

New Jersey State Department of Education Division of Field Services



Comprehensive Equity Plan for School Years 2019-20 through 2021-22

Forms and Instructions

To Assist School Districts, Charter Schools and Renaissance Schools in Developing
A Comprehensive Equity Plan to Provide
Equality and Equity in Educational Programs

Due Date: On or before June 14, 2019

“Managing for Equality and Equity in Education”

Three Year Comprehensive Equity Plan

School Years 2019-2020 through 2021-2022

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General Information

Purpose

In January 2017, the State Board of Education re-adopted N.J.A.C. 6A:7, Managing for Equality and Equity in Education, which outlines responsibilities for achieving and maintaining compliance with all state and federal laws governing equity in educational programs. As a result, all school districts, including charter schools and renaissance school projects are mandated to develop a three-year Comprehensive Equity Plan (CEP). The responsibility of each board of education and board of trustees of every public school district, charter school and renaissance school project in New Jersey is to identify and correct all discriminatory and inequitable policies, programs, practices and conditions within or affecting its schools. The role of the New Jersey

Department of Education (NJDOE) is to ensure that each district, charter school and renaissance school project complies with equality and equity requirements, and to provide guidelines to accomplish that result.

The CEP enables school districts, charter schools and renaissance school projects to demonstrate compliance with all applicable laws, codes, and regulations, including, but not limited to, the following:

Federal Laws

- Titles VI and VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Equal Pay Act
- The Americans with Disabilities Act of 1990
- Individuals with Disabilities Education Act (I.D.E.A.)

State Laws

- Article I, Paragraph 5 of the New Jersey State Constitution
- N.J.S.A.18A:36-20, Equality in Educational Programs
- N.J.S.A.10:5 New Jersey Law Against Discrimination
- New Jersey Administrative Code (N.J.A.C.) 6A:7
- N.J.S.A. 18A:35-1, History of the United States and New Jersey
- N.J.S.A. 18A:36-20, Prohibition of Discrimination

Questions

Questions regarding the development, submission, and implementation of the Comprehensive Equity Plan may be sent to countyoffices@doe.nj.gov. Additionally, questions may be directed to the county education specialist at the County Office of Education. The contact list for the county offices of education is available on the NJDOE [County Information and Services](#) webpage.

Submission Deadlines

School districts, charter schools and renaissance school projects must submit the original Comprehensive Equity Plan and corresponding forms to the **County Office of Education** for review and approval no later than **Friday, June 14, 2019** for implementation of the 2019-2020 CEP to begin on September 1, 2019.

Resources for more Information About Equity and Equality in Education

- [NJ State Division on Civil Rights website](#)
- [U.S. Dept. of Education Office for Civil Rights website](#)
- [U.S. Commission on Civil Rights website](#)
- [U.S. Dept. of Justice Civil Rights Division website:](#)

Instructions For Completion of the Comprehensive Equity Plan

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

Each district, charter schools and renaissance school projects shall annually designate a member of its staff as the affirmative action officer (AAO) and provide a resolution approving the AAO. The district, charter school and renaissance school project shall form an affirmative action team (AAT) – a minimum of three individuals – of whom the AAO is a member, to conduct a needs assessment and to develop the CEP. The Department encourages districts, charter schools and renaissance school projects to ensure a diverse stakeholder group and to invite a member of the community as part of the team. The members of the AAT must be identified on the form provided in this manual (Appendix A)—Affirmative Action Team.

Step 2: Conduct Needs Assessment (Appendix B)

Each school district, charter school and renaissance school project board shall use the Appendix B entitled, “District, Charter School and Renaissance School Project Needs Assessment” to conduct a needs assessment of each school. This document is intended to be used as a checklist to assist the AAO and the AAT to identify and eliminate discriminatory practices and other barriers to achieving equity in educational programs. The completed Needs Assessment must be submitted to the county office as part of the documentation that accompanies the Comprehensive Equity Plan. When citing documentation in the Needs Assessment, you **must** include the document title, date of board of education or board of trustees’ adoption or page number in the document being provided. In conducting the needs assessment, the AAT will ascertain whether the school district (and each school within the district), charter school or renaissance school project is in compliance with each requirement in the checklist, and, whether there are internal monitoring procedures in place to ensure continuing compliance. Those items needing correction or requiring an internal monitoring procedure or system will form the basis for the improvement strategies that will be proposed in the CEP.

The school district, charter school or renaissance school project Needs Assessment checklist contains four sections:

- I. Board Responsibility - This section sets forth the types of policies and resolutions that the Board must adopt (create if nonexistent, revise if existing but deficient) in order to comply with applicable law. This section outlines specific areas that must be addressed in these policies and resolutions.
- II. Staff Development - Staff development and training on equity matters is required annually for all staff, certificated and non-certificated.
- III. School and Classroom Practices - This section sets forth the equity requirements for four categories: curriculum, student access, guidance, and physical education/athletics.
- IV. Employment and Contract Practices - This section outlines the basic practices that must be observed to comply with equity requirements in this area.

Note: At the beginning of each section of the Needs Assessment, the laws and codes that specifically apply to the section have been provided for your convenience. The Department encourages the AAT preparing the CEP to refer to these sources of legal authority and become acquainted with the mandates they contain.

Step 3: Develop the Comprehensive Equity Plan (CEP) (Appendix C)

After identifying the items that need correction from the Needs Assessment, improvement strategies covering the next three years must be developed for each one of these identified items. For this purpose, forms specific to each assessment section are provided with this packet.

- I. Board Responsibilities
- II. Staff Development
- III. School and Classroom Practices (One for each sub-area: Equality and Equity in Curriculum, Equality and Equity in Student Access, Equality and Equity in Guidance Programs, and Equality and Equity in Physical Education/Athletic Programs)
- IV. Employment and Contract Practices

The plan to correct or address each item that needs correction must be on the form covering the corresponding section (Board Responsibilities, Staff Development, School and Classroom Practices, and Employment and Contract Practices). Use the Needs Assessment categories and sub-categories as your guide. Each form contains space to include each of the elements of the plan. For each form:

Identify Items that were Not Compliant - In the CEP, enter the section or subsection of noncompliance identified in the Needs Assessment. If a school within a district is not compliant; identify the school(s) by name in the Needs Assessment. If the district, charter school or renaissance school project itself is not compliant, write “district wide, charter school-wide or renaissance school project-wide.” If one school is out of compliance, the entire district is out of compliance and a plan to address the noncompliant schools must be developed.

Develop Improvement Strategies – List each identified need from the corresponding number in the Needs Assessment (e.g., I.D.1) together with the strategies/activities you will use to improve or correct the deficiency. A district, charter school or renaissance school project should ensure that its strategies are specific, measurable, achievable, realistic and time-bound (S.M.A.R.T.).

Assign Staff Responsible – List the names and titles of the personnel that will implement the proposed strategies and activities.

Plan the Implementation Timeline - Indicate the year or specific timeframe that the strategy or activity will take place, i.e. 2019-2020 school year; 2020-2021 school year, ongoing, etc.

Provide Evidence of Completion – List the indicator(s) and/or documentation that will be made available for review, if requested, which will verify that the identified need is being or was corrected. Use qualitative or quantitative methods depending on the type of problem that is being corrected. This will set forth the basis for approval of the CEP. Omission of this information will result in disapproval of the CEP; it will be returned for revisions.

A district, charter school and renaissance school project may include more than one “identified item as deficient or non-compliant” and accompanying strategies to correct the problem in one form or submit a separate form for each.

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

The Statement of Assurance is submitted with the Comprehensive Equity Plan to ensure district, charter school and renaissance school project compliance with statute and code. The Chief School Administrator or Charter

School Lead Person must sign and date the Statement of Assurance in the space indicated at the bottom of the form.

Step 5: Obtain the following Board Resolutions and attach them to the CEP

The following Board resolutions must be attached to the CEP:

- Annual resolution appointing the Affirmative Action Officer for 2019-20 school year;
- Resolution authorizing the Affirmative Action Team to conduct the Needs Assessment and develop a Comprehensive Equity Plan; and
- Resolution authorizing the submission of the proposed Comprehensive Equity Plan.

Step 6: Assemble the Submission Package in this order:

1. Statement of Assurance (Appendix D)
2. Resolution appointing the Affirmative Action Officer
3. Resolution authorizing the Affirmative Action Team to conduct the Needs Assessment and develop a Comprehensive Equity Plan;
4. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.
5. List of Affirmative Action Team members (Appendix A)
6. District, Charter School and Renaissance School Project Needs Assessment (Appendix B)
7. Comprehensive Equity Plan forms, if applicable (Appendix C)

Step 7: Submit the CEP

Submit one (1) original CEP to the County Office of Education on or before Friday, June 14, 2019. The contact list for the county offices of education is available on the NJDOE [County Information and Services](#) webpage.

****After approval and implementation of the comprehensive equity plan, each school district, charter school or renaissance school project is required to submit the annual statement of assurance to their respective county office of education by September 1, 2019. (Appendix D).**

Comprehensive Equity Plan

Accountability:

Each school district, charter school and renaissance school project must review the approved Comprehensive Equity Plan (CEP) on an annual basis and submit a statement of assurance regarding the CEP implementation to the County Office of Education no later than September 1 of each year. Statements of Assurance forms for each school year are attached as Appendix D.

A sampling of school districts, charter school or renaissance school project may be reviewed by the New Jersey Department of Education on an annual basis for compliance of the approved Comprehensive Equity Plan.

Sanctions:

As noted in 6A:7-1.9(f), “If the district board of education or charter school does not implement the comprehensive equity plan within 180 days of the approval date of the plan, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to suspend, terminate or refuse to award continued federal or state financial assistance, pursuant to N.J.S.A. 18A:55-2.”

*In accordance with NJSA 18A:36C-7h. Renaissance school projects are bound to the laws and regulations that govern charter schools

Appendix A Affirmative Action Team Form

The Affirmative Action Team Form is a Word document available online: [Appendix A - Affirmative Action Team](#).

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
Susan Henry	Affirmative Action Officer - Human Resource Manager	Not Applicable	
Dr. George Rafferty	Affirmative Action Team Member - Superintendent of Schools	Not Applicable	
Dr. Diane Willard	Affirmative Action Team Member – Director of Child Study Team Services	Not Applicable	

Robert F. Wachter	Affirmative Action Team Member – Assistant Superintendent for Business / Board Secretary	Not Applicable	
Christina Fletcher	Affirmative Action Team Member – Assistant Superintendent for Curriculum, Instruction & Assessment	Not Applicable	

Appendix B

Comprehensive Equity Plan Needs Assessment

*Specific, Measurable, Achievable, Reasonable, Time-Bound (S.M.A.R.T.)

The Comprehensive Equity Needs Assessment Form is a Word document available online: [Appendix B – Comprehensive Equity Plan Needs Assessment](#).

**District, Charter School and Renaissance School Project Comprehensive Equity Plan
Needs Assessment**

Directions:

Indicate compliance by yes or no. If non-compliant, list the name of the school(s) not in compliance; specific areas identified as noncompliant **must** be addressed on the Comprehensive Equity Plan forms.

Table 1: Needs Assessment, Board Responsibility

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	List name of noncompliant school(s) in the district
<p>NJAC 6A:7-1.7; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX; U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:151.7; Castañeda v. Pickard</p> <p>A. Adopt or re-adopt written equality and equity policies, requiring the following:</p>			
<p>1. Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following:</p> <p style="padding-left: 20px;">a. Identify and address all forms of prejudice and discrimination in all district, charter and renaissance school project programs, practices, curricula, instructional materials and assessments.</p>	Yes	<p>2224 Nondiscrimination/Affirmative Action - 10/18/16</p> <p>5145.4 Equal Educational Opportunity - 10/18/16</p> <p>6121 Nondiscrimination/Affirmative Action - 10/18/16</p>	

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	List name of noncompliant school(s) in the district
b. Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	5145.4 Equal Educational Opportunity - 10/18/16 6145 Extracurricular Activities - 4/25/17 6145.1/6145.2 Interscholastic/Intramural Competition - 3/27/18	
c. Provide equitable treatment for pregnant and married students	Yes	5134 Married and Pregnant Students - 4/25/17	
d. Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).	Yes	2224 Nondiscrimination/Affirmative Action - 10/18/16 4111.1/4211.1 Nondiscrimination/Affirmative Action - 10/18/16 5131.1 Harassment, Intimidation and Bullying - 1/23/18 5145.4 Equal Educational Opportunity - 10/18/16 6121 Nondiscrimination/Affirmative Action - 10/18/16	

<p>2. Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>	<p>Yes</p>	<p>2224 Nondiscrimination/Affirmative Action - 10/18/16</p> <p>4111 Recruitment, Selection and Hiring - 7/24/18</p> <p>4111.1/4211.1 Nondiscrimination/Affirmative Action - 10/18/16</p> <p>4211 Recruitment, Selection and Hiring - 7/24/18</p>	
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<p>I. Board Responsibility</p>	<p>Compliant (Yes or No)</p>	<p>Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.</p>	<p>List name of noncompliant school(s) in the district</p>
<p>3. The appointment of an Affirmative Action Officer (AAO) who can also serve as, or coordinate with, the district, charter and renaissance school project school's Section 504 Officer and/or the district, charter and renaissance school project's Title IX Coordinator.</p>	<p>Yes</p>	<p>2224 Nondiscrimination/Affirmative Action - 10/18/16</p>	
<p>4. Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.</p>	<p>Yes</p>	<p>4131/4131.1 Staff Development - 3/27/18</p> <p>4231/4231.1 Staff Development - 10/18/16</p> <p>5145.4 Equal Educational Opportunity - 10/18/16</p>	

<p>B. Authorize the Affirmative Action Officer team to develop a Needs Assessment and a Comprehensive Equity Plan, implement the plan over a three-year period of time, submit an annual Statement of Assurance of its implementation and progress, and complete the District Performance Review in the NJQSAC. Charter schools will report annual progress in the Charter School Annual Report.</p>	<p>Yes</p>	<p>2224 Nondiscrimination/Affirmative Action - 10/18/16</p>	
<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 completion rates and reexamination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data. Identify any school-level underperforming subgroups on Annual Yearly Progress (Progress Targets) reports for state assessments.</p>	<p>Yes</p>	<p>6142.2 Bilingual/ESL - 1/24/17 6147 Standards of Proficiency - 1/24/17 6146.2 Promotion/Retention - 1/28/14 6164.4 Child Study Team - 4/25/17 6171.3 Title 1 - 2/27/18 6171.4 Special Education - 4/25/17</p>	

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	List name of noncompliant school(s) in the district
D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking or authorizing the following actions:	Yes	2224 Nondiscrimination/Affirmative Action - 10/18/16	
1. Inform the school community the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Yes	2224 Nondiscrimination/Affirmative Action - 10/18/16 4111.1/4211.1 Nondiscrimination/Affirmative Action - 10/18/16 5131.1 Harassment, Intimidation and Bullying - 1/23/18	

		5145.4 Equal Educational Opportunity - 10/18/16	
		6121 Nondiscrimination/Affirmative Action - 10/18/16	

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	List name of noncompliant school(s) in the district
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 district, charter and renaissance school projects equity' responsibilities.	Yes	2224 Nondiscrimination/Affirmative Action - 10/18/16	
3. Inform students, staff and the community of the name, office address, and phone number of the district, charter and renaissance school project's AAO, and publicize the location and availability of the district, charter and renaissance school project's CEP, policy(ies), grievance procedures and annual reports.	Yes	2224 Nondiscrimination/Affirmative Action - 10/18/16 4111.1/4211.1 Nondiscrimination/Affirmative Action - 10/18/16 5131.1 Harassment, Intimidation and Bullying - 1/23/18 5145.4 Equal Educational Opportunity - 10/18/16	

<p>4. Investigate and resolve discrimination complaints, grievances and incidents between students and teachers or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.</p>	<p>Yes</p>	<p>2224 Nondiscrimination/Affirmative Action - 10/18/16 4111.1/4211.1 Nondiscrimination/Affirmative Action - 10/18/16 5131.1 Harassment, Intimidation and Bullying - 1/23/18 5145.4 Equal Educational Opportunity - 10/18/16 6121 Nondiscrimination/Affirmative Action - 10/18/16</p>	
<p>5. Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap.</p>	<p>Yes</p>	<p>1120 Board of Education Meetings - 1/24/17 2240 Research, Evaluation and Planning - 1/24/17</p>	
<p>6. Authorize the AAO to conduct yearly equity training for all staff.</p>	<p>Yes</p>	<p>2224 Nondiscrimination/Affirmative Action - 10/18/16</p>	
<p>E. A county vocational school district shall admit resident students based on board-approved policies and procedures that ensure equity and access for enrollment that shall be posted on the school district, charter and renaissance school project's district's website. N.J.A.C. 6A:192.3(b), Career and Technical Education Programs and Standards.</p>	<p>Yes</p>	<p>Not Applicable</p>	

Table 2: Needs Assessment, Staff Development and Classroom Practices

II. Staff Development and Training • N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
A. Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year , as follows:	Yes	1120 Board of Education Meetings - 1/24/17 2240 Research, Evaluation and Planning - 1/24/17 6171.3 Title 1 - 2/27/18 HIB mandates School Safety and Climate Teams which include a parent(s). The Team monitors patterns of HIB and remediates via the development of initiatives if/as needed. Teams meet a minimum of twice a year. The District Anti-Bullying Coordinator has provided School Anti-Bullying Specialists with a training PowerPoint to detail the role and function of the School Safety and Climate Teams. The training is expected to occur annually with the School Safety and Climate Team <u>Parent Meetings</u> <ul style="list-style-type: none"> • Executive functioning/ADHD • Special Education Resource Fair • New Jersey Child Abuse Prevention (NJCAP) • Adverse Childhood Experiences (ACES) • Strategic Action Planning • Kindergarten Orientation 	

		<ul style="list-style-type: none"> • Transitioning for Special Needs • Title I parent meeting • PTO Meetings • Full Day Kindergarten Community Meeting 	
1. To all certificated (administrative and professional) staff.	Yes	<p>4131/4131.1 Staff Development - 3/27/18</p> <p>4231/4231.1 Staff Development - 10/18/16</p> <p>5145.4 Equal Educational Opportunity - 10/18/16</p> <ul style="list-style-type: none"> • Administrators' Retreat with SciP teams-innovation • Adverse Childhood Experiences-CST, Nurses HF/HMS/Fleetwood staff • NewsELA Pro-HF/HMS related arts teachers/Fleetwood staff • Restorative Practices-select teachers from HF/HMS/Fleetwood (Guidance) • Responsive Classroom-Elementary Staff • PARCC Data Analysis • Adverse Childhood Experiences (LM, March PD) • Teachers' mindfulness/executive functioning • Kindergarten teachers (KEA/Gold training; Kindergarten Seminar; Creative Curriculum for Kindergarten; Investigations for Math; Literacy trainings) 	

2. To all non-certificated (nonprofessional) staff.	Yes	4131/4131.1 Staff Development - 3/27/18 4231/4231.1 Staff Development - 10/18/16 5145.4 Equal Educational Opportunity - 10/18/16 <ul style="list-style-type: none">• Nonprofessional staff responsive classroom professional development	
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Table 3: Needs Assessment, School and Classroom Practices

III. School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
<p>A. Equality and Equity in Curriculum</p> <ul style="list-style-type: none"> • 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>1. Ensure that the district, charter school or renaissance school project’s curriculum and instruction are aligned to the State’s Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP (Progress Targets profiles) for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status,</p>	<p>Yes</p>	<p>5145.4 Equal Educational Opportunity - 10/18/16</p> <p>6142.2 Bilingual/ESL - 1/24/17</p> <p>After school Title I ELA/Math/STEM clubs</p> <ul style="list-style-type: none"> • ACCESS testing for ELLs <p>Emphasis on Responsive Classroom Training K-4 two full days in Fall 2018 and the cadre of faculty/admins trained 5-8 in Restorative Practices two full days in Fall 2018 and prior PD support our efforts at affecting climate in ways to support equity</p>	

<p>English proficiency, housing status or socioeconomic status. Areas covered include, but are not limited to, the following:</p>			
<p>a. School climate and culture, safe and positive learning environment.</p>	<p>Yes</p>	<p>5131.1 Harassment, Intimidation and Bullying - 1/23/18</p> <p>6121 Nondiscrimination/Affirmative Action - 10/18/16</p> <ul style="list-style-type: none"> • Responsive Classroom training all K-4 schools Fall 2018 • Guidance lessons re HIB • Annual State Mandated Training • Responsive Classroom training, morning meeting present in daily schedules, activities in lesson plans, and School wide assemblies (Hillside) • Fourth grade Leadership Summit (September and June) (Hillside) • Fourth grade leadership roles/bi-monthly meetings with each Fourth grade leadership team (Hillside) • Schoolwide projects and Community wide projects centered around School Theme (Hillside) • Mindfulness lessons in all grade levels (Hillside) • Mindfulness lessons with staff during Teacher Academies (Hillside) • Site Based Meeting Agendas and Minutes (Hillside) • Restorative Practices (HMS)(HF) • Child Smart Program - Assembly for students 	

		<p>about safe social media and cell phone usage (HMS)</p> <ul style="list-style-type: none"> • HIB Specialist received a HIB Certification from NJPSA (HMS) • Camfel Productions- Eye to Eye Character Ed Assembly Program(HF) • P.R.I.D.E. Program(HF) • Character education lessons from Guidance Counselor to Ambassadors to homerooms • School Climate Team meetings (3x per year) (PW)(HF)(LM) • School Climate student survey (PW) • Schoolwide assembly on growth mindset (PW) • Student safety positions (PW) • Student ambassador positions (PW) • Unity Family Meetings - Schoolwide (CS) • Responsive Classroom Trainings • Responsive Classroom (Activities, Morning Meeting) (CS) • Guidance Lessons (CS) • School Safety Team Meetings (CS) • One School, One Book Program (CS) • Circle of Giving Service Projects (CS) • Mindfulness Lessons in Classrooms (CS) • Hopes and Dreams at the Wishing Well (CS) 	
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III. School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
b. Courses of study, including Physical Education	Yes	6142.4 Physical Education and Health - 3/28/17 <ul style="list-style-type: none"> • Revised curriculum HPE adopted August 16, 2018 	

		<ul style="list-style-type: none"> Continued FitnessGram Testing Grades 4-8 which is the program aligned with the Presidential Youth Fitness Program 	
c. Library materials/Instructional materials and strategies	Yes	<p>6160 Instructional Materials and Resources - 1/28/14</p> <p>6163.1 Media - 4/25/1</p> <p>5145.4 Equal Educational Opportunity - 10/18/16</p> <p>6121 Nondiscrimination/Affirmative Action - 10/18/16</p> <ul style="list-style-type: none"> Board Approved Curriculum Professional Development Meetings Teacher Lesson Plans Media Center Budget Records Media Center Inventories Media Center Book Replacement Procedures 	
d. Technology/software and audiovisual materials	Yes	<p>6142.10 Internet Safety and Technology - 3/28/17</p> <ul style="list-style-type: none"> Mt Laurel School District Social Media Guidelines Inventory Reports Chromebook 1:1 Program Online Subscriptions Assistive Technologies 	
e. Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, & grievance procedures	Yes	<p>6164.2 Guidance Counseling - 1/24/17</p> <ul style="list-style-type: none"> HIB training for students - all schools per mandate HIB training for staff all schools per mandate-annually via GCN online training fall 2018 HIB Training New Teacher Orientation, 2-hour 	

		<p>August 21, 2018</p> <ul style="list-style-type: none"> • HIB classroom based lesson • Character Education lessons and recognition • Climate team presentation on conflict vs bullying (PW) 	
f. Extra-curricular programs and activities	Yes	<p>6145 Extracurricular Activities - 4/25/17</p> <ul style="list-style-type: none"> • Girls' WATCH (LM) • Bricks for Kids • Gardening Club • Inner Canvas • AbraKadoodle • Photography Club • Title I Clubs at Title I Schools: Math is Cool, Creative Learners, Language Arts Learners <p>6145.1/6145.2 Interscholastic/Intramural Competition - 3/27/18</p> <ul style="list-style-type: none"> • Club flyers and rosters • PTO Events (Hillside) • PTO family event flyers (Game Night, Mother/Son and Father/Daughter events, craft nights) • Recess Runners • PTO Designer Bag Bingo(HF) 	
g. Tests and other assessments	Yes	<p>6147 Standards of Proficiency - 1/24/17</p> <ul style="list-style-type: none"> • Gifted Academic Program Placement Criteria and Assessments • ACCESS for ELLs • Linkit Benchmark Assessments • Web-based Formative Assessments • District Benchmark Assessments in ELA and Math • Fountas and Pinnell Leveled Reading 	

		<ul style="list-style-type: none"> • Informal Running Records • District Program/Curriculum Based Unit Assessments • Teaching Strategies GOLD (Kindergarten & Preschool) • NJSLA ELA/Math per mandate grades 3-8 • NJSLA Science per mandate presently grades 5 and 8 • FitnessGram Testing via HPE Department Grades 4- 8 	
h. Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	Yes	<p>5145.4 Equal Educational Opportunity - 10/18/16</p> <ul style="list-style-type: none"> • Summary Data Spreadsheet for I&RS • October 15th ASSA count for IDEA • Gifted Academic Program Rosters • Enriched Language Arts Rosters • Powerschool Rosters • Gifted Academic Program Procedures • I &RS Agendas • I &RS Notes • Student Placement Process and Procedures (HF) 	
2. Include a multicultural curriculum in the instructional content and practices across the curriculum.	Yes	<p>6010 Goals and Objectives of Instruction - 3/28/17</p> <p>Literacy Selection by faculty:</p> <ul style="list-style-type: none"> • Mini lessons and shared reading experiences • Independent classroom libraries • Picture books • Book room emergent literacy and chapter books (district-wide literature lists) • Anchor text resource material • Guided reading texts • Summer reading program • Media center collections 	

		<p>Teacher accountability, oversight and feedback:</p> <ul style="list-style-type: none"> • McREL Teacher Evaluation System • Board Approved Curriculum • Curriculum Resources vetted for multicultural integration <p>Projects, Events, Activities:</p> <ul style="list-style-type: none"> • Multicultural School Events • Black History Celebrations • Black History lessons/activities • Immigration Projects • Global research project • Guest speakers • International Night (Hillside) • ELL Family Night • International Feast (Countryside) 	
<p>3. Ensure that instruction on African American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)</p>	<p>Yes</p>	<p>6141 Curriculum Design and Adoption - 3/28/17</p> <ul style="list-style-type: none"> • Black History Month activities • Social studies curriculum units and Board Approved Resources (NewsEla Pro, CommonLit, Upfront publications) • STEM assembly program highlighting the critical contributions of African American scientists • Research Projects • Social studies curriculum units • Guest Speaker Lorene Cary- Black History Month(HF) • Holocaust Guest Speakers(HF) 	

III. School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
<p>4. Include instruction on the Holocaust and other genocide curricula in the curriculum for elementary and secondary school students. (N.J.S.A. 18A:35-28)</p>	Yes	<p>6141 Curriculum Design and Adoption - 3/28/17</p> <ul style="list-style-type: none"> • Literacy curriculum, materials/resources • Social Studies curriculum and resources • Independent reading materials and district-wide media center collections • Mini-lessons and shared reading experiences • McREL Evaluation System 	
<p>B. Equality and Equity in Student Access</p> <ul style="list-style-type: none"> • N.J.A.C. 6A:7-1.7; Titles VI & VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education (1989); U.S. Supreme Court, 1982; Plyler v. Doe; U.S. Supreme Court, 1974, Castañeda v. Pickard <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>	Yes	5145.4 Equal Educational Opportunity - 10/18/16	

1. Ensure equal and barrier-free access to all school and classroom facilities.	Yes	5145.4 Equal Educational Opportunity - 10/18/16 6121 Nondiscrimination/Affirmative Action - 10/18/16	
2. Attain minority representation of students within each school, including racial and ethnic balance, within each school which approximates the district, charter and renaissance school project's overall minority racial and ethnic representation.	Yes	5145.4 Equal Educational Opportunity - 10/18/16 6121 Nondiscrimination/Affirmative Action - 10/18/16	

III. School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	7110 Long-Range Facilities Plan - 4/28/15	
3. Ensure that students are not separated or isolated by race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender,	Yes	5145.4 Equal Educational Opportunity - 10/18/16 6121 Nondiscrimination/Affirmative Action - 10/18/16 <ul style="list-style-type: none"> • IEP data • CST placement decision forms • Class rosters 	

<p>religion, disability, immigration status, housing status or socioeconomic status, resulting in disproportionate placement within schools, courses, classes, programs or extracurricular activities.</p>			
<p>4. Ensure that minority and female students are not under-represented in gifted and talented or accelerated/advanced courses, including math and science.</p>	<p>No</p>	<p>6171.2 Gifted and Talented - 1/24/17</p> <ul style="list-style-type: none"> • Gifted Academic Program Rosters • Gifted Academic Placement Review • CST placement decision forms • Compacted Math Rosters • Accelerated Math Rosters • HS Algebra Rosters • HS Geometry Rosters 	

<p>b. Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.</p>	<p>No</p>	<p>5131 Conduct and Discipline - 4/25/17 5114 Suspension/Expulsion - 10/18/16</p> <ul style="list-style-type: none"> • Discipline Data (HMS) <ul style="list-style-type: none"> ○ PowerSchool ○ SWIS ○ Electronic Violation Form • Discipline Data based on referrals (PW) • Commitment to logical consequences in place of detention (PW) (Hillside) • Commitment to following Restorative Practices philosophy when dealing with student issues(HF) • Discipline Data-PowerSchool(HF) • CST records • Manifest Determination procedures • Discipline logs 	
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<p>III. School and Classroom Practices</p>	<p>Compliant (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.</p>	<p>List name of noncompliant school(s) in the district</p>
<p>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.</p>	<p>Yes</p>	<p>3510 Operation and Maintenance of Plant - 8/22/17 5145.4 Equal Educational Opportunity - 10/18/16 6142.10 Internet Safety and Security - 3/28/17</p> <ul style="list-style-type: none"> • All students in grades 1-8 have 1:1 Chromebooks while in school • All students in grades 1-4 have exposure to our STEM class run by our Gifted and Talented Teacher • All students were invited to a Family STEM & Engineering night (Countryside) 	

<p>d. Ensure that all English language learners have equal and bias-free access to all school programs and activities.</p>	<p>Yes</p>	<p>6142.2 Bilingual/ESL - 1/24/17</p> <ul style="list-style-type: none"> • PowerSchool Reports • Class Rosters • Club Rosters • ELL Teacher Schedules • Board Approved Curriculum • 1:1 Program 	
<p>e. Ensure that all students with disabilities have equal and bias-free access to all school programs and activities</p>	<p>Yes</p>	<p>5145.4 Equal Educational Opportunity - 10/18/16</p> <p>6171.4 Special Education 4/25/17</p> <ul style="list-style-type: none"> • Club Invitations & Rosters (Countryside) • All students grades 1-4 have exposure to our STEM class run by our Gifted and Talented Teacher (Countryside) 	
<p>f. Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.</p>	<p>Yes</p>	<p>5111 Admission - 9/25/18</p> <ul style="list-style-type: none"> • Annual training for Central Registrar • Use of State approved forms and documents 	
<p>5. Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.</p>	<p>Yes</p>	<p>6147 Standards of Proficiency</p> <p>6171.1 Remedial Instruction 6147 Standards of Proficiency - 1/24/17</p> <p>6171.1 Remedial Instruction - 1/24/17</p> <ul style="list-style-type: none"> • ACCESS for ELLs • WIDA Assessment Schedules 	

<p>6. Utilize bias-free measures for determining the special needs of students with disabilities.</p>	<p>Yes</p>	<p>6171.4 Special Education - 4/25/17</p> <ul style="list-style-type: none"> • CST Records 	
<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</p>	<p>5141 Health - 4/25/17</p> <p>5141.21 Administration of Medication - 7/28/15</p> <p>6171.1 Remedial Instruction - 1/24/17</p> <ul style="list-style-type: none"> • Program Rosters <p>6173 Home Instruction - 4/25/17</p> <ul style="list-style-type: none"> • IEP/CST records • Time Mentor Program (Hillside) (PW)(CS) • Homework Club (PW)(HF)(CS) • Math Tutoring Club(HF) 	
<p>8. Ensure that all pregnant students are permitted to remain in the regular school program and activities. Ensure that equivalent instruction is provided the students, if not permitted to attend school by a doctor.</p>	<p>Yes</p>	<p>5134 Married and Pregnant Students - 4/25/17</p> <ul style="list-style-type: none"> • Homebound Services/Records 	

<p>C. Equality and Equity in Guidance Programs and Services</p> <ul style="list-style-type: none"> N.J.A.C. 6A:7-1,7(c) Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998 	<p>Yes</p>	<p>6164.2 Guidance Counseling - 1/24/17</p> <ul style="list-style-type: none"> Weekly Guidance Counseling Lessons in class (Hillside) Mindfulness Lessons in classes (Countryside) Career Awareness Curriculum Unit Grades 4 updated July 2016 Career Exploration Curriculum Unit for Grade 7 and 8 updated July 2016 	

<p>III. School and Classroom Practices</p>	<p>Compliant (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.</p>	<p>List name of noncompliant school(s) in the district</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>Yes</p>	<p>6164.2 Guidance Counseling - 1/24/17</p>	
<p>2. The presentation of a full range of possible occupational, professional, and Career and Technical Education choices for all students, including careers in the science and technology industries and nontraditional careers.</p>	<p>Yes</p>	<p>6142.12 Career and Technical Education - 1/24/17</p> <p>6164.2 Guidance Counseling - 1/24/17</p> <ul style="list-style-type: none"> Lenape High School 4th Gr. Family Science Night Sixth Grade Lenape Chem Club Day Guest Speakers Assemblies Tuskegee Airman Middle School Assembly 	

		<ul style="list-style-type: none"> Elementary School STEM Nights ELL Family STEM Night Board Approved STEM curriculum District Program of Studies (STEM and financial literacy courses, electives) 	
3. Guidance counselors are using biasfree materials.	Yes	5145.4 Equal Educational Opportunity - 10/18/16 6164.2 Guidance Counseling - 1/24/17 <ul style="list-style-type: none"> Guidance lesson plans, materials, resources (Hillside) 	
D. Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972 Ensure that the district, charter and renaissance school project’s physical education program is co-educational, as follows: All instructional activities are equitable and are co-educational.	Yes	5145.4 Equal Educational Opportunity - 10/18/16 6142.4 Physical Education and Health - 03/28/17 <ul style="list-style-type: none"> Revised HPE Curriculum adopted August 16, 2018 	
D. Equality and Equity in Athletic Programs	Yes	<ul style="list-style-type: none"> Interscholastic Sports Teams at Harrington Boys: Soccer, Wrestling, Cross Country, Basketball, Baseball, Lacrosse and Track Girls: Soccer, Field Hockey, Cross Country, Basketball. Softball, Lacrosse and Track 	
III. School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
E. Athletic Guidelines 1986; N.J.A.C. 6A:71.7(d) and Title IX, Education		5145.4 Equal Educational Opportunity - 10/18/16	

Amendments of 1972 Ensure that the district, charter and renaissance school project's Athletic Program accomplishes the following:		6145.1/6145.2 Intramural and Interscholastic Competition - 3/27/18	
1. Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.	Yes	5145.4 Equal Educational Opportunity - 10/18/16 6145.1/6145.2 Intramural and Interscholastic Competition - 3/27/18 <ul style="list-style-type: none"> • Interscholastic Sports Teams at Harrington • Boys: Soccer, Wrestling, Cross Country, Basketball, Baseball, Lacrosse and Track • Girls: Soccer, Field Hockey, Cross Country, Basketball, Softball, Lacrosse and Track 	
2. Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Yes	5145.4 Equal Educational Opportunity - 10/18/16 6145.1/6145.2 Intramural and Interscholastic Competition - 3/27/18 <ul style="list-style-type: none"> • All teams have an equal number of games, practices, and home vs away games. 	
3. Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Yes	5145.4 Equal Educational Opportunity - 10/18/16 6145.1/6145.2 Intramural and Interscholastic Competition - 3/27/18	
4. Provides comparable facilities for male and female teams.	Yes	5145.4 Equal Educational Opportunity - 10/18/16 6145.1/6145.2 Intramural and Interscholastic Competition - 3/27/18	

Table 4: Needs Assessment, Employment/Contract Practices

IV. Employment/Contract Practices <ul style="list-style-type: none"> 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 and/or revision.	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>	Yes	<p>2224 Nondiscrimination/Affirmative Action - 10/18/16</p> <p>4111.1/4211.1 Nondiscrimination/Affirmative Action - 10/18/16</p> <p>4111 Hiring, Recruitment and Selection - 7/24/18</p> <p>4211 Hiring, Recruitment and Selection - 7/24/18</p> <ul style="list-style-type: none"> Use of Frontline Hiring and Recruitment App 	
<p>2. Target recruiting practices for under-represented populations in every category of employment.</p>	Yes	<p>2224 Nondiscrimination/Affirmative Action - 10/18/16</p> <p>4111.1/4211.1 Nondiscrimination/Affirmative Action - 10/18/16</p> <p>4111 Hiring, Recruitment and Selection - 7/24/18</p> <p>4211 Hiring, Recruitment and Selection - 7/24/18</p> <ul style="list-style-type: none"> Use of Frontline Hiring and Recruitment App Attend various recruitment fairs Post at target universities 	

<p>3. Ensure that the district, charter and renaissance school project's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.</p>	<p>Yes</p>	<p>2224 Nondiscrimination/Affirmative Action - 10/18/16</p> <p>4111.1/4211.1 Nondiscrimination/Affirmative Action - 10/18/16</p> <p>4111 Hiring, Recruitment and Selection - 7/24/18</p> <p>4211 Hiring, Recruitment and Selection - 7/24/18</p> <ul style="list-style-type: none"> • Use of Frontline Hiring and Recruitment App 	
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<p>IV. Employment/Contract Practices</p> <ul style="list-style-type: none"> • 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>Compliant (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.</p>	<p>List name of noncompliant school(s) in the district</p>
<p>4. Monitor promotions and transfers to ensure non-discrimination.</p>	<p>Yes</p>	<p>2224 Nondiscrimination/Affirmative Action - 10/18/16</p> <p>4111.1/4211.1 Nondiscrimination/Affirmative Action - 10/18/16</p> <p>4111 Hiring, Recruitment and Selection - 7/24/18</p> <p>4211 Hiring, Recruitment and Selection - 7/24/18</p> <p>4113/4213 Assignment and Transfer - 1/24/17</p> <ul style="list-style-type: none"> • Salary Guides • Union Contracts 	

<p>5. Ensure equal pay for equal work among members of the district, charter and renaissance school project’s staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>	<p>Yes</p>	<p>2224 Nondiscrimination/Affirmative Action - 10/18/16</p> <p>4111.1/4211.1 Nondiscrimination/Affirmative Action - 10/18/16</p> <p>4111 Hiring, Recruitment and Selection - 7/24/18</p> <p>4211 Hiring, Recruitment and Selection - 7/24/18</p> <ul style="list-style-type: none"> • Salary Guides • Union Contracts 	
<p>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.</p>	<p>Yes</p>	<p>2224 Nondiscrimination/Affirmative Action - 10/18/16</p> <p>4111.1/4211.1 Nondiscrimination/Affirmative Action - 10/18/16</p> <p>4111 Hiring, Recruitment and Selection - 7/24/18</p> <p>4211 Hiring, Recruitment and Selection - 7/24/18</p>	
<p>C. Provide Equality in Employment and Contract Practices for all persons,</p>	<p>Yes</p>	<p>2224 Nondiscrimination/Affirmative Action - 10/18/16</p> <p>4111.1/4211.1 Nondiscrimination/Affirmative Action - 10/18/16</p> <p>4111 Hiring, Recruitment and Selection - 7/24/18</p> <p>4211 Hiring, Recruitment and Selection - 7/24/18</p>	

IV. Employment/Contract Practices • N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
Regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.	Yes	4111 Recruitment, Selection and Hiring - Certified Staff – 7/24/18 4111.1/4211.1 Nondiscrimination/Affirmative Action – 10/18/16 4211 Recruitment, Selection and Hiring - Support Staff – 7/24/18 <ul style="list-style-type: none"> • Frontline recruitment • Diversity job fairs • College job fairs 	

Appendix C Comprehensive Equity Plan Corrective Actions

The Comprehensive Equity Plan Corrective Actions Form is a Word document available online: [Appendix C – Comprehensive Equity Plan Corrective Actions](#).

Comprehensive Equity Plan Corrective Actions I.

Board Responsibility

School District, Charter School or Renaissance School Project Name: Mount Laurel Township Schools

Objective:

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

Table 5: Corrective Actions, Board Responsibilities

Section/subsection from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion
III School and Classroom Practices 2a	Review entrance criterion and acceptance into accelerated and gifted programming	S. Vitella M. Saul L. Del Collo S. Miller Building Principals in consultation with Special Education Director	2019	Revised criterion
	Review revised criterion with staff and parents at faculty and board meetings	S. Vitella	2020	Meeting agendas and rosters

	Implement revised criterion	Building principals	2021	Class rosters
III School and Classroom Practices 2b	Review discipline data	S. Vitella D. Willard Building principals	2019	Data report
	Administrative training in Positive Behavioral Supports	S. Vitella D. Willard Principals	2020	Meeting agendas and rosters
	Staff training and implementation in Positive Behavioral Supports	Building principals	2021	Meeting agendas and rosters
	Continued staff training at Hartford and Harrington for Restorative Practices	Train the Trainers	2019	Meeting agendas and rosters
	Elementary administrators and counselor training in Restorative Practices	S. Vitella	2019	Meeting agendas and rosters

II. Staff Development and Training

School District, Charter School or Renaissance School Project Name:

Objective:

For each noncompliant area of the district, charter school or renaissance school project’s Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.

Table 6: Corrective Actions, Staff Development and Training

Section/subsection from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion
2b	Review discipline data	S. Vitella D. Willard Building principals	2019	Data report
	Administrative training in Positive Behavioral Supports	S. Vitella D. Willard Principals	2020	Meeting agendas and rosters
	Staff training and implementation in Positive Behavioral Supports	Building principals	2021	Meeting agendas and rosters
	Continued staff training at Hartford and Harrington for Restorative Practices	Train the trainers	2019	Meeting agendas and rosters
	Elementary administrators and	S. Vitella	2019	Meeting agendas and

	counselor training in Restorative Practices			rosters

*III. School and Classroom Practices:
Equality and Equity in Curriculum*

School District, Charter School or Renaissance School Project Name:

Objective:

For each noncompliant area of the district, charter school or renaissance school project’s Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students.

Table 7: Corrective Actions, School and Classroom Practices: Equality and Equity in Curriculum

Objective:

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

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

Section/subsection from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion

III. School and Classroom Practices:

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IV. Employment/Contract Practices

School District, Charter School or Renaissance School Project Name:

Objective:

For each noncompliant area of the district, charter school or renaissance school project’s Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to ensure equitable practices in employment at all levels of responsibility, and to avoid engaging in business with firms that discriminate on the basis of race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status, or disability.

Table 11: Corrective Actions, Employment/Contract Practices

Section/subsection from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion

Appendix D

District, Charter School and Renaissance School Project
Comprehensive Equity Plan
Yearly Statements of Assurance

- [2019-2020 Comprehensive Equity Plan 3 Year Statement of Assurance](#)
- [2020-2021 CEP Statement of Assurance](#)
- [2021-2022 CEP Statement of Assurance](#)

Comprehensive Equity Plan 3 Year Statement of Assurance to be Submitted with the Three-Year CEP

School District, Charter School or Renaissance School Project Information School Year 2019-2020:

Name of County: Burlington

Name of School District/Charter School/Renaissance School Project: Mount Laurel Township Schools

Address: 330 Mount Laurel Road, Mount Laurel, NJ 08054

Affirmative Action Office (AAO): Dr. Sharon Vitella

Telephone #: 856-235-3387 ext. 3014

AAO Email: svitella@mtlaurelschools.org

Alternate Contact Person: Susan Henry

Telephone #: 856-235-3387 ext. 3020

Title: Human Resources Manager

Email: shenry@mtlaurelschools.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, 2019 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 and Title:

Signature:

Date: August 25, 2020

Comprehensive Equity Plan Statement of Assurance 2020-2021

School District, Charter School or Renaissance School Project Information School Year 2020-2021:

Name of County: Burlington

Name of School District/Charter School/Renaissance School Project: Mount Laurel Township Schools

Address: 330 Mount Laurel Road, Mount Laurel, NJ 08054

Affirmative Action Office (AAO): Susan Henry

Telephone #: 856-235-3387 ext. 23019

AAO Email: shenry@mtlaurelschools.org

Alternate Contact Person: Christina Fletcher

Telephone #: 856-235-3387 ext. 23015

Title: Assistant Superintendent for Curriculum , Instruction and Assessment

Email: cfletcher@mtlaurelschools.org

1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2020-2021 and provides assurance that the implementation timeline has been met at each school within the district, charter school or renaissance school project, if applicable. The areas of noncompliance as indicated in the CEP have met specific indicators of achievement at each site, if applicable, during this previous school year.
2. The school district, charter school or renaissance school project will continue to fully implement the NJDOE approved Comprehensive Equity Plan.
3. The district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes, and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

Certification:

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

Name and Title: George J. Rafferty, Ed.D., Superintendent of Schools

Signature:

Date:

Comprehensive Equity Plan Statement of Assurance 2021-2022

School District, Charter School or Renaissance School Project Information School Year 2021-2022:

Name of County:

Name of School District/Charter School/Renaissance School Project:

Address:

Affirmative Action Office (AAO):

Telephone #:

AAO Email:

Alternate Contact Person:

Telephone #:

Title:

Email:

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1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2020-2021 and provides assurance that the implementation timeline has been met at each school within the district, charter school or renaissance school project, if applicable. The areas of noncompliance as indicated in the CEP have met specific indicators of achievement at each site, if applicable, during this previous school year.
 2. The school district, charter school or renaissance school project will continue to fully implement the NJDOE approved Comprehensive Equity Plan.
 3. The district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes, and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

Certification:

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

Name and Title:

Signature:

Date: