NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF FIELD SERVICES

COMPREHENSIVE EQUITY PLAN
For School Years
2016-17 through 2018-19

FORMS AND INSTRUCTIONS
TO ASSIST SCHOOL DISTRICTS AND CHARTER SCHOOLS IN DEVELOPING
A COMPREHENSIVE EQUITY PLAN TO PROVIDE
EQUALITY AND EQUITY IN EDUCATIONAL PROGRAMS

Due Date: On or before April 1, 2016
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# NEW JERSEY STATE BOARD OF EDUCATION

<table>
<thead>
<tr>
<th>MEMBER NAME</th>
<th>MUNICIPALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark W. Biedron (President)</td>
<td>Hunterdon County</td>
</tr>
<tr>
<td>Joseph Fisicaro (Vice President)</td>
<td>Burlington County</td>
</tr>
<tr>
<td>Arcelio Aponte</td>
<td>Middlesex County</td>
</tr>
<tr>
<td>Claire Chamberlain</td>
<td>Somerset County</td>
</tr>
<tr>
<td>Jack Fornaro</td>
<td>Warren County</td>
</tr>
<tr>
<td>Edith Fulton</td>
<td>Ocean County</td>
</tr>
<tr>
<td>Ernest P. Lepore</td>
<td>Hudson County</td>
</tr>
<tr>
<td>Andrew J. Mulvihill</td>
<td>Sussex County</td>
</tr>
<tr>
<td>J. Peter Simon</td>
<td>Morris County</td>
</tr>
<tr>
<td>Dorothy S. Strickland</td>
<td>Essex County</td>
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David C. Hespe  
Commissioner of Education  
Secretary

Robert L. Bumpus  
Assistant  
Commissioner Division of Field Services
GENERAL INFORMATION

Purpose

In September 2008, the State Board of Education re-adopted N.J.A.C. 6A:7, Managing for Equality and Equity in Education, which outlines responsibilities for achieving and maintaining compliance with state and federal laws governing equity in educational programs. As a result, all school districts, including charter schools and renaissance school projects are mandated to develop a three-year Comprehensive Equity Plan (CEP). The first CEP encompassed school years 2004-2007, the second encompassed 2007-2010 and subsequent to that, school districts and charter schools submitted signed statements of assurance, affirming compliance with the code. The responsibility of each board of education and board of trustees of every public school district, charter school and renaissance school project in New Jersey is to identify and correct all discriminatory and inequitable policies, programs, practices and conditions within or affecting schools. The role of the New Jersey Department of Education (NJDOE) is to ensure that each district, charter school and renaissance school project complies with equality and equity requirements, and to provide guidelines to accomplish that result.

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

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

State Laws and Regulations
- Article I, Paragraph 5 of the New Jersey State Constitution
- N.J.S.A.18A: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

Questions

Questions regarding the development, submission and implementation of the Comprehensive Equity Plan may be sent to countyoffices@doe.state.nj.us. Additionally, questions may be directed to the county education specialist at the County Office of Education. The contact list for the county offices of education can be found at http://www.state.nj.us/education/counties/.
Submission Deadlines

School districts, charter schools and renaissance school projects must submit the original Comprehensive Equity Plan and corresponding forms to the County Office of Education for review and approval no later than Friday, April 1, 2016 for implementation on September 1, 2016.

Resources for more Information About Equity and Equality in Education

- NJ State Division on Civil Rights website: http://www.state.nj.us/lps/dcr/
- U.S. Dept. of Education Office for Civil Rights website: http://www.ed.gov/about/offices/list/ocr/index.html?src=mr
- U.S. Commission on Civil Rights website: http://www.usccr.gov/
- U.S. Dept. of Justice Civil Rights Division website: http://www.justice.gov/crt/

INSTRUCTIONS FOR COMPLETION OF THE COMPREHENSIVE EQUITY PLAN

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

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

Step 2: Conduct Needs Assessment (Appendix B)

