PLAINSBORO BOARD  
 OF EDUCATION MEETING HELD ON 5-28-2019  
 CHRISTOPHER RUSSO  
 ASST. SUPT.-FINANCE/BOARD SECRETARY

### 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
Charity Fues	Director of Human Resources/ Affirmative Action Officer		
James Earle	Assistant Superintendent for Pupil Services and Planning		<i>James J. Earle</i>
Evan Malakates	Teacher	Grade 4	
Carl Cooper	Supervisor of Social Studies		<i>Carl Cooper</i>

# 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. BOARD RESPONSIBILITY	Compliance (Yes or No)	Documentation or Evidence to Substantiate Compliance (MUST include Board policy title, number, and date of adoption)	List name of noncompliant school(s) in the district
<p>NJAC 6A:7-1.7; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX; U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard</p> <p>A. Adopt or re-adopt written equality and equity policies, requiring the following:</p>		<p>Board of Education Policy Manual Revised 2012. Reviewed annually by BOE Administration Committee</p>	
<p>1) Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following:</p> <p>a) Identify and address all forms of prejudice and discrimination in all district, charter and renaissance school project programs, practices, curricula, instructional materials and assessments.</p>	Yes	<p>Policies and Procedures reviewed continually, updated, and board approved on a regular basis.</p>	None
<p>b) Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or</p>	Yes	<ul style="list-style-type: none"> <li>• Policy #5700 Pupil Rights 7/17/2012</li> <li>• Policy #5751 Sexual Harassment 7/17/2012</li> <li>• Policy # 5750 Equal Educational Opportunity 8/23/2016</li> <li>• Policy # 5756 Transgender Students</li> </ul>	None
See Appendix C			

<b>I. BOARD RESPONSIBILITY</b>	<b>Compliant (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance (Must include Board policy title, number, and date of adoption)</b>	<b>List name of noncompliant school(s) in the district</b>
sexual orientation, gender, religion, disability or socioeconomic status.	Yes	<ul style="list-style-type: none"> <li>• 2/16/2016</li> <li>• Policy # 2610 Educational Program Evaluation 8/23/2016</li> </ul>	None
c) Provide equitable treatment for pregnant and married students.	Yes	<ul style="list-style-type: none"> <li>• Policy #5752 Marital Status and Pregnancy 7/17/2012</li> <li>• Policy # 2416 – Programs for Pregnant Students 7/17/2012</li> </ul>	None
d) Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).	Yes	<ul style="list-style-type: none"> <li>• Policy 5752 Marital Status and Pregnancy 7/17/2012</li> <li>• Policy 5751 Sexual Harassment 7/17/2012</li> <li>• Policy &amp; Regulation 5512 – Harassment, Intimidation, and Bullying 9/11/2018</li> </ul>	None
2) Equality in Employment and Contract Practices for all persons, regardless of , creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	<ul style="list-style-type: none"> <li>• Policy # 1530 Equal Employment Opportunities 8/23/2016</li> </ul>	None

<b>I. BOARD RESPONSIBILITY</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance (MUST include Board policy title, number and date of adoption)</b>	<b>List name of noncompliant school(s) in the district</b>
<p>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.</p>	Yes	<p>Board of Education appoints the AAO annually. The AAO is a NJ certified staff member – the Director of Human Resources</p>	None
<p>4) Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6.</p>	Yes	<ul style="list-style-type: none"> <li>• Policy # 3240 Professional Development for Teachers and School Leaders 4/26/2016</li> <li>• Policy # 3244 In-Service Training 2/16/2016</li> </ul>	None
<p>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.</p>	Yes	<p>Resolution- Board of Education Approval 5/14/2019</p>	None
<p>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</p>	Yes	<ul style="list-style-type: none"> <li>• School Performance Reports</li> <li>• Annual Board Testing Report</li> <li>• Discipline reports- mo./yearly</li> <li>• HIB reports</li> <li>• Annual Action Plans submitted to NJDOE</li> <li>• State monitoring report</li> <li>• Policy 2415.01 – Academic Standards, Academic Assessments, and Accountability</li> </ul>	None



I. <b>BOARD RESPONSIBILITY</b>	Compliance (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>completion rates and re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data.</p> <p>Identify any school-level underperforming subgroups on Annual Yearly Progress (Progress Targets) reports for state assessments.</p>		<p>7/17/2012</p>	
<p><b>D.</b> Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking the following actions:</p>	<p><b>Yes</b></p>	<ul style="list-style-type: none"> <li>• Policy # 1523 Comprehensive Equity Plan 8/23/2016</li> <li>• Submission will be submitted to the BOE at the board of education meeting on May 28, 2019 for approval. The plan will be submitted to the county education office on or before June 14, 2019 and adopted formally when approval is received.</li> </ul>	<p><b>None</b></p>
<p>1) Inform the school community about the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.</p>	<p><b>Yes</b> <b>See Appendix C</b></p>	<ul style="list-style-type: none"> <li>• Ongoing program of notification through multiple media (webpage, flyers, school handbooks, staff training, hiring practices)</li> <li>• Semi-Annual Public Hearings on HIB &amp; SSDS</li> <li>• District Web Site which contains all policies</li> </ul>	<p><b>None</b></p>

<b>I. BOARD RESPONSIBILITY</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance (Must include Board policy title, number and date of adoption)</b>	<b>List name of noncompliant school(s) in the district</b>
<p>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.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Regular Faculty, Staff, Administrative Training</li> <li>• Parent, Student, Community Presentations</li> <li>• Parent, Student, Staff Handbooks/PowerPoint</li> <li>• Week of Respect Activities</li> <li>• School Counseling Curriculum Initiatives</li> <li>• Pro-Active Anti-Bullying Programs</li> <li>• School climate team meeting</li> </ul>	<p>None</p>
<p>3) Provide students, staff and the community with contact information for the AAO and publicize the location and availability of the CEP, policies, grievance procedures and annual reports.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• District website</li> <li>• School handbooks</li> <li>• Policy # 1140 Affirmative Action Program 8/23/2016</li> <li>• Policy # 2260 Affirmative Action for School and Classroom Practices 8/23/2016</li> <li>• Policy &amp; Regulation #1510 – Rights of Persons With Handicaps or Disabilities/Policy on Non-Discrimination 2/21/2017</li> </ul>	<p>None</p>

I. <b>BOARD RESPONSIBILITY</b>	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	<ul style="list-style-type: none"> <li>• Policy # 1511 Board of Education Website Accessibility 5/9/ 2017</li> <li>• Policy # 9130 Public Complaints &amp; Grievances 10/7/2014</li> <li>• Policy &amp; Regulation # 1510 – Americans with Disabilities 2/21/2017</li> </ul>	None
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	<ul style="list-style-type: none"> <li>• Annual School Performance Reports - Action Plans developed and implemented.</li> <li>• Review summaries annually of data related to student achievement (standardized test scores)</li> <li>• Annual testing report</li> <li>• Policy 2415.01 – Academic Standards, Academic Assessments, and Accountability 7/17/12</li> </ul>	None
6) Authorize the AAO to conduct yearly equity training for all staff.	Yes	<ul style="list-style-type: none"> <li>• Online employment orientation on district website (Human Resources)</li> <li>• District in-service programs for staff.</li> <li>• Affirmative Action link on district web page.</li> <li>• Global Compliance Network (GCN)</li> </ul>	None

I. <b>BOARD RESPONSIBILITY</b>	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><b>E.</b> A county vocational school district shall admit resident students based on board-approved policies and procedures that ensure equity and access for enrollment that shall be posted on the school district, charter and renaissance school project's website. N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards.</p>		<p style="text-align: center;">N/A  (For County Vocational School Districts Only)</p>	N/A
<p><b>II. STAFF DEVELOPMENT AND TRAINING</b> N.J.A.C. 6A:7-1.6 &amp; N.J.S.A. 10:5</p>	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><b>A.</b> Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin,</p>			

<p>ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year to:</p>			
<p>1) Certificated (administrative and professional) staff.</p>	<p><b>Yes</b></p>	<ul style="list-style-type: none"> <li>• Board Testing Report</li> <li>• Parent University programs</li> <li>• Global Compliance Network (GCN) modules for all staff, requirements customized according to state mandates and staff assignment/role in the district</li> <li>• Policy #3240 Professional Development for Teachers and School Leaders 4/26/2016</li> <li>• Policy # 3244 In-Service Training 2/16/2016</li> </ul>	<p><b>None</b></p>
<p>2) Non-certificated (non-professional) staff.</p>	<p><b>Yes</b></p>	<ul style="list-style-type: none"> <li>• Board Testing Report</li> <li>• Parent University programs</li> <li>• Global Compliance Network (GCN) modules for all staff, requirements customized according to state mandates and staff assignment/role in the district</li> </ul>	<p><b>None</b></p>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<p><b>A. Equality and Equity in Curriculum</b>            N.J.A.C. 6A:7-1.7(b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972, U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard</p> <p>1) Ensure that the district, charter school or renaissance school project's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and that they address the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP (Progress Targets profiles) for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, English proficiency, housing status or socioeconomic status. Areas covered include, but are not limited to, the following:</p>	<p><b>Yes</b></p>	<ul style="list-style-type: none"> <li>• Policy #2415.01 – Academic Standards, Academic Assessments, and Accountability 7/17/2012</li> <li>• Policy #2610 Educational Program Evaluation 8/23/2016</li> </ul>	

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<p>a) School climate and culture, safe and positive learning environment</p>	<p>Yes</p>	<p><b>District K – 3</b></p> <ul style="list-style-type: none"> <li>• Responsive Classroom Training</li> <li>• Peacemaking program</li> <li>• School guidance counselors</li> <li>• Character education programs</li> <li>• School spirit days</li> <li>• Teacher book/study groups</li> <li>• Student leadership programs</li> <li>• Community Service Projects: Fall Fest, Giving Tree, Canned Food Drive, Toy Drives, Angel's Wings, Hawk Walk, Jump Rope for Heart, Ronald McDonald House, Pennies for Patients, Supplies for Soldiers in Iraq, Blanket the World with Kindness, Jammie Day, Homefront coat drive</li> <li>• Guidance Parenting Groups</li> <li>• Unified Game/Field Day</li> <li>• Special Education Parent Support Groups</li> <li>• River of Respect</li> <li>• Gator News at 8:55 / Morning Announcements, What's Up Wicoff</li> <li>• Be Kind Like Josh campaign</li> <li>• Safety and security drills</li> <li>• Partnership with PTA (assemblies, programs, meetings, staff appreciation)</li> <li>• School Social Committees</li> </ul> <p><b>District 4-5</b></p> <ul style="list-style-type: none"> <li>• Elements of The Responsive Classroom are taught and practiced in classrooms.</li> <li>• The learning environment supports differentiated instruction through extensive</li> </ul>	<p>None</p>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		<p>professional development with Columbia University in the area of literacy.</p> <ul style="list-style-type: none"> <li>• School counselors facilitate lessons in the classroom including bullying, friendship, and team-building.</li> <li>• Character Education is integrated throughout the school day. There are also monthly character themes and a daily message. The Character Theme is supported by the elementary school faculty. Students are “caught” doing good deeds of: Respect for self and others, Caring, Kindness, Honesty, Citizenship, Friendship, Respect for Earth, Courage, and Teamwork. One example is Millstone River School’s Regal Eagle Program</li> <li>• School Spirit Days and student concerts are celebrated.</li> <li>• There is a school mascot and theme carried throughout building, “Village School..Where everybody is part of the pack” and “At Millstone River...we notice one another.”</li> </ul> <p>There are theme Community Service Projects such as: Make A Difference Day, Mix-It-Up day, Coat Collection for Martin House, Martin House, Walk for Autism, used book collection, canned food drives, and collection of sundries for woman’s shelters.</p> <ul style="list-style-type: none"> <li>• Bus Drivers’ Recognition Day</li> <li>• Custodians’ Recognition Day</li> <li>• Student Leadership : Human Relations Program, Grade 3 Spring Orientation Tours, supplemental physical educational programs - P.E.E.R.S and Adaptive PE, Millstone</li> </ul>	



<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		<p>“Buddies” (where main stream students are buddied with an autistic child and read and do weekly activities with them), morning announcement and Village News</p> <ul style="list-style-type: none"> <li>• No Name-Calling Week</li> <li>• National Anti-Violence Awareness Week</li> <li>• Staff Human Relations Committee</li> <li>• Diverse student assemblies sponsored by PTSA</li> <li>• Trenton Area Soup Kitchen (T.A.S.K.)</li> </ul> <p><b>District 6-8</b></p> <ul style="list-style-type: none"> <li>• Means have been established for students to participate in reasonable and peaceful resolution to conflict through the “Amigos” .</li> <li>• A culture of open communication exists among all school constituents through such groups PTSA, faculty meetings, AAPSG, and SEPTSA.</li> <li>• School Safety Committee continues participation in climate committee which involves staff, students, and families in the development of school safety and positive culture.</li> <li>• Staff continues implementation of is participation in the Differentiation of Instruction .</li> <li>• Participation in a variety of fundraising projects (i.e. coat drives, Trenton Soup Kitchen, annual clothing drive, March of Dimes Walkathon, Home Front food drive, quilting for others, book collection for inner city libraries) by various clubs and student led</li> </ul>	

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		<ul style="list-style-type: none"> <li>• Student Council and Site based School Life Committee support a variety of initiatives to promote positive school climate such as Wall of Fame for CMS and Jag of the Month for GMS, Staff Jag of the Month for GMS, school spirit days, grade level competitions, pep rallies, etc.</li> <li>• School counselors conduct student support groups.</li> <li>• School counselors conduct classroom lessons on social and emotional health</li> <li>• Student Assistance Counselor organizes various assemblies designed to foster a safe and supportive school environment (Bystander, Mykee Fowlin assemblies, Bang Bang)</li> <li>• District 9-12</li> <li>• Climate Committee/ Day of Dialogue</li> <li>• Student clubs and club fair</li> <li>• Diversity program(s) cultural events</li> <li>• Guest speakers on minority studies</li> <li>• Peer mediation program</li> <li>• Program of studies</li> <li>• Developmental guidance program</li> <li>• Youth Teaching Youth program</li> <li>• Extra and co-curricular programs</li> <li>• T.A.P. (Teacher Advising Principals) on issues of equity and curriculum</li> <li>• JAG PAWS (character recognition program)</li> </ul>	

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<p>b) Courses of study, including physical education</p>	<p>Yes See Appendix C</p>	<p><b>District K -3</b></p> <ul style="list-style-type: none"> <li>• Approved curriculum supports in the following subject areas: Reading/Language Arts, Math, Health, Music/Art, Holocaust, Science, Social Studies, Physical Education, Columbia Teachers College Reading and Writing Calendars, World Languages, ESL</li> <li>• Philosophy statement and grade level guidelines in handwriting, spelling/word study (Words Their Way)</li> <li>• Curriculum guide program reviews at set intervals established by the Board of Education</li> <li>• Kindergarten Literacy Support</li> <li>• Professional Development- TCRWP staff developer, calendar days, reunions</li> <li>• BizWorld (Financial Literacy)</li> </ul> <p><b>District 4-5</b></p> <ul style="list-style-type: none"> <li>• State Core Content Curriculum Standards and district curriculum guides in the following subject areas: Language Art Literacy, Mathematics, Science, Social Studies, Physical Education, Health, Music, Art, Holocaust, World Languages, ESL</li> <li>• Curriculum guide program reviews at set intervals</li> <li>• Increased access to vigorous mathematics</li> </ul>	<p><b>None</b></p>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	Compliance (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		<p> <b>District 6 – 8</b> </p> <ul style="list-style-type: none"> <li>• Courses of study are aligned with state standards, and expectations are consistent within disciplines and across grade levels.</li> <li>• Students participate in curricular activities that foster an understanding of fairness, discrimination, and prejudice.</li> <li>• Courses of study include opportunities for students to explore a variety of perspectives regarding historical events (i.e. Columbus Trial, Model United Nations, Genocide Book Clubs, Social Issue Book Clubs)</li> <li>• Eighth grade exit assessment known as the “Global Challenge” which engages students in authentic research creating an awareness of global issues.</li> <li>• Physical education units of study include exploration of international games and activities.</li> <li>• Curriculum guide reviews are established by the Board of Education</li> <li>• Courses undergo regular curriculum reviews.</li> </ul> <p> <b>District 9-12</b> </p> <ul style="list-style-type: none"> <li>• Approved subject area curriculum guides</li> <li>• Program of Studies</li> <li>• Parent Night presentations and distribution of courses of study</li> <li>• Revised course work yearly</li> </ul>	

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<p>c) Library materials/instructional materials and strategies</p>	<p><b>Yes</b></p>	<p><b>District K - 3</b></p> <ul style="list-style-type: none"> <li>• Technology curriculum guide approved by Board. (annually reviewed)</li> <li>• All students have equal access to technology through computer labs, individual classroom computers, iPads, Chromebooks, Smartboards, and assistive listening devices</li> <li>• Tumblebooks Online Library (Free online access to books for all students on school library website pages)</li> </ul>	<p><b>None</b></p>
<p>d) Technology/software and audiovisual materials</p>	<p><b>Yes</b></p>	<ul style="list-style-type: none"> <li>• Recently approved Media Center Review</li> <li>• Recommended weeding procedure of outdated materials</li> <li>• Diverse selection of materials and digital resources to promote access.</li> <li>• Approved guidelines/benchmarks for teaching technology</li> <li>• All students have equal access to technology through full computer lab, media computer's, COW (Computer on Wheels), Ipads, Chromebooks, and Smart Boards</li> <li>• Full time technology teacher</li> <li>• Regular professional development sessions</li> <li>• Multiple search engines, special computer programs and Internet capabilities</li> <li>• 1:1 Program starting in 5<sup>th</sup> grade</li> <li>• Teacher Resource Specialist supports</li> </ul>	<p><b>None</b></p>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		<p><b>District 6 – 8</b></p> <ul style="list-style-type: none"> <li>All students have equal access to technology through computer labs, individual classroom computers, and assistive listening devices and 1:1 Chromebook program</li> <li>Computer instructors and a full-time Teacher Resource Specialist assist all students at each grade level and offer an array of courses and services to meet individual needs</li> <li>Technology workshops are regularly conducted with staff.</li> </ul> <p><b>District 9-12</b></p> <ul style="list-style-type: none"> <li>Computer use available throughout the building, all classrooms, and media center</li> <li>Multiple internet resources and search engines available</li> <li>Lap top &amp; Chromebook computer carts</li> <li>Computer Facilitator for the two high schools</li> <li>Equal student access to technology</li> <li>After school availability</li> </ul>	
<p>e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures</p>	<p><b>Yes</b></p>	<p><b>District K -3</b></p> <ul style="list-style-type: none"> <li>Approved guidance curriculum which includes all</li> <li>Board policies on equity issues</li> <li>Board policies on sexual harassment, affirmative action, and harassment intimidation, bullying (HIB) and hazing</li> </ul>	

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		<p><b>District 4-5</b></p> <ul style="list-style-type: none"> <li>• Approved guidance curriculum</li> <li>• Board policies on sexual harassment, affirmative action, and harassment intimidation, bullying and hazing distributed to all staff.</li> <li>• Suicide prevention training for staff</li> <li>• School counselor guidance groups</li> <li>• School counselor guidance lessons within classrooms</li> <li>• Student agenda book</li> <li>• District website.</li> <li>• HIB training for all staff and students</li> <li>• Policy &amp; Regulation # 5512 – Harassment, Intimidation, and Bullying 9/11/2018</li> </ul> <p><b>District 6 – 8</b></p> <ul style="list-style-type: none"> <li>• School counselors have developed a series of lessons and workshops to address bullying, intimidation and sexual harassment with students</li> <li>• Students are made aware of grievance procedures through team meetings and grade</li> </ul>	<p><b>None</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		<ul style="list-style-type: none"> <li>level assemblies and procedures outlined in the school discipline code</li> <li>• The sixth grade life skills curriculum included a unit on anger management and bullying</li> <li>• Approved guidance curriculum</li> <li>• Board policies on sexual harassment, affirmative action, and harassment intimidation, bullying and hazing distributed to all staff members during in-service training</li> <li>• Suicide prevention training for staff</li> </ul> <p><b>District 9-12</b></p> <ul style="list-style-type: none"> <li>• Approved guidance curriculum</li> <li>• Developmental guidance program</li> <li>• School website</li> <li>• Human relations</li> <li>• Student agenda book</li> <li>• Peer mediation</li> <li>• Building Affirmative Action officers</li> <li>• African American Parent Support group: Striving for Excellence</li> <li>• Board policies on sexual harassment, affirmative action, bullying and hazing distributed and review with faculty and staff members</li> <li>• SAC visits health classes with regards to HIB information for students.</li> </ul>	
<b>f) Extra-curricular programs and activities</b>	<b>Yes</b>	<b>District K - 3</b>	



<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	Compliance (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		<p><b>District 4-5</b></p> <ul style="list-style-type: none"> <li>• Student Human Relations program</li> <li>• P.E.E.R.S.</li> <li>• Title One Program: After-school enrichment program in Language Arts and Math</li> <li>• Title One Future Problem Solvers Club</li> <li>• Language arts enrichment</li> <li>• Reading support group</li> <li>• Math enrichment</li> <li>• Math support group</li> <li>• Orchestra, band, chorus programs (after school Jazz Ensemble and Chamber Orchestra)</li> <li>• Extended Day Program handbook</li> <li>• Community Education handbook</li> <li>• After school programs</li> <li>• PTSA sponsored events: 4<sup>th</sup> Grade Record Breakers, 5<sup>th</sup> Grade Carnival, Family Fun Nights</li> <li>• PTA assemblies, e.g., Traditions of India, The Town That Fought Hate</li> <li>• Grade level presentations/fieldtrips - Pirate Players -Cucumber Phil, New Jersey African American Heritage Museum, Wommouth</li> </ul>	<p>None</p>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		<p><b>District 6-8</b></p> <ul style="list-style-type: none"> <li>• Open to all students with equal access</li> <li>• Procedures in place for students to develop and/or participate in clubs</li> <li>• Club fair held in the beginning of school year for all students</li> </ul> <p><b>District 9-12</b></p> <ul style="list-style-type: none"> <li>• Open to all students with equal access</li> <li>• Procedures in place for students to develop and/or participate in clubs</li> <li>• Club fair held in the beginning of school year for all students</li> <li>• Opportunities for student led club creation and implementation exist.</li> <li>• Equal access for all students to attend school trips and events</li> </ul>	
<p><b>g) Tests and other assessments</b></p>	<p><b>Yes</b></p>	<p><b>District K – 3</b></p> <ul style="list-style-type: none"> <li>• New Jersey Student Learning Assessment (NJSLA)</li> <li>• MAP Testing</li> <li>• In-View</li> <li>• Fountas &amp; Pinnell Reading assessment</li> </ul>	<p><b>None</b></p>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	Compliance (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		<ul style="list-style-type: none"> <li>• Reading recovery screenings</li> <li>• Basic skills reading screening</li> <li>• Basic skills math screenings</li> <li>• New student screenings by reading specialists</li> <li>• WIDA Model screening &amp; ACCESS for ELLs</li> <li>• Exceptionality Initiative screenings as needed</li> <li>• Science performance assessments</li> <li>• Math Common Assessments</li> <li>• Special Education Assessments</li> </ul> <p><b>District 4-5</b></p> <ul style="list-style-type: none"> <li>• NJSLA</li> <li>• Fountas &amp; Pinnell Reading assessment</li> <li>• New students screenings</li> <li>• Basic skills math and reading screening</li> <li>• WIDA Model screening &amp; ACCESS for ELLs</li> <li>• Exceptionality Initiative screenings</li> <li>• A&amp;E testing program</li> <li>• Social studies /science performance assessments</li> <li>• Guidance screenings such as IRI, Connors, etc.</li> <li>• Special education assessments</li> <li>• Common assessments across subject areas</li> </ul> <p><b>District 6-8</b></p> <ul style="list-style-type: none"> <li>• NJSLA</li> <li>• Fountas &amp; Pinnell Reading assessment</li> <li>• WIDA Model screening &amp; ACCESS for ELLs</li> <li>• Individualized assessments and screenings are provided where appropriate.</li> <li>• Testing procedures are uniform.</li> <li>• Standardized testing includes appropriate modifications and accommodations for ESL,</li> </ul>	

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<p>h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs</p>	<p><b>Yes</b></p>	<p>special education, and section 504 students</p> <ul style="list-style-type: none"> <li>• Common assessments have been designed across grade levels</li> <li>• MAP Testing</li> <li>• APA Assessment</li> </ul> <p><b>District 9-12</b></p> <ul style="list-style-type: none"> <li>• NISLA</li> <li>• Advanced Placement testing</li> <li>• WIDA Model screening &amp; ACCESS for ELLs</li> <li>• Reflected in curriculum, see content area curriculum guides</li> <li>• Common assessments have been designed across grade levels and administered quarterly</li> <li>• PSAT</li> </ul>	<p><b>None</b></p>
<p>h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs</p>	<p><b>Yes</b></p>	<p><b>District K – 5</b></p> <ul style="list-style-type: none"> <li>• Class lists, placement procedures</li> <li>• Monitoring of student participation in band, chorus and orchestra</li> <li>• Flexible Grouping</li> <li>• Gentry Model</li> <li>• Special education and ESL students are equally distributed within teaching “families”</li> <li>• Students are heterogeneously grouped on interdisciplinary teams to ensure a balance between gender, ethnicity, and ability</li> </ul> <p><b>District 6-8</b></p> <ul style="list-style-type: none"> <li>• Students are heterogeneously grouped on</li> </ul>	<p><b>None</b></p>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	Compliance (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<p>2) Incorporate multicultural aspects throughout the instructional content and practices across the curriculum.</p>	<p>Yes</p>	<p>interdisciplinary teams to ensure a balance between gender, ethnicity, and ability</p> <ul style="list-style-type: none"> <li>• Special education and ESL are equally distributed among teams</li> <li>• A &amp; E students are clustered in classes among the teams.</li> </ul> <p><b>District 9-12</b></p> <ul style="list-style-type: none"> <li>• Guidance intervention</li> <li>• Program of Studies – clear and consistent entrance criteria have been established for eligibility for Honors and AP courses</li> <li>• Use of AP Potential data to identify under-represented groups in honors &amp; AP classes</li> <li>• Parent meetings</li> <li>• Student class meetings</li> </ul> <p><b>District K-3</b></p> <ul style="list-style-type: none"> <li>• Cross-curricular units of study</li> <li>• Heritage days</li> <li>• Diversity celebrations</li> <li>• Chinese dragon dance</li> <li>• Class trip to “Dance Asia”</li> <li>• Black history celebration</li> <li>• Immigration studies</li> <li>• Parent presentations/guest speakers</li> <li>• Heritage luncheons</li> <li>• Native American assemblies</li> <li>• P.E. curriculum (cultural dance)</li> <li>• Art curriculum and music curriculum programs</li> </ul>	

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		<p><b>District 4-5</b></p> <ul style="list-style-type: none"> <li>• Teacher in-service programs, staff meeting, and alternate staff meetings</li> <li>• Diversity celebrations such as Black History, Diwali, Chinese New Year</li> <li>• Social Studies - curriculum cross-curricular units of study. Multi-cultural literature is infused in school media collections</li> <li>• Parent presentations/guest speakers</li> <li>• PE Cultural Dance Unit</li> <li>• Art curriculum/Exhibits</li> <li>• Music curriculum programs</li> <li>• World news and current event lessons in classroom</li> <li>• African-American Parent Support Group Programs</li> <li>• Current events group for students</li> <li>• Elementary student participation in the high school Black History Month run by high school students</li> </ul> <p><b>District 6-8</b></p> <ul style="list-style-type: none"> <li>• Multi – cultural and gender issues are addressed in units of study and in classroom lessons where appropriate e.g 8<sup>th</sup> grade IRLA</li> <li>• All students are required to study a world language inclusive of its culture</li> <li>• Multi-cultural literature and resources support the units of study</li> <li>• Black History Museum at the middle school</li> </ul>	<p><b>None</b></p>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<p>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)</p>	<p><b>Yes</b></p>	<p><b>District 9-12</b></p> <ul style="list-style-type: none"> <li>• Interwoven throughout the curriculum</li> <li>• Week of Respect</li> <li>• Holocaust presentations/speakers</li> <li>• World Language sponsored cultural events</li> <li>• SASA</li> <li>• Genocide presentations</li> <li>• African American Parents Support Group</li> <li>• Multicultural course at the high school level</li> </ul> <p><b>District K - 3</b></p> <ul style="list-style-type: none"> <li>• Famous black Americans grades K-3</li> <li>• Grade 3 immigration and its effect on society today</li> </ul> <p><b>District 4-5</b></p> <ul style="list-style-type: none"> <li>• Social studies curriculum</li> <li>• Current classroom/media center literature collection</li> <li>• Language Arts Literacy Framework</li> <li>• Multi-cultural literature supports the curriculum</li> </ul> <p><b>District 6-8</b></p> <ul style="list-style-type: none"> <li>• The celebration of black history month is infused into the social studies curriculum</li> <li>• African American history is embedded into the social studies curriculum and literature</li> <li>• Multi-cultural literature supports the curriculum</li> </ul>	<p><b>None</b></p>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	Compliance (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>MUST</b> include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>4) Include instruction on the Holocaust and other genocide curricula at all grade levels. (N.J.S.A. 18A:35-28)</p>	<p>Yes</p>	<p><b>District 9-12</b></p> <ul style="list-style-type: none"> <li>• Approved language arts and history curricula</li> <li>• African American Parent Support Group</li> <li>• Social studies curriculum explicitly identifies units for Amistad.</li> </ul> <p><b>District K-3, 4-5</b></p> <ul style="list-style-type: none"> <li>• Current classroom/media center literature collection</li> </ul> <p><b>District 6-8</b></p> <ul style="list-style-type: none"> <li>• Students participate in interdisciplinary units of study that emphasize the historical and moral significance of the Holocaust and other genocides</li> </ul> <p><b>District 9-12</b></p> <ul style="list-style-type: none"> <li>• Junior year language arts curriculum</li> <li>• Holocaust presentations</li> <li>• Washington Seminar, DC</li> <li>• The Holocaust is explicitly taught in our World History, World History Honors, American Studies II, American Studies II Honors, AP US History</li> </ul>	<p>None</p>
<p><b>B. Equality and Equity in Student Access</b>            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</p>			



<p>III. <u><b>SCHOOL AND CLASSROOM PRACTICES</b></u></p>	<p>Compliance (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance <b>MUST</b> include Board policy title, number and date of adoption.</p>	<p>List name of noncompliant school(s) in the district</p>
<p>Discrimination and Denial of Services in Vocational Education (1989); U.S. Supreme Court, 1982; Plyler v. Doe; U.S. Supreme Court, 1974, Castañeda v. Pickard</p> <p>Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status, as follows:</p>			
<p>1) Ensure equal and barrier-free access to all school and classroom facilities.</p>	<p><b>Yes</b></p>	<p><b>District K – 12</b></p> <ul style="list-style-type: none"> <li>• Handicapped parking at all facilities</li> <li>• An elevator provides barrier-free access to all facilities as appropriate</li> <li>• Disabled students are included in the mainstream</li> <li>• Lavatories handicapped accessible</li> <li>• District mission statement &amp; beliefs</li> <li>• Clubs and activities available to all students</li> <li>• Second floors at Dutch Neck and Wicoff schools are not handicapped accessible, however, accommodations are made to provide services on first floors, as needed</li> <li>• All students have equal access to all educational programs, activities, and facilities at the middle school level</li> </ul>	<p><b>None</b></p>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	Compliance (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>MUST</b> include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
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.	<b>Yes</b>	<b>District K-5</b> <ul style="list-style-type: none"> <li>Policy # 5200 Attendance 3/10/2015</li> </ul> <b>District 6-8</b> <ul style="list-style-type: none"> <li>Policy # 5200 Attendance 3/10/2015</li> <li>Teaming is intended to create balanced representation among the student population</li> </ul> <b>District 9-12</b> <ul style="list-style-type: none"> <li>Policy # 5200 Attendance 3/10/2015</li> <li>Guidance scheduling (Genesis)</li> <li>HSS and HSN meetings w/ minority groups</li> </ul>	<b>None</b>
3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	<b>Yes</b>	<b>District K-5</b> <ul style="list-style-type: none"> <li>Policy # 5200 Attendance 3/10/2015</li> </ul> <b>District 6-8</b> <ul style="list-style-type: none"> <li>Implementation of district plan to balance enrollment heterogeneously at all schools in conjunction with the Board attendance policy</li> </ul> <b>District 9-12</b> <ul style="list-style-type: none"> <li>Board redistricting plan and review</li> <li>Physical layout of building and grounds</li> </ul>	<b>None</b>
4) Ensure that students are not separated or isolated by race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation,	<b>Yes</b>	<b>District K-8</b> <ul style="list-style-type: none"> <li>Redesign of the Honors &amp; Accelerated Mathematics program to allow for greater student access to instruction and content</li> </ul>	

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	Compliance (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
gender, religion, disability, immigration status, housing status or socioeconomic status, resulting in disproportionate placement within schools, courses, classes, programs or extracurricular activities.		<ul style="list-style-type: none"> <li>• Placement procedures</li> <li>• Striving for Excellence program</li> <li>• Access to all programs &amp; events</li> </ul> <b>District 9-12</b> <ul style="list-style-type: none"> <li>• Student scholarships for school sponsored activities</li> <li>• Review of transcripts that include African American students</li> <li>• Access to all programs, clubs, events, activities</li> <li>• Review of course/class attendance (Genesis)</li> <li>• Striving for Excellence program</li> <li>• Food service open during school day with student access for nutrition</li> </ul>	<b>None</b>
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.	<b>Yes</b>	<b>District K-5</b> <ul style="list-style-type: none"> <li>• Recommendation and screening process for Exceptionality Initiative.</li> <li>• Redesign of the Honors &amp; Accelerated Mathematics program to allow for greater female student access to instruction and content.</li> </ul> <b>District 6-8</b> <ul style="list-style-type: none"> <li>• Exceptionality Initiative is gender/bias free and open to all students district-wide. Exceptionality review (completed Spring 2014) and recommendations implemented and reviewed consistently.</li> </ul> <b>District 9-12</b>	<b>None</b>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<p>b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.</p>	<p><b>Yes</b></p>	<p><b>District K-5</b></p> <ul style="list-style-type: none"> <li>• Board policy regarding discipline procedures</li> <li>• Pupil assistance committees</li> <li>• Child Study Team evaluations</li> <li>• Basic skills reading and math screenings</li> <li>• Violence and Vandalism monthly report</li> <li>• Strategic planning of I&amp;RS committee</li> <li>• Code of conduct</li> </ul> <p><b>District 6-8</b></p> <ul style="list-style-type: none"> <li>• Every student signs the student discipline contract which is consistently and fairly implemented</li> <li>• Pre-CST referral interventions are in place (i.e. Homework Tutorial, Mentors, Weekly Guidance Meetings, and Study Skills Groups)</li> <li>• I&amp;RS procedures for referrals are consistent and uniform</li> <li>• Violence and Vandalism Reports compiled monthly and reviewed to address discipline issues</li> </ul> <p><b>District 9-12</b></p> <ul style="list-style-type: none"> <li>• Intervention and Referral Service Committee (I&amp;RS)</li> <li>• Review of monthly discipline reports</li> </ul>	<p><b>None</b></p>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	Compliance (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
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.	<b>Yes</b>	<ul style="list-style-type: none"> <li>• State discipline report - SSDS</li> </ul> <p><b>District K-5</b></p> <ul style="list-style-type: none"> <li>• Technology available in all classrooms and schools – iPads, Chromebooks, COW's</li> <li>• Computer classes scheduled for grades 3-5</li> <li>• Grade 5 has 1:1 Learning Initiative with each child provided a Chromebook</li> </ul> <p><b>District 6-8</b></p> <ul style="list-style-type: none"> <li>• Grades 6-8 have 1:1 Learning Initiative with each child provided a Chromebook</li> <li>• Computer instructors and a full-time technology facilitator assist all students at each grade level and offer an array of courses and services to meet individual needs</li> <li>• Media Center offers lessons and flex scheduling</li> </ul> <p><b>District 9-12</b></p> <ul style="list-style-type: none"> <li>• Grade 9-12 have 1:1 Learning Initiative with each student provided a chromebook</li> <li>• Technology is available throughout the building, teacher stations, student computers, TV monitors both during and after school</li> <li>• Computer labs</li> </ul>	<b>None</b>
d) Ensure that all English language learners have equal and bias-free access to all school programs and activities.	<b>Yes</b>	<p><b>District K-5</b></p> <ul style="list-style-type: none"> <li>• High-Intensity ESL programs</li> <li>• Child Study Team testing in native language</li> <li>• Interpreters provided when necessary</li> <li>• ESL students have access to same leveled materials as all students.</li> </ul>	<b>None</b>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	Compliance (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	<b>Yes</b>	<p><b>District 6-8</b></p> <ul style="list-style-type: none"> <li>• High-Intensity ESL programs</li> <li>• ESL students are mainstreamed where appropriate and provided the opportunity to demonstrate proficiency through end of year evaluations</li> <li>• Open club activities and athletic enrollment afforded to all students</li> </ul> <p><b>District 9-12</b></p> <ul style="list-style-type: none"> <li>• High-Intensity ESL programs</li> <li>• Pupil Assistance Committee procedures for referrals are consistent and meet regularly</li> <li>• Building is barrier free and handicapped accessible</li> <li>• Least restrictive environment</li> <li>• Program of studies</li> <li>• Clubs and activities open to entire school population</li> <li>• ESL students are mainstreamed where appropriate and provided opportunity to demonstrate proficiency through course performance and testing. High School South acts as a magnet school for the districts high school age students</li> </ul>	<b>None</b>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	Compliance (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		bias-free access to all extra-curricular programs and activities  <b>District 6 – 8</b> <ul style="list-style-type: none"> <li>• A variety of programs meet the needs of students</li> <li>• All special education students are mainstreamed for science and social studies</li> <li>• All students with disabilities have equal and bias-free access to all extra-curricular programs and activities</li> </ul> <b>District 9-12</b> <ul style="list-style-type: none"> <li>• Building barrier free and handicapped assessable, ramps, elevators, parking</li> <li>• Least restrictive environment</li> <li>• Pupil Assistance Committee procedures in place for referrals are consistent and meet regularly</li> <li>• CST reviews student courses and programs</li> <li>• Students mainstreamed where appropriate</li> <li>• In-class-support teachers found in content areas</li> <li>• Content area teacher facilitators in Math, Science and world History</li> <li>• Late run busses after school</li> <li>• Mission Statement and Beliefs</li> </ul>	
f) Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	<b>Yes</b>	<ul style="list-style-type: none"> <li>• Policy &amp; Regulation 5111 – Eligibility of Resident/Nonresident Students 8/23/2016</li> </ul> <b>District K-12</b> <ul style="list-style-type: none"> <li>• Student registration procedures and process are reviewed by district staff and central</li> </ul>	<b>None</b>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	Compliance (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
5) Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	<b>Yes</b>	<p><b>District K-5</b></p> <ul style="list-style-type: none"> <li>ESL students are provided opportunity to demonstrate proficiency through District and State assessments</li> <li>District – WIDA Model for entrance &amp; exit</li> <li>State – ACCESS Test</li> </ul> <p><b>District 6 – 8</b></p> <ul style="list-style-type: none"> <li>ESL students are mainstreamed where appropriate and provided with the opportunity to demonstrate proficiency through end of the year evaluations</li> <li>District – WIDA Model for entrance &amp; exit</li> <li>State – ACCESS Test</li> </ul> <p><b>District 9-12</b></p> <ul style="list-style-type: none"> <li>ESL students are mainstreamed where appropriate and provided opportunity to demonstrate proficiency</li> <li>District – WIDA Model for entrance &amp; exit</li> <li>State – ACCESS Test</li> </ul>	<b>None</b>
6) Utilize bias-free measures for determining the special needs of	<b>Yes See</b>	<ul style="list-style-type: none"> <li>Regulation 2460.1 – Special Education - Location, Identification, and Referral</li> </ul>	



<p>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></p>	<p>Compliance (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance <b>MUST</b> include Board policy title, number and date of adoption.</p>	<p>List name of noncompliant school(s) in the district</p>
<p>students with disabilities.</p>	<p>Appendix C</p>	<ul style="list-style-type: none"> <li>• Regulation 2460.8 – Special Education - Free and Appropriate Public Education</li> <li>• Regulation 2460.9 – Special Education - Transition From Early Intervention Programs to Preschool Programs</li> <li>• Regulation 2460.16 – Special Education - Instructional Material to Blind or Print-Disabled Students</li> <li>• Policy # 2460 – Special Education 4/25/2017</li> </ul> <p><b>District K-5</b></p> <ul style="list-style-type: none"> <li>• Child study team evaluation procedures</li> <li>• I&amp;RS procedures for referrals are consistent and uniform</li> </ul> <p><b>District 6 – 8</b></p> <ul style="list-style-type: none"> <li>• I&amp;RS procedures for referrals are consistent and uniform</li> <li>• Testing and placement procedures are uniform</li> </ul> <p><b>District 9-12</b></p> <ul style="list-style-type: none"> <li>• Child Study team evaluations, IEP meetings with parents and teachers held regularly</li> <li>• I&amp;RS Committee meets regularly</li> </ul>	<p>None</p>
<p>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.</p>	<p>Yes See Appendix C</p>	<p><b>District K -5</b></p> <ul style="list-style-type: none"> <li>• Basic skills reading and basic skills math</li> <li>• Reading recovery</li> <li>• Buddy classes &amp; Tech Buddies</li> <li>• Youth Teaching Youth</li> <li>• The College of NJ, Rider University, Princeton University &amp; Rutgers University student</li> </ul>	

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	Compliance (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		<ul style="list-style-type: none"> <li>• teachers and practicum students</li> <li>• The school nurse provides equal health care services to all students</li> </ul> <p><b>District 6 – 8</b></p> <ul style="list-style-type: none"> <li>• A variety of services are available to all students inclusive of literacy and math labs, homework and after-school tutorial programs, student mentoring, youth teaching youth, homebound instruction, and project pride</li> <li>• The school nurse provides equal health care services to all students</li> <li>• ESL after school homework club and tutorial are in place to support students</li> </ul> <p><b>District 9-12</b></p> <ul style="list-style-type: none"> <li>• School tutoring by teachers and National Honor Society</li> <li>• Peer leaders</li> <li>• Youth - Teach -Youth program</li> <li>• Academy Program</li> <li>• LARKS program</li> <li>• School Health office provides equal services to all students</li> <li>• Homebound instruction</li> <li>• High school South is the Magnet school for ESL</li> </ul>	<p style="text-align: center;">None</p>
8) Ensure that all pregnant students are permitted to remain in the regular school program and	Yes	<ul style="list-style-type: none"> <li>• Policy # 2416 – Programs for Pregnant Students 7/17/2012</li> <li>• Policy # 5752 – Marital Status and Pregnancy</li> </ul>	

<p><b>III. SCHOOL AND CLASSROOM PRACTICES</b></p>	<p>Compliant (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance <b>MUST</b> include Board policy title, number and date of adoption.</p>	<p>List name of noncompliant school(s) in the district</p>
<p>activities. Ensure that equivalent instruction is provided the students, if not permitted to attend school by a doctor.</p>		<p>7/17/2012</p> <p><b>District 6 – 8</b></p> <ul style="list-style-type: none"> <li>• Genesis records and documents attendance</li> <li>• Regular education program and access to activities is implemented to the extent possible</li> <li>• IHP is developed, if necessary</li> <li>• Homebound instruction provided, if necessary</li> </ul> <p><b>District 9-12</b></p> <ul style="list-style-type: none"> <li>• Homebound instruction available</li> <li>• Nurse records</li> <li>• Student Assistance Counselor</li> <li>• Attendance records (Genesis)</li> </ul>	<p><b>None</b></p>
<p><b>C. Equality and Equity in Guidance Programs and Services</b></p> <p>N.J.A.C. 6A:7-1,7(c) Title IX, Education Amendments of 1972, &amp; Carl D. Perkins Vocational &amp; Technical Education Act of 1998</p> <p>Ensure that the district, charter and renaissance school project's guidance program provides the following:</p>			
<p>1) Access to adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, and students with disabilities.</p>	<p><b>Yes</b></p>	<p><b>District K-5</b></p> <ul style="list-style-type: none"> <li>• All students have access to a building based school counselor.</li> <li>• Developmental guidance curriculum includes all students and delivered through the</li> </ul>	<p><b>None</b></p>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		<p><b>District 6-8</b></p> <ul style="list-style-type: none"> <li>• All students have access to a grade based school counselor who follows them throughout the middle school experience.</li> <li>• Developmental guidance curriculum includes all students and is delivered through the classrooms by the school counselor. Small group counseling is offered based on need.</li> <li>• Vocational and career lessons are offered at the middle school level, along with lessons on bullying prevention and tolerance.</li> <li>• Guidance philosophies and goals are posted on the districts website.</li> </ul> <p><b>District 9-12</b></p> <ul style="list-style-type: none"> <li>• All students are assigned a counselor, alpha by grade and remain with their school counselor for four years.</li> <li>• Program of studies include AP classes and G and T information, as well as those offered through special services and the ESL program.</li> <li>• Developmental guidance curriculum is offered to all students, through study halls with individual counselors, as well as small group and individual counseling for all students. Groups (including group leadership) are</li> </ul>	

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<p>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.</p>	<p><b>Yes</b></p>	<p><b>District 6-12</b></p> <ul style="list-style-type: none"> <li>• The guidance curriculum addresses both the interests and aptitude of individual students through assessments and career exploration (web-based and paper assessments).</li> <li>• Vocational opportunities are offered through mailing and presentations by the technical school at Assumpink and Sypek Centers.</li> <li>• We host an annual college fair on site, host college and vocational school representatives during lunch and after school, as well as military recruiters.</li> <li>• An annual career week is offered at each high school in which all students engage with community representatives in a variety of career fields including law, medical, engineering, technical and trades.</li> <li>• The counselors offer additional information during the scheduling process that will prepare students for the careers they are considering after using our TCCI, Naviance Program called, "Do What you are" in the 10<sup>th</sup> grade.</li> </ul>	

<p><b>III. SCHOOL AND CLASSROOM PRACTICES</b></p>	<p>Compliant (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance <b>MUST</b> include Board policy title, number and date of adoption.</p>	<p>List name of noncompliant school(s) in the district</p>
<p>3) Bias-free materials for use by counselors.</p>	<p>Yes</p>	<p><b>District Wide</b> All materials K-12 are reviewed at both the building level and the level alike meetings for appropriateness.</p> <ul style="list-style-type: none"> <li>• Policy # 2425 Physical Education 7/17/2012</li> </ul>	<p>None</p>
<p><b>D. Equality and Equity in Physical Education</b> N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972</p> <p>Ensure that the physical education program and instructional activities are equitable.</p>	<p>Yes See Appendix C</p>	<ul style="list-style-type: none"> <li>• Policy # 2425 Physical Education 7/17/2012</li> <li><b>District K-12</b></li> <li>• Scheduling ensures compliance</li> <li>• Five year evaluation of curriculum</li> <li>• Approved developmental physical education curriculum aligned to NJCCCS</li> <li>• Program goals &amp; philosophies reviewed annually</li> </ul>	<p>None</p>
<p><b>E. Equality and Equity in Athletic Programs</b> Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(d) and Title IX, Education Amendments of 1972</p> <p>Ensure that the athletic program accomplishes the following:</p>		<ul style="list-style-type: none"> <li>• Policy # 2422 – Health Education 7/17/2012</li> </ul>	<p>None</p>
<p>1) Relatively equal numbers of varsity and sub-varsity teams for male and female students.</p>	<p>Yes</p>	<p><b>District 6-12</b></p> <ul style="list-style-type: none"> <li>• Both HS programs offer 14 Varsity programs for Males and 14 Varsity programs for Females.</li> <li>• We also offer 2 co-ed Varsity programs.</li> </ul>	<p>None</p>

<b>III. SCHOOL AND CLASSROOM PRACTICES</b>	<b>Compliance (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<p>2) Equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.</p>	<p><b>Yes</b></p>	<p><b>District 6-12</b></p> <ul style="list-style-type: none"> <li>Scheduling of practices and games ensures equal access to facilities.</li> <li>Monthly night games are offered to each program, where it is possible to play at night.</li> <li>Summer weight room hours are also offered to all program and shared equitably.</li> <li>Games for each program are equitable and follow state regulations for participation limits.</li> </ul>	<p><b>None</b></p>
<p>3) Equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.</p>	<p><b>Yes</b></p>	<p><b>District 6-12</b></p> <ul style="list-style-type: none"> <li>Salaries are determined by Collective Negotiations Agreement (CNA); hiring includes comprehensive evaluation of in house and out of district candidates.</li> <li>All purchase inquiries are given equal consideration, although equipment for some male contact sports (Football and lacrosse)</li> </ul>	<p><b>None</b></p>

<b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliance (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<p>4) Comparable facilities for male and female teams.</p>	<p><b>Yes</b></p>	<p>are more expensive than protective equipment for females, but we closely monitor inventory to ensure we are only purchasing what is needed.</p> <ul style="list-style-type: none"> <li>Maintenance of equipment is also provided to all programs and funded equitably.</li> </ul> <p><b>District 6-12</b></p> <ul style="list-style-type: none"> <li>The facilities are monitored very closely to ensure they are comparable.</li> <li>Team locker rooms are available to both male and female programs</li> <li>Maintenance to male and female locker rooms were done in same time frame.</li> <li>New stadium scoreboards were purchased for football, lacrosse and soccer at HSN. At HSS, we will have the same set up purchased for 2020-2021 school year.</li> <li>Equal access for scheduling of turf field and facilities for internal and external groups.</li> </ul>	<p><b>None</b></p>



<b>IV. EMPLOYMENT/CONTRACT PRACTICES</b> N.J.A.C. 6A:7-1.8, Title VII, Civil Rights Act of 1964, Title IX, Education Amendments of 1972, N.J.S.A. 10:5, Equal Pay Act 1973	Complainant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>MUST</b> include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows:</p> <p>1) Utilize equitable hiring practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district, charter and renaissance school project's certificated and non-certificated staff and within every category of employment, including administration.</p>	<p><b>Yes</b></p>	<ul style="list-style-type: none"> <li>Hiring criteria is determined prior to screening as per job description.</li> <li>Consistent hiring practices for all positions.</li> <li>Annual recruitment strategies are discussed and implemented.</li> <li>Submission of vacancy status report to the Director of Human Resources to ensure a fair search was executed</li> <li>Policy &amp; Regulation # 1510 – Americans with Disabilities 2/21/2017</li> <li>Policy &amp; Regulation #1530 – Equal Employment Opportunities 8/23/2016 Policy # 1550 Affirmative Program for Employment and Contract Practices/ Employment Practices Plan 8/23/2016</li> </ul>	<p><b>None</b></p>
<p>2) Target recruiting practices for under-represented populations in every category of employment.</p>	<p><b>Yes</b></p>	<ul style="list-style-type: none"> <li>Policy &amp; Regulation #1530 – Equal Employment Opportunities 8/23/2016</li> <li>CJPRIDE membership (Central Jersey Program for the Recruitment of Diverse Educators consortium).</li> <li>WW-P HR Director is facilitator of the consortium.</li> <li>CJPRIDE Spring job fair.</li> <li>Partnership with NJSchooljobs.com</li> </ul>	<p><b>None</b></p>

<b>IV. EMPLOYMENT/CONTRACT PRACTICES</b> N.J.A.C. 6A:7-1.8, Title VII, Civil Rights Act of 1964, Title IX, Education Amendments of 1972, N.J.S.A. 10:5, Equal Pay/Act 1973	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
3) Compliance of employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.	<b>Yes</b>	<ul style="list-style-type: none"> <li>• Job Fairs- Monmouth, Rider, Rutgers, TCNJ and strategies to develop participation at HBCUs out of state.</li> <li>• District Sponsored WW-P Career Fair to be held each May.</li> <li>• Online employment application.</li> <li>• Work with colleges and universities in state or out of state- career services departments.</li> <li>• Policy &amp; Regulation # 1510 – Americans with Disabilities 2/21/2017</li> <li>• Policy &amp; Regulation #1530 – Equal Employment Opportunities 8/23/2016</li> <li>• Applitrack application includes EOE statement.</li> <li>• Minority candidates are included in all searches.</li> <li>• Analyze and monitor internal patterns both instructional/support staff.</li> <li>• Review online application annually.</li> <li>• Background review is according to law.</li> </ul>	<b>None</b>
4) Monitor promotions and transfers to ensure non-discrimination.	<b>Yes</b>	<ul style="list-style-type: none"> <li>• CNA includes requirements of 5 qualified internal candidates.</li> <li>• Search includes external candidates.</li> <li>• Three step hiring practice- screening, building level interview, HR interview (may include interview with upper administration- fourth step or BOE).</li> </ul>	<b>None</b>
5) Provide equal pay for equal work regardless of race, creed, color,	<b>Yes</b>	<ul style="list-style-type: none"> <li>• Policy # 1550 Affirmative Program for</li> </ul>	

<b>IV. EMPLOYMENT/CONTRACT PRACTICES</b> N.J.A.C. 6A:7-1.8, Title VII, Civil Rights Act of 1964, Title IX, Education Amendments of 1972, N.J.S.A. 10:5, Equal Pay Act 1973	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy/title, number and date of adoption.	List name of noncompliant school(s) in the district.
national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.		Employment and Contract Practices/ Employment Practices Plan 8/23/2016 <ul style="list-style-type: none"> <li>Majority of staff is covered under a CNA, which includes salary guides for each position.</li> <li>Hourly rates for staff not covered under CNA is approved annually.</li> <li>Salary ranges are determined for non-affiliated positions prior to posting.</li> </ul>	<b>None</b>
<b>B.</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.	<b>Yes</b>	<ul style="list-style-type: none"> <li>Certified purchasing agent ensures compliance with NJ State laws through bid specs, RFP and contract approval.</li> <li>Bid and RFP include language of non-discrimination.</li> <li>EOE and AA questionnaire notice is required at time of submission.</li> </ul>	<b>None</b>
<b>C.</b> 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	<b>Yes</b>	<ul style="list-style-type: none"> <li>Policy # 1550 Affirmative Program for Employment and Contract Practices/ Employment Practices Plan 8/23/2016</li> <li>Equal Opportunity Employer (EOE)</li> <li>Advertisements and print material include EOE notification.</li> </ul>	<b>None</b>

<p><b>IV. EMPLOYMENT/CONTRACT PRACTICES</b></p> <p>N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964, Title IX, Education Amendments of 1972, N.J.S.A. 10:5, Equal Pay Act 1973</p>	<p>Compliance (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</p>	<p>List name of noncompliant school(s) in the district</p>
<p>socioeconomic status.</p>			

# 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 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.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline	Evidence of Completion
	Update the following Board policies to reflect updates in current Code:		2019 2020 2021 Ongoing	
<b>I. A. 1.b</b>	Policy # 5756 Transgender Students will be revised to show updates in current code  Policy #2610 Educational Program Evaluation will be revised to show updates in current code	Board of Education, Administration and Facilities (A&F)Committee	Adoption or re-adoption of policies prior to December 2019	Board Approval of policies, Professional Development
<b>I.D.1.</b>	Policy and Regulation #s 8461 Reporting Violence, Vandalism, Harassment, Intimidation, Bullying, Alcohol, or Other Drug Offenses will be revised to show updates in current code	Board of Education, Administration and Facilities (A&F)Committee	Adoption or re-adoption of policies prior to December 2019	Board Approval of policies, Professional Development


**II. STAFF DEVELOPMENT AND TRAINING**

**SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:**

**OBJECTIVE:** For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 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.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion
	Update the following Board policies to reflect updates in current Code:			

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

**SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:**

**OBJECTIVE:** For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 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.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019, 2020, 2021, Ongoing	Evidence of Completion
	Update the following Board policies to reflect updates in current Code:			
III. A.1.b	Policy # 2422 Health and Physical Education revision	Board of Education, Administration and Facilities (A&F)Committee, Curriculum Committee	Adoption or re-adoption of policies prior to December 2019	Board Approval of policies, professional development

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

**SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:**

**OBJECTIVE:** For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 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.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019, 2020, 2021, Ongoing	Evidence of Completion
	Update the following Board policies to reflect updates in current Code:			
III. B. 4.6	<ul style="list-style-type: none"> <li>Regulation 2460.8 -- Special Education - Free and Appropriate Public Education</li> </ul>	Board of Education, Administration and Facilities	Adoption or re-adoption of policies prior to December 2019	Board Approval of policies, Professional Development

	will be revised to show updates in current code.	(A&F)Committee, Curriculum Committee		
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**III. SCHOOL AND CLASSROOM PRACTICES:  
EQUITY/IN/PHYSICAL EDUCATION/GUIDANCE PROGRAM SERVICES**

**SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:**

**OBJECTIVE:** For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 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.

Section/sub-Section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2020 Ongoing	Evidence of Completion
III. D. 1	Update the following Board policies to reflect updates in current Code:  Policy # 2422 and 2425 Health and Physical Education policies revision	Board of Education, Administration and Facilities (A&F)Committee, Curriculum Committee	Adoption or re-adoption of policies prior to December 2019	Board Approval of policies, Professional Development

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

**SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:**

**OBJECTIVE:** For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 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.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline	Evidence of Completion
	Update the following Board policies to reflect updates in current Code:		2019 2020 2021 Ongoing	
<b>III.A.1.A</b>	Policy # 2422 and 2425 Health and Physical Education policies revision	Board of Education, Administration and Facilities (A&F)Committee, Curriculum Committee	Adoption or re-adoption of policies prior to December 2019	Board Approval of policies, professional development

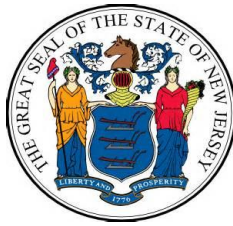
**IV. EMPLOYMENT/CONTRACT PRACTICES**

**SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:**

**OBJECTIVE:** For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 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.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline	Evidence of Completion
	Update the following Board policies to reflect updates in current Code:		2019 2020 2020 Ongoing	
<b>IV.A.1</b>	Equal Pay Act Review. Reviewing the fields on	Director of Human	Ongoing	Revised employment application

	<p>candidate application forms with salary identification. Development of salary ranges for every employee group not in a collective negotiations unit with an established salary guide.</p>	<p>Resources, Board of Education, Administration and Facilities (A &amp; F) Committee</p>		
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DEPARTMENT OF EDUCATION  
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SHEILA Y. OLIVER  
LT. GOVERNOR

LAMONT O. REPOLLET ED.D.  
COMMISSIONER

YASMIN E. HERNÁNDEZ-MANNO  
INTERIM EXECUTIVE COUNTY  
SUPERINTENDENT

TO: Dr. David Aderhold  
Superintendent of Schools

FROM: Yasmin E. Hernández-Manno, M.Ed. *YEHM*  
Interim Executive County Superintendent

DATE: June 26, 2019

SUBJECT: Comprehensive Equity Plan for 2019-2022 Approval

We are pleased to inform you that your Comprehensive Equity Plan (CEP) for 2019-2022 has been approved. Please retain all documentation of the self-assessment in a centralized file.

N.J.A.C. 6A:7, *Managing for Equality and Equity in Education*, outlines responsibilities for achieving and maintaining compliance with all state and federal laws governing equity in educational programs. The responsibility of each district/charter/renaissance project school is to develop a three-year CEP that identifies and corrects all discriminatory and inequitable policies, programs, practices and conditions within or affecting its schools. The role of the New Jersey Department of Education is to ensure district/charter/renaissance project school compliance with N.J.A.C. 6A:7, *Managing for Equity*.

If you have any questions, please contact your county education specialist at (609) 588-5883.

Best wishes to you throughout the school year.

cc: Paula Bloom, MHA, MPH, Acting Director, Field Services Coordination