Each school district, charter school and renaissance school project board shall use the Appendix B entitled, “Comprehensive Equity Plan Needs Assessment Checklist,” to conduct a needs assessment of each school. This document is intended to be used as a checklist to help the AAO and the AAT identify problem areas. It must be submitted to the county office as part of the documentation that accompanies the Comprehensive Equity Plan. When citing documentation, you must include the document title, date of board of education or board of trustees adoption or page number in the document being provided. In conducting the needs assessment, the AAT will ascertain whether the school district (and each school within the district), each charter school or each renaissance school project is in compliance with each requirement in the checklist and whether there are internal monitoring procedures in place to ensure continuing compliance. Those items that need correction, or require an internal monitoring procedure or system will form the basis for the improvement strategies that will be proposed in the CEP.
The "Comprehensive Equity Plan Needs Assessment" checklist contains four sections:

I. **Board Responsibility** - This section sets forth the types of policies and resolutions that the Board must adopt (create if nonexistent, revise if existing but deficient) in order to comply with applicable law. This section outlines specific areas that must be addressed in these policies and resolutions.

II. **Staff Development** - Staff development and training on equity matters is required annually for all staff, certificated and non-certificated.

III. **School and Classroom Practices** - This section sets forth the equity requirements for four categories: curriculum, student access, guidance and physical education/athletics.

IV. **Employment/Contract Practices** - This section outlines the basic practices that must be observed to comply with equity requirements in employment contract regulations.

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

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

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

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

The plan to correct/address each identified item must be contained in the form covering the corresponding assessment area. Use the needs assessment categories and sub-categories as your guide. Each form contains space to include each of the elements of the plan. For each form:

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

**Develop improvement strategies** – List each identified need from the corresponding number in the Needs Assessment (e.g., I.D.1) together with the strategies/activities to improve or correct the deficiency. Strategies must be specific, measurable, achievable, realistic and time-bound (S.M.A.R.T.).

**Assign staff responsible** – List the names and titles of the personnel that will implement the proposed strategies/activities.

**Plan the implementation timeline** - Indicate the year or specific timeframe that the strategy or activity will take place, i.e. 2016-2017 school year; 2017-2018 school year, ongoing, etc.

**Provide evidence of completion** – List the indicator(s) and/or documentation that will be made available for review, if requested, to verify that the identified need is being or was corrected. Use qualitative or quantitative methods depending on the type of problem that is being corrected. This will set forth the basis for approval of the CEP.

More than one “identified item as deficient or non-compliant” and accompanying strategies to correct the problem can be included on one form, or a separate form may be submitted for each.

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

The Statement of Assurance must be submitted with the Comprehensive Equity Plan to ensure compliance with statute and regulation. The Chief School Administrator, Charter or Renaissance School Project Lead Person must sign and date the Statement of Assurance in the space indicated at the bottom of the form.

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

The following Board resolutions must be attached to the CEP:

1. Annual resolution appointing the Affirmative Action Officer for 2016-17 school year;
2. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.

**Step 6: Assemble the submission package in this order:**

1. Statement of Assurance (Appendix D)
2. Resolution appointing the Affirmative Action Officer
3. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.
4. List of Affirmative Action Team members (Appendix A)
5. Comprehensive Equity Plan Needs Assessment Checklist (Appendix B) 6. Comprehensive Equity Plan forms (Appendix C)
Step 7: Submit the CEP

Submit the CEP to the County Office of Education on or before Friday, April 1, 2016. For your convenience, a list of addresses of the County Offices of Education can be accessed on the NJDOE website at, http://www.state.nj.us/education/counties/.

**After approval and implementation of the comprehensive equity plan, each school district, charter school and renaissance school project is required to submit an annual statement of assurance to their respective county office of education by September 1, 2017 and September 1, 2018 (Appendix D).
COMPREHENSIVE EQUITY PLAN

A. ACCOUNTABILITY:

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

2. The New Jersey Department of Education will review a sampling of CEPs annually.

B. SANCTIONS:

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

*In accordance with N.J.S.A. 18A:36C-7h., Renaissance school projects are bound to the laws and regulations that govern charter schools
APPENDIX A: AFFIRMATIVE ACTION TEAM

The following Affirmative Action Team (AAT) members that participated in the development of the needs assessment and Comprehensive Equity Plan. The AAT must consist of a minimum of three personnel and be comprised of diverse stakeholders.

SCHOOL DISTRICT, CHARTER SCHOOL AND RENAISSANCE SCHOOL PROJECT NAME:

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>GRADE LEVEL (if applicable)</th>
<th>SIGNATURE</th>
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</thead>
<tbody>
<tr>
<td>Dr. Paula Sicignano</td>
<td>Affirmative Action Officer</td>
<td>ECC Director/ ESL Supervisor</td>
<td>Paula Sicignano</td>
</tr>
<tr>
<td>Mr. James Salvo</td>
<td>Chair</td>
<td>Curriculum Office</td>
<td></td>
</tr>
<tr>
<td>Mrs. Marie Mormelo</td>
<td>Director of Special Services</td>
<td>Director of Special Services</td>
<td>Marie Mormelo</td>
</tr>
<tr>
<td>Mrs. Ellen Bachert</td>
<td>HS Assistant Principal</td>
<td>Roselle Park High School</td>
<td>Ellen Bachert</td>
</tr>
<tr>
<td>Mrs. Andrea Kozodoy</td>
<td>Crisis Counselor / Social Worker</td>
<td>Roselle Park High School</td>
<td>Andrea Kozodoy</td>
</tr>
<tr>
<td>Mrs. Giuliana Melo</td>
<td>Middle School Teacher</td>
<td>Roselle Park Middle School</td>
<td>Giuliana Melo</td>
</tr>
<tr>
<td>Mr. Richard Suchanski</td>
<td>HS Assistant Principal</td>
<td>Roselle Park High School</td>
<td>Richard Suchanski</td>
</tr>
<tr>
<td>Ms. Marianne Cabral</td>
<td>Parent</td>
<td>Community Member</td>
<td>Marianne Cabral</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>BOARD RESPONSIBILITY</th>
<th>Compliant (Yes or No)</th>
<th>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</th>
<th>List name of noncompliant school(s) in the district</th>
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<tbody>
<tr>
<td><strong>I.</strong></td>
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<tr>
<td>A. Adopt or re-adopt written equality and equity policies, requiring the following:</td>
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<tr>
<td>1) Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following:</td>
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<tr>
<td>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.</td>
<td>Yes</td>
<td>Board Meeting- March 16, 2010</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Yes</td>
<td>Board Policy #5145.4 – Equal Educational Opportunity (3/10) Assembly programs and in-service activities for staff.</td>
<td></td>
</tr>
<tr>
<td>c) Provide equitable treatment for pregnant and married students.</td>
<td>Yes</td>
<td>Board Policy # 5134 – Married / Pregnant Pupils (3/10)</td>
<td></td>
</tr>
<tr>
<td>d) Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying.</td>
<td>Yes</td>
<td>Board Policy # 5131.1- Harassment; Intimidation and Bullying (9/11) Anti-Bullying Assembly programs schedules at all schools New Teacher Orientation Agenda</td>
<td></td>
</tr>
<tr>
<td>e) (P.L.2010,c122).</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I. BOARD RESPONSIBILITY</td>
<td>Compliant (Yes or No)</td>
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<td>List name of noncompliant school(s) in the district</td>
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| 2) Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. | Yes | Board Policy # 2224 - Nondiscrimination / Affirmative Action (3/10)  
Board Policy # 3320 - Purchasing Procedures (6/13)  
Board Policy # 3327 – Relations with Vendors (11/10)  
Board Policy # 4111.1 - Nondiscrimination / Affirmative Action (3/10)  
Board Policy # 4211.1 – Nondiscrimination / Affirmative Action (3/10)  
Board Policy # 5145.4 – Equal Educational Opportunity (3/10) |  |
| 3) Appoint an Affirmative Action Officer (AAO) who can also serve as or coordinate with the Section 504 Officer and/or the district, charter and renaissance school project's Title IX Coordinator. | Yes | Board Policy # 2224 - Nondiscrimination / Affirmative Action (3/10)  
Board Policy # 4111.1 - Nondiscrimination / Affirmative Action (3/10)  
Board Policy # 4211.1 – Nondiscrimination / Affirmative Action (3/10) |  |
| 4) Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6. | Yes | Board Policy # 4131.1- Staff Development; In-service Education / Visitations/Conferences (3/10)  
In-service Day agendas, SAC/ Assembly Programs, Presentation, Cultural Awareness Day and Library Displays |  |
| B. Authorize the Affirmative Action Team to develop a Needs Assessment and a Comprehensive Equity Plan, implement the plan over a three-year period of time, submit an annual Statement of Assurance of its implementation and progress. | Yes | Board Policy # 2224 - Nondiscrimination / Affirmative Action (3/10)  
Board Policy # 4111.1 - Nondiscrimination / Affirmative Action (3/10)  
Board Policy # 4211.1 – Nondiscrimination / Affirmative Action (3/10) |  |
<table>
<thead>
<tr>
<th></th>
<th>BOARD RESPONSIBILITY</th>
<th>Compliant (Yes or No)</th>
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<th>List name of noncompliant school(s) in the district</th>
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</table>
| C.| Collect and analyze Annual Yearly Progress (Progress Targets) data for underperforming subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant status, date of enrollment, student suspension, expulsion, child study team referrals; Pre-K-12 promotion/retention data; Pre-K-12 completion rates and re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within 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. | Yes                   | Board Policy # 6010 - Goals and Objectives (3/10)  
Board Policy # 5120 – Assessment of individual needs (3/10)  
Board Policy # 2240 – Research, Evaluation and Planning (3/10)  
Board Policy # 6156- Instructional Planning/ Scheduling (3/10)  
All state test Cycle II Reports  
Assessment and grade performance data in all schools  
State Report Card information  
Special Education reports  
NCLB Year End report  
Title I Monitoring Reports  
ACCESS Testing  
Articulation Meetings |                                                   |
| D.| Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking the following actions:                                                                                                                      | Yes                   | Copy of CEP on file in the Superintendent Office  
Board Meeting- March 16, 2010 |
|   |                                                                                      |                       |                                                                                                                                  |                                                  |
|   | 1) Inform the school community about the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.                                                                                             | Yes                   | Board Policy # 1100 – Communication with the Public (3/10)  
Board Policy # 2224 – Nondiscrimination / Affirmative Action (3/10)  
Posted on the district website  
Copies of documents in the library  
District newsletter information |                                                  |
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<tr>
<th></th>
<th>BOARD RESPONSIBILITY</th>
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</tr>
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</table>
| 2) | Define the responsibilities of the AAO (Affirmative Action Officer/504 Officer, and/or Title IX Coordinator); require that the AAO be a certificated staff person; and, train the AAO to handle the equity responsibilities. | Yes | Board Policy # 2224 - Nondiscrimination / Affirmative Action (3/10)  
Board Policy # 4111.1 - Nondiscrimination / Affirmative Action (3/10)  
Board Policy # 4211.1 – Nondiscrimination / Affirmative Action (3/10)  
Attendance at the appropriate workshops and training opportunities by the AAO. | |
| 3) | Provide students, staff and the community with contact information for the AAO and publicize the location and availability of the CEP, policy(ies), grievance procedures and annual reports. | Yes | Board Policy # 1100 – Communication with the Public (3/10)  
Posted on the district website  
Student Handbooks  
Parent Manuals | |
| 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 | Board Policy # 2224 - Nondiscrimination / Affirmative Action (3/10)  
Board Policy # 5145.4 – Equal Educational Opportunity (3/10)  
Teacher contract grievance procedures  
Student handbook grievance procedures | |
| 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 | Board Policy # 2240 – Research, Evaluation and Planning (9/10)  
NCLB reports on AYP  
QSAC  
Testing Plan | |
| 6) | Authorize the AAO to conduct yearly equity training for all staff. | | Board Policy # 2224 – Nondiscrimination / Affirmative Action (3/10) | |
| II. STAFF DEVELOPMENT AND TRAINING  
N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5 | Compliant (Yes or No) | Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption. | List name of noncompliant school(s) in the district |
|-----------------------------------|----------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------|
| A. Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year to: | Yes | Professional Development Plan  
Parent Links, Community Links | |
| 1) Certificated (administrative and professional) staff. | Yes | Professional Development Plan | |
| 2) Non-certificated (non-professional) staff. | Yes | New Teacher Workshop and PDP for paraprofessionals | |
### III. SCHOOL AND CLASSROOM PRACTICES

<table>
<thead>
<tr>
<th>Compliance (Yes or No)</th>
<th>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</th>
<th>List name of noncompliant school(s) in the district</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Equality and Equity in Curriculum</strong>&lt;br&gt;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</td>
<td>Yes</td>
<td>Board Policy # 6143 - Curriculum Guides (3/10)&lt;br&gt;Board Policy # 2224- Nondiscrimination / Affirmative Action (3/10)&lt;br&gt;Board Policy # 5145.4 - Equal Educational Opportunity (3/10)&lt;br&gt;Board Policy # 6121- Nondiscrimination / Affirmative Action (3/10)&lt;br&gt;Board Policy # 6140 - Curriculum Adoption (3/10)&lt;br&gt;Board Policy # 6141 – Curriculum Design / Development (3/10)&lt;br&gt;Board Policy # 6143.1 – Lesson Plans (3/10)</td>
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</table>

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:

| a) School climate and culture, safe and positive learning environment | Yes | Board Policy # 6162.5 – Research (3/10)<br>Assembly Programs<br>Faculty Meeting Agendas<br>New Teacher Orientation Agenda<br>Mentoring Program |
| b) Courses of study, including physical education | Yes | Board Policy # 6142.4 – Physical Education and Health (3/10)<br>Class list reports by gender |

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<table>
<thead>
<tr>
<th>III. SCHOOL AND CLASSROOM PRACTICES</th>
<th>Compliance (Yes or No)</th>
<th>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</th>
<th>List name of noncompliant school(s) in the district</th>
</tr>
</thead>
</table>
| c) Library materials/instructional materials and strategies | Yes | Board Policy # 6160 – Instructional Services and Resources (3/10)  
Board Policy # 6163.1-Media Centers / Libraries (3/10)  
Library Department Guidelines for material selection  
Various program agendas and planning models  
Board Library Policies |  |
| d) Technology/software and audiovisual materials | Yes | Board Policy# -6142.10-Technology (3/10)  
Technology Plan  
Workshop Training Schedule |  |
| e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures | Yes | Board Policy # 6164.2- Guidance Services (3/10)  
Board Policy # 5145 – Pupil Rights (3/10)  
Board Policy # 5145.4 Equal Educational Opportunity (3/10)  
Guidance visitation rosters, memoranda, handbooks and curriculum |  |
| f) Extra-curricular programs and activities | Yes | Board Policy # 6145 – Extra-curricular Activities (3/10)  
Board Policy # 5145.4- Equal Educational Opportunity (3/10)  
Board Policy # 6121 – Nondiscrimination / Affirmative Action (3/10)  
Club Roster; Athletic team rosters  
Handbooks |  |
| g) Tests and other assessments | Yes | Board Policy # 5120 – Assessment of Individual Needs (3/10)  
Board Policy # 6300 – Evaluation of the Instruct (3/10)  
NCLB Guidelines |  |
| h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs | Yes | Class rosters  
Board non-discrimination policies  
Guidance memoranda regarding recruitment  
Career counseling curriculum |  |
| 2) Incorporate multicultural aspects throughout the instructional content and practices across the curriculum. | Yes | Board Policy # 6141.2- Recognition of Religious Beliefs and Customs (3/10)  
Assembly program schedules  
Curriculum guides in Social Studies  
Staff Development workshops |  |
| 3) Ensure that instruction in African-American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1) | Yes | Board Policy # 6143 - Curriculum Guides (3/10) |  |
### III. SCHOOL AND CLASSROOM PRACTICES

<table>
<thead>
<tr>
<th>Compliant (Yes or No)</th>
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<th>List name of noncompliant school(s) in the district</th>
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</table>
| 4) Include instruction on the Holocaust and other genocide curricula at all grade levels. (N.J.S.A. 18A:35-28) | Yes  
Board Policy # 6143 - Curriculum Guides (3/10) | |

**B. Equality and Equity in Student Access**  
N.J.A.C. 6A:7-1.7; Titles VI & VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education (1989); U.S. Supreme Court, 1982; Plyler v. Doe; U.S. Supreme Court, 1974, Castañeda v. Pickard

Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status, as follows:

1) Ensure equal and barrier-free access to all school and classroom facilities.  
   Compliant: No  
   Outside entry to one elementary school fails to fully meet handicapped access requirements.  
   List: Robert Gordon

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.  
   Compliant: Yes  
   District guidelines to insure racial and ethnic balance is maintained in the three elementary schools. School rosters demonstrate appropriate balance and representation.

3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.  
   Compliant: Yes  
   No new facilities have been constructed
### III. SCHOOL AND CLASSROOM PRACTICES

<table>
<thead>
<tr>
<th>4) Ensure that students are not separated or isolated by race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, housing status or socioeconomic status, resulting in disproportionate placement within schools, courses, classes, programs or extracurricular activities.</th>
<th>Compliant (Yes or No)</th>
<th>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</th>
<th>List name of noncompliant school(s) in the district</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4a)</strong> Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.</td>
<td>Yes</td>
<td>Board approved curriculum guides All course guidelines and enrollment requirements specifically prohibit discriminatory practices. Students are able to enroll based on ability in all courses. Athletic and extracurricular participation is representative as evidenced by rosters and program description.</td>
<td></td>
</tr>
<tr>
<td><strong>4b)</strong> Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.</td>
<td>Yes</td>
<td>Board Policy # 6171.2 – Gifted and Talented (3/10) Enrollment in G/T programs is done thru a multi-dimension selection process that includes teacher recommendation. Annual efforts to include students from under-represented groups are undertaken.</td>
<td></td>
</tr>
<tr>
<td><strong>4c)</strong> 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.</td>
<td>Yes</td>
<td>Cases are handled in accordance with each school’s published discipline policy and with equity and sensitivity to racial/gender/ethnic concerns. School suspension/discipline records are available for review.</td>
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<tr>
<td></td>
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<td>All classes are centrally located in each building for easy access to all. Students are enrolled across the board to insure all populations are served.</td>
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<tr>
<td>III. SCHOOL AND CLASSROOM PRACTICES</td>
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<tr>
<td>d) Ensure that all English language learners have equal and bias-free access to all school programs and activities.</td>
<td>Yes</td>
<td>Board Policy # 6142.2- English as a Second Language (3/10) All students in ESL are qualified and accepted into any program offered by the school.</td>
<td></td>
</tr>
<tr>
<td>e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.</td>
<td>Yes</td>
<td>Board Policy # 2460 – Special Education (3/10) All student IEP maximized participation in “least restrictive environments.”</td>
<td></td>
</tr>
<tr>
<td>f) Ensure that all schools’ registration procedures are in compliance with State and Federal regulations and case law.</td>
<td>Yes</td>
<td>Board Policy # 5111 – Admission (3/10) Registration Forms</td>
<td></td>
</tr>
<tr>
<td>5) Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners</td>
<td>Yes</td>
<td>Board Policy # 6142.2 – English as a Second Language (3/10) Ell students are tested annually</td>
<td></td>
</tr>
<tr>
<td>6) Utilize bias-free measures for determining the special needs of students with disabilities.</td>
<td>Yes</td>
<td>Board Policy # 6171- Special Instructional Programs (3/10) Board Policy # 6171.4- Special Education (3/10) Board policy # 6172- Alternative Educational Programs (3/10) All students are provided with equal services depending on individual needs or educational circumstances. Special needs students are measured prior to the entrance to the program and exiting using (MAP) Measures of Academic Progress testing.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Yes</td>
<td>Board Policy # 6171- Special Instructional Programs (3/10) Board Policy # 6171.3 At-Risk and Title 1 (3/10) School services are utilized by students across the board in all schools as evidenced by sign-in sheets, rosters or other check-in devices. ESL and other special groups are encouraged to participate.</td>
<td></td>
</tr>
</tbody>
</table>
### III. SCHOOL AND CLASSROOM PRACTICES

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| Yes                   | Board Policy # 5134- Married / Pregnant Pupils (3/10)  
Board Policy # 7173 – Home Instruction (3/10) |                                                  |

### C. Equality and Equity in Guidance Programs and Services

N.J.A.C. 6A:7-1.7(c)Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998

Ensure that the district, charter and renaissance school project’s guidance program provides the following:

1) Access to adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, and students with disabilities.

   - Compliant: Yes
   - Evidence: Board Policy # 6164.2 – Guidance Services (policy & regulation) (3/10)  
   Counseling and SAC services are equally available to all in accordance with both Board and individual school policies. Evidence of participation.

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.

   - Compliant: Yes
   - Evidence: Board Policy # 6142.12 – Career Education  
   Career education programs are in place in all five schools. The program is more formal at the HS level. Specific Career curricular available in the Curriculum Department Office and each school.

3) Bias-free materials for use by counselors.

   - Compliant: Yes
   - Evidence: Board Policy # 6164.2-Guidance Services (3/10)  
   Materials are available for review but have all been updated in accordance with Board policy within the last 4 years.
### III. SCHOOL AND CLASSROOM PRACTICES

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<tr>
<td><strong>D. Equality and Equity in Physical Education</strong>&lt;br&gt;N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972</td>
<td>Board Policy # 6142.4- Physical Education and Health (3/10)&lt;br&gt;All schools operate Physical Education as a coeducational class evidenced by rosters and class lists. Equitable gender balance is sought in both Health and Physical Education classes</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
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</table>

**E. Equality and Equity in Athletic Programs**<br>Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(d) and Title IX, Education Amendments of 1972

Ensure that the athletic program accomplishes the following:

1) Relatively equal numbers of varsity and sub-varsity teams for male and female students.<br>Yes<br>Board Policy # 6145 – Extracurricular Activities (3/10)  
Board Policy # 6145.1/.2 – Intramural Competition; Interscholastic Competition (3/10)<br>Roselle Park adheres to a strict policy of open participation by all and has Board policies to support that philosophy. Surveys on File  
There are fall, winter, and spring athletic opportunities available to both boys and girls teams. The school operates varsity, junior-varsity and freshman competition as participation permits. Evidence is in team rosters and published sports calendars.<br>2) Equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.<br>Yes<br>The Athletic director is charged to oversee and direct the equitable assignment of practice and competition facilities. Evidence of equity can be found in the assignment logs.<br>3) Equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.<br>Yes<br>The Board Approved Stipend List District Budget Equipment purchases are made based on stated need through regular budget channels.<br>4) Comparable facilities for male and female teams.<br>Yes<br>Facilities and fields are assigned by the Athletic Director on an equitable and comparable basis depending on need.
<table>
<thead>
<tr>
<th>IV. EMPLOYMENT/CONTRACT PRACTICES</th>
<th>Compliant (Yes or No)</th>
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<tbody>
<tr>
<td>A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows:</td>
<td>Yes</td>
<td>Board Policy # 4211- Recruitment, Selection and Hiring (3/10) In accordance with Board policy and mission, affirmative action efforts are taken where and when applicants from under-represented groups present themselves for a vacant position.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Yes</td>
<td>Board Policy # 4211- Recruitment, Selection and Hiring (3/10) All postings, job descriptions, and practices have been reviewed by the administration and Board attorney to insure freedom from bias and adherence to all guidelines established by the NJ Division on Civil Rights.</td>
<td></td>
</tr>
<tr>
<td>2) Target recruiting practices for under-represented populations in every category of employment.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Compliance of employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| IV. **EMPLOYMENT/CONTRACT PRACTICES**  
<table>
<thead>
<tr>
<th>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</th>
<th>Compliant (Yes or No)</th>
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| 4) Monitor promotions and transfers to ensure non-discrimination. | Yes | Board Policy # 4113/4114- Assignment/Transfer (3/10)  
The Superintendent of Schools is charged to insure that transfers and promotions are done in accordance with published district policy to ensure non-discrimination. | |
| 5) Provide equal pay for equal work regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. | Yes | Board Policy # 2224 - Nondiscrimination / Affirmative Action (3/10)  
Board Policy # 3320 - Purchasing Procedures (6/13)  
Board Policy # 3327 - Relations with Vendors (11/10)  
Board Policy # 4111.1 - Nondiscrimination / Affirmative Action (3/10)  
Board Policy # 4211.1 - Nondiscrimination / Affirmative Action (3/10)  
All salary guides are negotiated and reviewed to ensure freedom from bias or arbitrary discrimination. All staff are appropriately placed and compensated. | |
| B. Ensure that the district, charter and renaissance school project does not enter into, or maintain, contracts with persons, agencies, or organizations that discriminate in employment or in the provision of benefits or services, on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status. | Yes | Board Policy # 2224 - Nondiscrimination / Affirmative Action (3/10)  
Board Policy # 3320 - Purchasing Procedures (6/13)  
Board Policy # 3327 - Relations with Vendors (11/10)  
Board Policy # 4111.1 - Nondiscrimination / Affirmative Action (3/10)  
Board Policy # 4211.1 - Nondiscrimination / Affirmative Action (3/10)  
The business office maintains a complete record of all those doing business with the district. Assurances are made that all practices are in adherence of NJ Statutes regarding non-discrimination, bias, nepotism, or conflict of interest. A complete list is available in the Board Office. | |
| C. Provide Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status. | Yes | Board Policy # 2224 - Nondiscrimination / Affirmative Action (3/10)  
Board Policy # 3320 - Purchasing Procedures (6/13)  
Board Policy # 3327 - Relations with Vendors (11/10)  
Board Policy # 4111.1 - Nondiscrimination / Affirmative Action (3/10)  
Board Policy # 4211.1 - Nondiscrimination / Affirmative Action (3/10) | |
### 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 2016-17 through 2018-19 to provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status, immigration status, housing status or disability.

<table>
<thead>
<tr>
<th>Section/sub-section from Needs Assessment</th>
<th>Implementation Strategies</th>
<th>Staff Responsible</th>
<th>Implementation Timeline</th>
<th>Evidence of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1</td>
<td>Address issues of external access to buildings throughout the district. All new construction will be to code</td>
<td>Superintendent Business Administrator Facilities Director</td>
<td>Ongoing</td>
<td>Building Plans</td>
</tr>
</tbody>
</table>
APPENDIX D: COMPREHENSIVE EQUITY PLAN

YEARLY STATEMENTS OF ASSURANCE
2016-2017
2017-2018
2018-2019
Comprehensive Equity Plan Statement of Assurance

to be Submitted with the Three-Year CEP

School District, Charter School or Renaissance School Project Information:

<table>
<thead>
<tr>
<th>County: Union County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address: 510 Chestnut Street, Roselle Park NJ 07204</td>
</tr>
<tr>
<td>Affirmative Action Officer (AAO): Dr. Paula Sicignano</td>
</tr>
<tr>
<td>AAO Email: <a href="mailto:psicignano@rpsd.org">psicignano@rpsd.org</a></td>
</tr>
<tr>
<td>Alternate Contact Person: Mr. James Salvo</td>
</tr>
<tr>
<td>Title: Director of Curriculum</td>
</tr>
</tbody>
</table>

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.


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: Pedro Garrido

Signature: ____________________________ Date: March 17, 2016

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

County: Union

School District, Charter School or Renaissance School Project: Roselle Park

Address: 510 Chestnut Street Roselle Park, NJ 07204

Affirmative Action Officer (AAO): Dr. Paula Sicignano
Telephone #: 908 245 1197

AAO Email: psicignano@rpsd.org

Alternate Contact Person: James Salvo
Telephone #: 908 245-1197

Title: Director Of Curriculum
Email: jsalvo@rpsd.org

1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2016-17 and provides assurance that the implementation timeline has been met at each school within the district, charter school or renaissance school project, if applicable. The areas of noncompliance as indicated in the CEP have met specific indicators of achievement at each site, if applicable, during this previous school year.

2. The school district, charter school or renaissance school project will continue to fully implement the NJDOE approved Comprehensive Equity Plan.


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: Pedro Garrido
Title: Superintendent
1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2017-18 and provides assurance that the implementation timeline has been met at each school within the district, charter school or renaissance school project, if applicable. The areas of noncompliance as indicated in the CEP have met specific indicators of achievement at each site, if applicable, during this previous school year.

2. The school district, charter school or renaissance school project will continue to fully implement the NJDOE approved Comprehensive Equity Plan.


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: