

**NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF STUDENT SERVICES
OFFICE OF SPECIALIZED POPULATIONS**



**COMPREHENSIVE EQUITY PLAN
for the Academic Years
2007-2010**

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

*Approved by the Essex County Office of Education
August 21, 2007*

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

Academic Years 2007-2008 through 2009-2010

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GENERAL INFORMATION

Purpose

On May 7, 2003 the State Board of Education 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 schools, including charter schools, are mandated to develop a three-year Comprehensive Equity Plan (CEP). The first CEP covered the school years 2004-2007. The responsibility of each board of education of every public school district and charter school in New Jersey is to identify and correct all discriminatory and inequitable policies, programs, practices and conditions within or affecting their schools. The role of the New Jersey Department of Education (DOE) is to ensure that each district and charter school complies with equality and equity requirements, and to provide guidelines to accomplish that result.

The CEP enables district/charter schools to comply with all applicable laws, codes, and regulations, including, but not limited to, the following:

Federal Law

- 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
- Equal Pay Act of 1973

State Law

- 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

Submission Requirements

Districts and charter schools must submit one (1) original Comprehensive Equity Plan to its **County Office of Education** and one (1) copy to the **Office of Specialized Populations** in Trenton. The address is:

Office of Specialized Populations/Equity
New Jersey Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500

The deadline for submission is on or before Friday, March 30, 2007.

Implementation of the 2007-2010 Plan begins in all districts and charter schools on July 1, 2007.

Questions and Technical Assistance

Questions regarding the development, submission, and implementation of the Comprehensive Equity Plan may be directed to the county office of education serving the district/charter school, as listed below:

COUNTY	COUNTY EDUCATION SPECIALIST	OFFICE MAILING ADDRESS	COUNTY	COUNTY EDUCATION SPECIALIST	OFFICE MAILING ADDRESS
Atlantic	Mr. Michael Ryan 609 625-0004-fax #625-6539	Atlantic County Office 6260 Old Harding Highway Mays Landing, NJ 08330-1599	Middlesex	Ms. Suzanne Miskiewicz 732-745-3406 1 + 3422 fax #296-0683	Middlesex County Office 1501 Livingston Ave. North Brunswick, NJ 08902
Bergen	Dr. Geraldine O'Connor 201-336-6875-fax #336-6880	Bergen County Office One Bergen County Plaza 3 rd Floor, Room 350 Hackensack, NJ 07601	Monmouth	Ms. Marie Gdula Ms. Geo-Anne Dillman 732-431-7813-fax #577-0679	Monmouth County Office 3680 State Highway 9 4 th floor, PO Box 1264 Freehold, NJ 07728-1264
Burlington	Ms. Joan Lake 609-265-5980-fax #265-5932 .	Burlington County Office 3 Union Street, PO Box 6000 Mount Holly, NJ 08060-1824	Morris	Ms. Ruth Anne Estler 973-285-8334-fax #285-8341 <u>Office Location:</u> Cult. Ctr, 300 Mendham Rd. Morris Twp., NJ 07960	Morris County Office Court House, PO Box 900 Morristown, NJ 07963-0900
Camden	Ms. Genevieve Lumia 856-401-2400-fax #401-2410 .	Camden County Office Forrest Hall 509 Lakeland Road Blackwood, NJ 08012	Ocean	Mr. Eddie Alvarez 732-929-2078-fax #506-5336	Ocean County Office 212 Washington St. Toms River, NJ 08753
Cape May	Mr. Michael McKnight 609-465-1281-fax #465-2094	Cape May County Office 4 Moore Road Cape May Court House, NJ 08210	Passaic	Ms. Diane Mosley-Whitt 973-569-2110-fax #754-0241	Passaic County Office 501 River Street Paterson, NJ 07524
Cumberland	Ms. Janet Sfaelos 856-451-0211 x6018 fax #455-9523 .	Cumberland County Office Landis Avenue Bridgeton, NJ 08302	Salem	Ms. Carol Mizrahi 856-339-8611-fax #935-6290 Pat Counsellor, Secy.	Salem County Office 94 Market Street Salem, NJ 08079
Essex	Ms. Eileen Gavin 973-395-4677-fax #395-4696	Essex County Office 7 Glenwood Ave., Suite 404 East Orange, NJ 07018	Somerset	Ms. Beverly Hetrick 908-231-7171-fax #722-6902	Somerset County Office P.O. Box 3000 Somerville, NJ 08876 <u>Office Location:</u> 40 N. Bridge St. Somerville, NJ 08876
Gloucester	Carla Spate 856-468-6500- ex. 6015 fax #468-9115	Gloucester County Office 1492 Tanyard Rd. Sewell, NJ 08080-4222	Sussex	Vacant 973-579-6996-fax #579-6476	Sussex County Office 262 White Lake Road Sparta, NJ 07871
Hudson	Ms. Monica A. Tone 201-319-3850-fax #319-3650 .	Hudson County Office 595 Newark Ave., Jersey City, NJ 07306 <u>Office Location:</u> 595 County Ave., Bldg. 3 Secaucus, NJ 07094	Union	Vacant 908-654-9860 x2223 fax #654-9869	Union County Office 300 No. Avenue, East Westfield, NJ 07090
Hunterdon	Ms. Christine Harttraft 908-788-1414-fax #788-1457	Hunterdon County Office PO Box 2900 Flemington, NJ 08822-2900 <u>Office Location:</u> 10 Court St., Flemington	Warren	Ms. Mary Jane Tanner 908-475-6327-fax #475-6394	Warren County Office 537 Oxford St. Belvidere, NJ 07823
Mercer	Ms. Jackee Reuther 609-588-5883-fax #588-5849	Mercer County Office 1075 Old Trenton Rd. Trenton, NJ 08690	For additional information regarding charter schools contact Donna Best, phone: (609)-292-5850		

SUMMARY STATEMENT

COMPREHENSIVE EQUITY PLAN ACHIEVEMENTS & BARRIERS - FY 2004-2007

School Code:	5630
District/Charter Name:	West Essex Regional School District
City:	North Caldwell
County:	Essex

DIRECTIONS: Review the implementation strategies listed in your 2004-2007 Comprehensive Equity Plan (Please refer to pages 17 through 22 of the 2004-2007 plan) to bring the district/charter school into compliance and indicate whether these strategies were implemented and the accomplishments achieved. In addition, please outline any barriers to the implementation or success of these strategies.

BOARD RESPONSIBILITIES:

Activity 1: Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6. Response: To be included on staff orientation agenda every September. Evidence: From 2004-2007, the district was compliant in addressing this item via staff meetings and department meetings. However, it did not always utilize September staff orientation as the identified setting.

Activity 2: Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap. Response: We are compliant reporting AYP results. Evidence: AYP data reported to the BOE in years 2004-05, 2005-06, 2006-2007.

Activity 3: Authorize the AAO to conduct yearly equity training for all staff. Response: To be included annually during staff orientation. Evidence: District was compliant in this activity by addressing equity topics in staff meetings and department meetings. Discussion included equality and equity topics in both verbal and written formats.

STAFF DEVELOPMENT:

Activity 1: Provide staff development to all interested parents and community members, certified and non-certified staff to inform, identify and resolve problem areas: Sexual Harassment, Bullying & Substance Abuse, and Achievement Gap.

Indicators of Accomplishment:

- Develop schedule and agenda for workshops. This activity was accomplished by:
 - Workshop schedules and agenda are designed by the Local Professional Development Committee.
- Log of incidents reported to the AAO, Incident Reports. This task was accomplished by:
 - Incident reports are on file with the AAO.
- Keeping parents and community informed via the District’s website. Continuation of the monthly newsletter “District Happenings” mailed to all homes in the four sending districts. This activity was accomplished by:
 - District website is maintained via Schedule B position in the WEEA Agreement with the Board of Education, 2004-2007.
 - Newsletters are provided by the Superintendent of Schools.
- Parent Committee, PTO and Student Committee schedule of meetings with the Superintendent posted to the website. This activity was accomplished by:
 - District website is maintained via Schedule B position in the WEEA Agreement with the Board of Education, 2004-2007.
- Standardized test scores. This activity was accomplished by:
 - Standardized test scores are reported annually by the Director of Curriculum to the Superintendent of Schools and the Board of Education.

Activity 2: Learner Active Technology Infused Classroom. Every teacher (regular and special education) will receive initial and ongoing staff development, providing strategies for differentiation of instruction.

Indicators of Accomplishment:

- Students learn curriculum through a problem based approach and use technology as a tool to extend higher learning opportunities. This activity was accomplished by:
 - Wholesale staff training provided by teacher trainers; lesson plans included instructional design based on the tenets of problem based learning; instruction and assessment was observed based on formal and informal observation by administrators and directors.

Activity 3: Provide staff development to ensure that all equality requirements are in compliance with NJAC 6A:7-1.6. In addition the AAO will conduct yearly equity training to all staff during teacher orientation.

Indicators of Accomplishment:

- To be addressed every year and coordinated during the teacher orientation time period. The AAO will be reviewing information annually to measure results. This activity was accomplished by:
 - Workshop schedules and agenda are designed by the Local Professional Development Committee.

SCHOOL AND CLASSROOM PRACTICES:

EQUALITY AND EQUITY IN CURRICULUM

Activity 1: Revise curriculum by creating “C” level courses in math/science.

Indicator of Accomplishment:

- Marking period grades. Classroom assessments. This activity was accomplished by:
 - Student report cards. Formal teacher classroom observation reports; curriculum revision.

Activity 2: Implement instructional strategies that address differentiation

Indicator of Accomplishment:

- Classroom assessment/standardized assessments. This activity was accomplished by:
 - Lesson plans; department meetings; in-district and out of district workshops.

Activity 3: Provide classroom instruction and assessments aligned to state assessments

Indicator of Accomplishment:

- GEPA, HSPA: AYP percentages are analyzed for all subgroups. This activity was accomplished by:
 - Lesson plans; curriculum alignment to NJCCCS; administrator supervision of curriculum, instruction, and assessment.

EQUALITY AND EQUITY IN STUDENT ACCESS

Activity 1: Entrance criteria for GT identification using multiple measures which are inclusive and insure equitable treatment

Indicator of Accomplishment:

- Completion of criteria and use for identification. Teachers trained in differentiated instruction to support enrichment. This activity was accomplished by:
 - Designing a program entitled, EVOLVE: Enriching Voluntary Opportunities for Learning Via Exploration. Based on administrative and staff turnover this program was not formally implemented.
 - Teacher training was provided as designed by the Local Professional Development Committee.
 - G&T opportunities are offered as follows: After school clubs and activities, differentiated levels of instruction in grades 7-8-9; advanced courses of study in grades 10-12; student recognition in academic honor societies, including world languages; extensive Advanced Placement program in English, mathematics, science, social studies, world languages, and art.

Activity 2: Examine and revise GT/Enrichment program to include opportunities for all students.

Indicator of Accomplishment:

- Enrichment program reflects diversity and supports inclusion. This activity was addressed by:
 - Policy 2110, Philosophy of Education
 - Policy 2111, Instruction
 - Policy 2464, Gifted and Talented Pupils
 - Resources Offered in Gifted and Talented Education (ROGATE) for grades 7-9.

- Advanced Placement Review Committee was formed to investigate strategies to increase enrollment.
- Teacher training was provided as designed by the Local Professional Development Committee.
- G&T opportunities are offered as follows: After school clubs and activities, differentiated levels of instruction in grades 7-8-9; advanced courses of study in grades 10-12; student recognition in academic honor societies, including world languages; extensive Advanced Placement program in English, mathematics, science, social studies, world languages, and art.

EQUALITY AND EQUITY IN GUIDANCE PROGRAM SERVICES

Not applicable for this section.

EQUALITY IN PHYSICAL EDUCATION AND ATHLETIC PROGRAMS

Activity 1: Programs will be added on interest basis and league expansion

Indicator of Accomplishment:

- Ski Team survey completed. In addition, a survey will be developed for Girls Golf and Bowling (Boys & Girls). Survey was not completed as designed. See Appendix B: Equity in Physical Education and Athletic Programs.

EMPLOYMENT AND CONTRACT PRACTICES:

Activity 1: Effective July 1, 2004 the district will be mailing to all vendors on an annual basis the attached letter.

Indicator of Accomplishment: Sample letter for contractors is included in the Affirmative Action Officer Handbook for the West Essex Regional School District.

Strategies: Each year, schools should collect documentation that can help them analyze and refine their implemented strategies based upon their desired impact. Good evaluation starts with a set of important questions that can be answered about the corrective action. In large part, those questions may be determined through a careful analysis of the goals of the CEP.

INSTRUCTIONS FOR COMPLETION OF THE COMPREHENSIVE EQUITY PLAN

Step 1: Complete the Summary Statement for the Comprehensive Equity Plan 2004-2007 (page 5)

Step 2: Formation of the Affirmation Action Team

Appointment of Affirmative Action Officer and Affirmative Action Team– (N.J.A.C. 6A:7-1.5)

Each district board of education and charter school shall annually designate a member of its staff as the affirmative action officer (AAO) and 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 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 on page 16—Affirmative Action Team Membership Form.

Step 3: Conduct Needs Assessment

Each district and charter school board shall use the Appendix A entitled, “*District/Charter School Needs Assessment Checklist*,” to conduct a needs assessment of their individual schools. This document is intended to be used as a checklist to help the AAO and the AAT identify problem areas. **It must be submitted as part of the documentation that accompanies the Comprehensive Equity Plan.** When citing documentation, you **MUST** include the document title, date of adoption and page number, as applicable.

The district/charter school 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 – Please note that 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 this area.

In conducting the needs assessment, the AAT will ascertain whether their charter school or district (and each school within the district) 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.

Note that 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. Our office encourages the AAT preparing the CEP to refer to these sources of legal authority and become acquainted with the mandates they contain.

Step 4: Developing the Comprehensive Equity Plan (CEP)

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:

- **Board Responsibilities** (one form)

- **Staff Development** (one form)
- **School and Classroom Practices** (Four forms, 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)
- **Employment and Contract Practices** (one form)

The plan to correct/address each item that needs correction must be written in the form covering the corresponding topic area (Board Responsibilities, Staff Development, Equality and Equity in Student Access, etc). 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 Needs as Compliant or Non-Compliant – for ease of reference and agreement, the identified needs may mirror the language contained in the requirements in the needs assessment. Please note: A school within a district may NOT be compliant; please identify the school(s) by name if this is the case. If the district itself is not compliant, please say “district wide.” REMEMBER, if one school is out of compliance, the entire district is out of compliance.

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.

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

Plan the Implementation Timeline - Fill in the triangle(s) to indicate the year that the strategy or activity will take place, i.e. 07 is the 2007-2008 school year; 08 is 2008-2009 school year, etc.

Identify Indicator of Accomplishment – 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 is VERY important and will set forth the basis for approval of the CEP.

You may include more than one “**identified need as deficient or non-compliant**” and accompanying strategies to correct the problem in one form, or you may make copies of the form and submit a separate form for each.

Step 5: Complete the Statement of Assurances

Complete the required information about the district/charter school. Have the Chief School Administrator sign and date the Statement of Assurances in the space indicated at the bottom of the page.

Step 6: Obtain the following required Board Resolutions and attach them to the CEP: The following Board resolutions must be attached to the CEP:

1. Resolution appointing the Affirmative Action Officer
2. Resolution authorizing the Affirmative Action Team to conduct the needs assessment and develop a comprehensive equity plan;
3. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.

Step 7: Assemble the Submission Package in this order:

1. Summary Page of 2004-2007 Implementation
2. Statement of Assurances
3. Resolution appointing the Affirmative Action Officer
4. Resolution authorizing the Affirmative Action Team to conduct the needs assessment and develop a comprehensive equity plan;
5. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.
6. List of Affirmative Action Team members
7. District/Charter School Needs Assessment Checklist
8. Comprehensive Equity Plan forms.

Step 8: Submit one (1) original to your County Office of Education and one (1) copy to the Office of Specialized Populations on or before Friday, March 30, 2007. For your convenience, a list of addresses of the County Offices of Education is on page 4 of this document. The Department of Education address is:

**Office of Specialized Populations/Equity
NJ Department of Education
P.O. Box 500
Trenton, NJ 08625-0500**

AFTER IMPLEMENTATION OF THE COMPREHENSIVE EQUITY PLAN, EACH DISTRICT/CHARTER SCHOOL IS REQUIRED TO SUBMIT THE ANNUAL YEARLY ASSURANCE TO THEIR RESPECTIVE COUNTY OFFICE OF EDUCATION AND THE OFFICE OF SPECIALIZED POPULATIONS AS NOTED ABOVE. (SEE APPENDIX D, PAGE 32).

COMPREHENSIVE EQUITY PLAN

for Academic Years 2007-2008 through 2009-2010
District/Charter School Information: (please type or print)

West Essex Regional School District

5630

Essex

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Legal Name of District/Charter School **Code** **County** **Code**
Address: 65 West Greenbrook Road **Telephone: 973-582-1600**
City: North Caldwell **Zip: 07006** **FAX: 973-228-0559**
Affirmative Action Officer: Robert Davis **Telephone: 973-582-1600**
AAO Email: RDavis@westex.org
Contact Person: Bernard Baggs **Telephone: 973-228-1200, x270**

STATEMENT OF ASSURANCES

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines 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; Guidelines for the Desegregation of Public Schools in New Jersey (1989); 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.
2. The district/charter school has conducted a comprehensive needs assessment of its equality and equity needs at each school within the district, if applicable. The attached Comprehensive Equity Plan is designed to meet the assessed equality and equity needs at each site, if applicable.
3. The local Board has authorized the submission of the Comprehensive Equity Plan, and will support full implementation of the plan on July 1, 2007 upon approval by the New Jersey State Department of Education.
4. The district/charter school will also correct any form of discrimination or non-compliance identified by the New Jersey State Department of Education.

CERTIFICATION:

By signing below, the Chief School Administrator certifies that all statements above are true and correct:

Name: Mr. Mario Cardinale
(Print or type name and title)

Title: Superintendent of Schools

Signature: _____ **Date:** _____

COMPREHENSIVE EQUITY PLAN

A. ACCOUNTABILITY:

1. Each district will review their approved comprehensive equity plan on an annual basis and submit a statement of assurance of its implementation to their respective county office of education and the Office of Specialized Populations no later than June 30 of each year. Statements of Assurance forms for each academic year are attached as Appendix D. Districts will also complete the *District Performance Review* in the New Jersey Quality Single Accountability Continuum (NJQSAC). For charter schools, annual progress will be reported in the Charter School Annual Report.
2. A sampling of district/charter schools may be reviewed on an annual basis for compliance of the approved Comprehensive Equity Plan.

B. SANCTIONS

1. 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.”

APPENDIX A

COMPREHENSIVE EQUITY PLAN
DISTRICT/CHARTER SCHOOL
NEEDS ASSESSMENT
CHECKLIST

DISTRICT/CHARTER SCHOOL NEEDS ASSESSMENT CHECKLIST
TO ACHIEVE EQUALITY AND EQUITY IN EDUCATIONAL PROGRAMS

Directions: Indicate compliance by checkmark. When a district is non compliant, list the name of the school(s) not in compliance; specific areas identified as non compliant MUST be addressed on the Comprehensive Equity Plan forms.

I.	<u>BOARD RESPONSIBILITY</u>	Compliant or Non-compliant	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.	NJAC 6A:7-1.7; <u>Booker v. Plainfield</u> , 461 NJ, 1965; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX Adopt or re-adopt written equality and equity policies, requiring the following:			
1) (a)	Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following: Identify and address all forms of prejudice and discrimination in all district/charter school programs, practices, curricula, instructional materials and assessments.	√	<ul style="list-style-type: none"> ▪ Policy 1523, Comprehensive Equity Plan ▪ Policy 2260, Affirmative Action Plan for School and Classroom Practices ▪ CEP Statement and Affirmative Action Handbook on district website. 	
(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.	√	<ul style="list-style-type: none"> ▪ Policy 5750, Equal Educational Opportunity ▪ Policy 5755, Equity in Educational Programs and Services ▪ Policy 1510, Rights of Persons with Handicaps or Disabilities/Policy on Non-Discrimination ▪ Facilities are inspected for equal access by the Supervisor of Buildings & Grounds in coordination with the building administrator. ▪ In addition, building level administrators schedule in-service training meetings for staff that focus on educational equality. 	
(c)	Provide equitable treatment for pregnant and married students.	√	<ul style="list-style-type: none"> ▪ Policy 2416, Programs for Pregnant Pupils ▪ Policy 5752, Marital Status and Pregnancy 	
(d)	Prohibit or eliminate sexual harassment, and harassment.	√	<ul style="list-style-type: none"> ▪ Policy 3362, Sexual Harassment—Teaching Staff Members ▪ Policy 5751, Sexual Harassment—Pupils ▪ Policy 5512, Harassment, Intimidation, and Bullying ▪ Anti-Discrimination & Anti-Harassment 	

			Handbook, Teacher/Student Handbooks	
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.	√	<ul style="list-style-type: none"> ▪ Policy 1530, Equal Employment Opportunity ▪ Policy 1550, Affirmative Action for Employment and Contract Practices/Employment Practice Plan ▪ Anti-Discrimination and Anti-Harassment Handbook, Teacher/Student Handbooks 	
3)	The appointment of an Affirmative Action Officer (AAO) who can also serve as, or coordinate with, the district/charter school's Section 504 Officer and/or the district/charter school's Title IX Coordinator.	√	Approved at April 30, 2007 BOE reorganization meeting.	
4)	Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.		To be included on staff orientation agenda every September.	District
B.	Authorize the Affirmative Action Officer team to develop 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 NSQSAC. Charter schools will report annual progress in the Charter School Annual Report.	√	Annual Statement of Assurance progress report to be submitted with the QAAR.	
C.	Collect and analyze AYP data for underperforming subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant, 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 AYP reports for state assessments.	√	HSPA, GEPA (NJASK8), NJASK7 results, disaggregated data, disciplinary reports retained by principals at the Senior & Junior High Schools; Special Education Reports retained by the Director of Special Services.	
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:	<i>See evidence statement</i>	CEP to be approved at the August 13 or 27, 2007 BOE meeting. Certified resolution to be submitted to County office within 5 days of BOE approval.	
1)	Publicize throughout the community the local Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	√	Posted on district website as well as student and teacher handbooks.	
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 school's equity' responsibilities.	√	<ul style="list-style-type: none"> ▪ Policy 1550, Affirmative Action for Employment and Contract Practices/Employment Practice Plan ▪ Affirmative Action Handbook 	

3)	Inform students, staff and the community of the name, office address, and phone number of the district/charter school's AAO, 'and publicize the location and availability of the district/charter school's CEP, 'policy(ies), grievance procedures and annual reports.	√	Approved annually at the BOE reorganization meeting of the West Essex Regional School District. Board minutes, AAO information, and CEP statement are posted on district website, BOE office, and principal offices.	
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, socio-economic status or disability.	√	The district has an affirmative action handbook in place that addresses the steps and actions necessary to investigate and resolve complaints. Grievance process defined in employment contracts.	
5)	Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap	√	Data is reported annually to the BOE according to NJDOE guidelines. GEPA and HSPA AYP Indicators were reported as follows: 2004-05—JHS, 39 out of 40; SHS, 40 out of 40 2005-06—JHS, 41 out of 41; SHS, 41 out of 41 2006-07—JHS, 41 out of 41; SHS, 40 out of 41	
6)	Authorize the AAO to conduct yearly equity training for all staff.	√	To be included annually during staff orientation.	
II.	<u>STAFF DEVELOPMENT AND TRAINING</u> N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5	Compliant or Non-compliant	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 or socioeconomic status every school year , as follows:	Ongoing	MANDATORY: Address this on page 17	Ongoing
1)	To all certificated (administrative and professional) staff.	Ongoing	MANDATORY: Address this on page 17	Ongoing
2)	To all non-certificated (non-professional) staff.	Ongoing	MANDATORY: Address this on page 17	Ongoing
III.	<u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant or Non-compliant	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.	Equality and Equity in Curriculum N.J.A.C. 6A:7-1.7 (b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972			

1)	Ensure that the district/charter school'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 reports 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 or socioeconomic status. Areas covered include, but are not limited to, the following:			
(a)	School climate/learning environment	√	<ul style="list-style-type: none"> ▪ Policy 2411, Guidance Counseling ▪ Policy 3362, Sexual Harassment—Teaching Staff Members ▪ Policy 5751, Sexual Harassment—Pupils ▪ Policy 5512, Harassment, Intimidation, and Bullying ▪ Policy 8465, Hate Crimes and Bias Incidents ▪ Student Handbook ▪ Student Assistance Counselor ▪ Discipline Reports 	
(b)	Courses of study, including Physical Education	√	<ul style="list-style-type: none"> ▪ Policy 2110, Philosophy of Education ▪ Policy 2111, Instruction ▪ Policy 2200, Curriculum Content ▪ Policy 2210, Curriculum Development ▪ Policy 2220, Adoption of Courses ▪ Policy 2230, Course Guides ▪ Policy 2240, Controversial Issues ▪ Policy 2510, Adoption of Textbooks ▪ Curriculum aligned to NJCCCS ▪ Gender Equitable-course outlines grades 7-12, including physical education ▪ Curriculum Handbooks 	
	Library materials/Instructional materials and strategies		<ul style="list-style-type: none"> ▪ The West Essex Regional School District's libraries primary purpose is to purchase materials both print and electronic which support the curriculum of the school district as well as provide recreational reading for staff and students. Materials are selected from respected reviewing journals such as <i>Booklist</i> and <i>School Library Journal</i>. In addition, we teach our students the 	

(c)		√	<p>guidelines for ethical use of intellectual property.</p> <ul style="list-style-type: none"> ▪ Our library media specialists ensure that a variety of views, both controversial and accepted, are provided for our students to make informed choices. Our students are exposed to a wide variety of sources that include African American authors and women authors as well as other recognized minorities and cultures. ▪ Our library collection and our instruction emphasize critical thinking using curricula aligned to the New Jersey Core Curriculum Standards. We ensure there are materials provided which emphasize what our students need to know and learn based on these standards. The library media specialists also fulfill the state's technology standards by instructing students in information literacy as defined by the State of New Jersey and the American Association of School Librarians. 	
(d)	Technology/software and audio-visual materials	√	<ul style="list-style-type: none"> ▪ Policy 2200, Curriculum Content ▪ Policy 2210, Curriculum Development ▪ Policy 2220, Adoption of Courses ▪ Policy 2230, Course Guides ▪ Policy 2360, Use of Technology ▪ Policy 2261, Acceptable Use of Computer Networks/Computers and Resources ▪ We are compliant in the area of curriculum writing and revision. Curriculum is usually written via summer staff development. ▪ The respective content subject-area supervisor supervises and monitors this process to ensure equity in all areas including technology access and use. ▪ The Board of Education Curriculum Committee reviews and recommends curricula for BOE approval upon superintendent recommendation. ▪ All classrooms are equipped with a minimum 	

			of 4 computers and high speed Internet access. Selected classrooms have computer projection and Smart Boards to enhance learning.	
(e)	Guidance and counseling, including sexual harassment & grievance procedures	√	<ul style="list-style-type: none"> ▪ Policy 2411, Guidance Counseling ▪ Policy 5512, Harassment, Intimidation, and Bullying ▪ Policy 5750, Equal Education Opportunity ▪ Policy 5751, Sexual Harassment—Pupils Assemblies which focus on these issues are provided on a regular basis. ▪ Character Education programs and clubs are offered at both the junior and senior high schools. ▪ Course requirements do not prohibit enrollment in any classes based on gender. 	
(f)	Extra-curricular programs and activities	√	<ul style="list-style-type: none"> ▪ Policy 2430, Extra Curricular Activities include procedures for implementing new activities. ▪ Teacher/Student Handbooks 	
(g)	Testing and other assessments	√	<ul style="list-style-type: none"> ▪ Policy 2320, Independent Study ▪ Policy 2330, Homework ▪ Policy 2415.01, Academic Standards, Assessments, Accountability ▪ Policy 2460 et al, Special Education ▪ Policy 2622, Pupil Assessment ▪ Policy 2624, Grading System ▪ Policy 5410, Promotion and Retention ▪ Policy 5420, Reporting Pupil Progress ▪ Policy 5430, Class Rank ▪ Policy 5440, Honoring Pupil Achievement ▪ Policy 5750, Equal Education Opportunity ▪ Policy 5755, Equity in Educational Programs and Services 	
(h)	Reducing or preventing the under representation of minority, female and male students in all classes and programs	√	<ul style="list-style-type: none"> ▪ Policy 2411, Guidance Counseling ▪ Program of Studies and course requirements do not prohibit enrollment in any classes based on gender. ▪ Advanced Placement recommendation. 	
	Include Multicultural Education content and practices across the curriculum.		<ul style="list-style-type: none"> ▪ Social Studies—Course syllabus for 7th grade 	

2)		√	<p>Social Studies, US History II</p> <ul style="list-style-type: none"> ▪ World Languages—Course syllabus for French-levels I-IV and AP; Spanish-levels I-V and AP; Italian-levels I-IV; Latin-levels I-IV 	
3)	<p>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. (NJSA 18A:35-1)</p>	√	<ul style="list-style-type: none"> ▪ Course outlines for US History I, 8th grade Social Studies, US History II. ▪ African American History, including discussing and viewing of <i>Amistad</i> are covered in Grade 7 and spiraled throughout high school social studies program. ▪ Instruction regarding the Revolutionary War and the Civil War includes discussion about the roles and conditions of various cultures; i.e. Native Americans, African-Americans and various religious groups. 	
4)	<p>Include instruction on the Holocaust and other genocides in the curriculum for elementary and secondary school students. (N.J.S.A. 18A:35-28)</p>	√	<ul style="list-style-type: none"> ▪ Course syllabi for 7th grade Social Studies, US History I, 8th grade Social Studies (genocide of Native Americans), US History II, Genocide, and Viet Nam. ▪ Study of World War II includes the study of the Holocaust. ▪ Study of the 1950's includes the Civil Rights Movement. ▪ Electives on genocide and Viet Nam are included in the Program of Studies. 	
B.	<p>Equality and Equity in Student Access N.J.A.C. 6A:7-1.7 & (g); 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; <u>Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education</u> (1989), U.S. Supreme Court, 1982; <u>Plyer v. Doe</u></p> <p>Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status, as follows:</p>			
	<p>Ensure equal and barrier-free access to all school and classroom facilities.</p>		<ul style="list-style-type: none"> ▪ The JHS provides ramps and elevator access to the second floor. In addition substantial progress has been made toward the creation 	

1)		√	<ul style="list-style-type: none"> of a barrier free environment for all persons (students, staff and visitors) with disabilities. ▪ Policy 7100, Long Range Facilities Planning includes renovated bathrooms, established parking areas with access ramps, installed visual fire alarms, installed signage, handrails and additional drinking fountains. ▪ Our physical education classes are mixed male and female and open to participation by all West Essex students as provided by State law, NJSIAA regulations, and Title IX. ▪ All sports programs, excluding football are offered and open to all West Essex students. 	
2)	Attain minority representation, including racial and ethnic balance, within each school which approximates the district/charter school's overall minority racial and ethnic representation.	√	<ul style="list-style-type: none"> ▪ Policy 2411, Guidance Counseling ▪ Policy 2430, Extra Curricular Activities @ Activity Summary Reports ▪ Policy 5111, Eligibility of Resident/Nonresident Pupils ▪ Policy 5750, Equal Education Opportunity ▪ Policy 5755, Equity in Educational Programs and Services ▪ Policy 5842, Equal Access of Pupil Organizations ▪ Policy 7510, Use of School Facilities ▪ Policy 8140, Pupil Enrollment ▪ Policy 8330, Pupil Records 	
3)	Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	√	<ul style="list-style-type: none"> ▪ Policy 2411, Guidance Counseling ▪ Policy 5755, Equity in Educational Programs and Services 	
		√	<ul style="list-style-type: none"> ▪ Policy 1510, Rights of Persons with Handicaps or Disabilities/Policy on Non-Discrimination ▪ Policy 2411, Guidance Counseling ▪ Policy 2416, Programs for Pregnant Pupils ▪ Policy 2460 et al, Special Education ▪ Policy 5111, Eligibility of Resident/Nonresident Pupils ▪ Policy 5512, Harassment, Intimidation, and Bullying ▪ Policy 5750, Equal Education Opportunity 	

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 or socioeconomic status, resulting in inappropriate placement within schools, courses, classes, programs or extracurricular activities.		<ul style="list-style-type: none"> ▪ Policy 5751, Sexual Harassment—Pupils ▪ Policy 5752, Marital Status and Pregnancy ▪ Policy 5755, Equity in Educational Programs and Services ▪ Policy 5842, Equal Access of Pupil Organizations ▪ Policy 8140, Pupil Enrollment ▪ Policy 8330, Pupil Records ▪ Policy 8465, Hate Crimes and Bias Incidents ▪ Scheduling of all students is provided by SASIxp software system which assigns students on a random basis. ▪ Counselors are trained to address level placements in all courses using reliable assessment data. ▪ End Racism and Sexism Everywhere is an after school club that meets regularly to address and discuss bias attitudes. 	
(a)	Ensure that minority and female students are not disproportionately represented in gifted and talented or accelerated/advanced courses, including math and science.	√	<p>Enrichment program reflects diversity and supports inclusion.</p> <ul style="list-style-type: none"> ▪ Policy 2110, Philosophy of Education ▪ Policy 2111, Instruction ▪ Policy 2411, Guidance Counseling ▪ Policy 2464, Gifted and Talented Pupils ▪ Resources Offered in Gifted and Talented Education (ROGATE) for grades 7-9. ▪ Advanced Placement Review Committee was formed to investigate strategies to increase enrollment. ▪ Teacher training was provided as designed by the Local Professional Development Committee. ▪ G&T opportunities are offered as follows: After school clubs and activities, differentiated levels of instruction in grades 7-8-9; advanced courses of study in grades 10-12; student recognition in academic honor societies, including world languages; extensive Advanced Placement program in English, mathematics, science, social studies, 	

			world languages, and art.	
(b)	Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	√	<ul style="list-style-type: none"> ▪ Policy 2411, Guidance Counseling ▪ Policy 2460 et al, Special Education ▪ Policy 5500, Expectations for Pupil Conduct ▪ Policy 5560, Disruptive Pupils ▪ Policy 5600, Pupil Discipline ▪ Policy 5610, Suspension ▪ Policy 5700, Pupil Rights ▪ Policy 5755, Equity in Educational Programs and Services ▪ Policy 5770, Pupil Right of Privacy 	
(c)	Ensure equal and bias-free access for all students to computers, computer classes, vocational ed classes, and technologically-advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability or socioeconomic status.	√	<ul style="list-style-type: none"> ▪ Policy 2261, Acceptable Use of Computer Networks/Computers and Resources ▪ Policy 2360, Use of Technology ▪ Policy 5750, Equal Education Opportunity ▪ Policy 5755, Equity in Educational Programs and Services 	
(d)	Ensure that all limited English-proficient students have equal and bias-free access to all school programs and activities.	√	<ul style="list-style-type: none"> ▪ Policy 2261, Acceptable Use of Computer Networks/Computers and Resources ▪ Policy 2360, Use of Technology ▪ Policy 2411, Guidance Counseling ▪ Policy 2423, Bilingual and ESL Education ▪ Policy 5750, Equal Education Opportunity ▪ Policy 5755, Equity in Educational Programs and Services 	
(e)	Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	√	<ul style="list-style-type: none"> ▪ Policy 1510, Rights of Persons with Handicaps or Disabilities/Policy on Non-Discrimination ▪ Policy 2261, Acceptable Use of Computer Networks/Computers and Resources ▪ Policy 2360, Use of Technology ▪ Policy 2411, Guidance Counseling ▪ Policy 5750, Equal Education Opportunity ▪ Policy 5755, Equity in Educational Programs and Services ▪ End Racism and Sexism Everywhere is an after school club that meets regularly to address and discuss bias attitudes. 	

(f)	Ensure that all schools' registration procedures are in compliance with State and Federal regulations.	√	<ul style="list-style-type: none"> ▪ Policy 8140, Pupil Enrollment ▪ Policy 8330, Pupil Records ▪ NJAC, Chapter 22, Student Residency ▪ Title 18A, Chapter 38, Attendance at School ▪ District registration procedures are compliant with regulations re: medical information, emergency information, residency, transcripts, aptitude and achievement test scores, family affidavit. 	
5)	Utilize a State approved language proficiency measure on an annual basis for determining the special needs of language-minority students.	√	<ul style="list-style-type: none"> ▪ Targeted lesson plans for ESL students, grades 7-12. ▪ Language proficiency is measured by the NJDOE approved STAMP and ACCESS for ELLs assessments. 	
6)	Utilize bias-free measures for determining the special needs of students with disabilities.	√	<ul style="list-style-type: none"> ▪ Policy 2460 et al, Special Education ▪ Primary Battery/Wexler Intelligence Scales for Children/ Woodcock Johnson III. ▪ All tests are administered bias-free. 	
7)	Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including limited English-proficient students.	√	<ul style="list-style-type: none"> ▪ Policy 2412, Home Instruction ▪ Policy 2414, Programs for Pupils At Risk ▪ Policy 2415, NCLB Programs ▪ Policy 2416, Programs for Pregnant Pupils ▪ Policy 2417, Pupil Intervention and Referral Services ▪ Policy 2423, Bilingual and ESL Education ▪ Policy 2460 et al, Special Education ▪ Policy 5750, Equal Education Opportunity ▪ Policy 5755, Equity in Educational Programs and Services ▪ BOE approved after school programs 	
8)	Ensure that all pregnant students are permitted to remain in the regular school program and activities. If not permitted to attend school by her doctor, ensure that equivalent instruction is provided the student.	√	<ul style="list-style-type: none"> ▪ Policy 2416, Programs for Pregnant Pupils ▪ Policy 5752, Marital Status and Pregnancy 	
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 school's guidance program provides the following:			
1)	Access to adequate and appropriate counseling services for all students,	√	<ul style="list-style-type: none"> ▪ Policy 2411, Guidance Counseling 	

	including females, minority students, limited English proficient students, non-college bound students, and students with disabilities.		<ul style="list-style-type: none"> ▪ Policy 2423, Bilingual and ESL Education ▪ Policy 2460 et al, Special Education ▪ All students (grades 7-12) are assigned a guidance counselor via random order or alphabetical order by last name. ▪ Ethnicity, goals, disabilities, etc are not part of the assignment process. ▪ All students are provided appropriate counseling services in both individual and group settings. ▪ Special education counseling is determined via the student's Individual Education Program planning by the child study team. 	
2)	The presentation of a full range of possible career, professional, and/or vocational choices for all students, including careers in the science and technology industries and nontraditional careers.	√	<ul style="list-style-type: none"> ▪ Policy 2411, Guidance Counseling ▪ Policy 9500, Cooperation with Educational Agencies ▪ In order to assist in the delivery of a comprehensive career curriculum, West Essex Regional's guidance program subscribes to a software programs such as Internet-based Naviance and My Road. ▪ All counselors have received in-service training on these programs. ▪ Student as well as parent access is available via the Internet. ▪ Parents have been informed of these programs via newsletters and telephone/personal conferencing. ▪ The transition coordinator works with all classified students, as well as interested regular education students. 	
3)	Guidance Counselors are not using biased materials.	√	<ul style="list-style-type: none"> ▪ Policy 2411, Guidance Counseling ▪ Policy 2520, Instructional Supplies ▪ Policy 2530, Resource Materials ▪ Use of non-biased materials is addressed through a prescreening procedure which involves a committee process with representation of both JHS and SHS counselors. ▪ Research of materials under consideration is presented to the committee. In general, 	

			programs and materials are research-based and used by other districts in our vicinity.	
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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 school's physical education program is co-educational, as follows:			
1)	All instructional activities are equitable and are co-educational.	√	All physical education and health classes are scheduled co-educational per Board policy, curriculum and course outlines: <ul style="list-style-type: none"> ▪ Policy 2110, Philosophy of Education ▪ Policy 2111, Instruction ▪ Policy 2200, Curriculum Content ▪ Policy 2210, Curriculum Development ▪ Policy 2220, Adoption of Courses ▪ Policy 2230, Course Guides ▪ Policy 2240, Controversial Issues ▪ Curriculum aligned to NJCCCS ▪ Gender Equitable-course outlines grades 7-12, including physical education ▪ Curriculum Handbooks 	
E.	Equality and Equity in Athletic Programs Athletic Guidelines 1986; N.J.A.C. 6A:7(d) and Title IX, Education Amendments of 1972 Ensure that the district/charter school's Athletic Program accomplishes the following:			
1)	An interest survey has been completed in the last three years to ensure equitable opportunities for female and male students to participate in athletics.		Scheduled to be completed during 2004-2007 by athletic director's office. Interest based on league expansion.	District
2)	Ensures relatively equal numbers of varsity and sub-varsity teams for male and	√	<ul style="list-style-type: none"> ▪ Policy 2431, Athletic Competition ▪ Policy 5450, Athletic and Music Awards ▪ Policy 5570, Sportsmanship ▪ Policy 5755, Equity in Educational Programs 	

	female students.		<ul style="list-style-type: none"> and Services ▪ Policy 9200, Cooperation Between Parents and Guardians and School ▪ There is equality and equity in all sports at all levels. 	
3)	Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	√	<ul style="list-style-type: none"> ▪ Policy 2431, Athletic Competition ▪ Policy 5570, Sportsmanship ▪ Policy 5755, Equity in Educational Programs and Services ▪ Policy 9200, Cooperation Between Parents and Guardians and School ▪ All teams are scheduled on an equal basis. 	
4)	Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	√	<ul style="list-style-type: none"> ▪ Policy 2431, Athletic Competition ▪ Policy 3134, Assignment of Additional Duties ▪ Policy 3211, Code of Ethics ▪ Policy 5755, Equity in Educational Programs and Services ▪ WEEA Agreement with the Board of Education is compliant in this area. 	
5)	Provides comparable facilities for male and female teams.	√	<ul style="list-style-type: none"> ▪ Policy 2431, Athletic Competition ▪ Policy 5755, Equity in Educational Programs and Services ▪ Policy 9200, Cooperation Between Parents and Guardians and School ▪ All facilities are shared on equal basis. 	
IV.	<u>EMPLOYMENT/CONTRACT PRACTICES</u> N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
A.	Ensure that the district/charter school provides equal and bias-free access to all categories of employment, as follows:			

1)	Utilize equitable practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district/charter school's certificated and non-certificated staff and within every category of employment, including administration.	√	<ul style="list-style-type: none"> ▪ Policy 1530, Equal Employment Opportunity ▪ Policy 1550, Affirmative Action Program for Employment and Contract Practices/Employment Practice Plan ▪ Policy 3124, Employment Contract ▪ Policy 3125, Employment of Teaching Staff Members ▪ Policy 4124, Employment Contract ▪ Policy 3125, Employment of Support Staff Members 	
2)	Target under-utilized groups in every category of employment.	√	Staff recruitment and job postings are placed in-district via e-mail and district website; out-of-district via district website, The Star Ledger newspaper, and Internet.	
3)	Ensure that the district/charter school's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.	√	<ul style="list-style-type: none"> ▪ Policy 1530, Equal Employment Opportunity ▪ Examples used by the district would be the use of non-sexist language in all job postings and all classified advertisements state West Essex Regional School District is an equal opportunity employer. 	
4)	Monitor promotions and transfers to ensure non-discrimination.	√	<ul style="list-style-type: none"> ▪ Policy 3130, Assignment and Transfer ▪ Policy 4130, Assignment and Transfer ▪ Promotions and transfers are bias-free and based on qualifications. 	
5)	Ensure equal pay for equal work among members of the district/charter school's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	√	Salary guides as negotiated and approved between the Board of Education and respective district associations.	
B.	Ensure that the district/charter school 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 or socioeconomic status.	√	<ul style="list-style-type: none"> ▪ Policy 1550, Affirmative Action Program for Employment and Contract Practices/Employment Practice Plan ▪ Policy 6320, Purchases Subject to Bid ▪ Policy 6440, Cooperative Purchasing ▪ Policy 6450, Choice of Vendor ▪ Policy 6810, Financial Objectives 	

C.	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.	√	<ul style="list-style-type: none"> ▪ Policy 1550, Affirmative Action Program for Employment and Contract Practices/Employment Practice Plan ▪ Policy 6320, Purchases Subject to Bid ▪ Policy 6440, Cooperative Purchasing ▪ Policy 6450, Choice of Vendor ▪ Policy 6810, Financial Objectives 	
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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.usdoj.gov/crt/crt-home.html>

APPENDIX B

DISTRICT/CHARTER SCHOOL COMPREHENSIVE EQUITY PLAN

*** FORMS ***

AFFIRMATIVE ACTION TEAM MEMBERSHIP FORM

The following Affirmative Action Team (AAT) members and other stakeholders participated in the development of the needs assessment and Comprehensive Equity Plan. PLEASE NOTE: The AAT must consist of a minimum of three personnel and is comprised of diverse stakeholders. FORMS WITHOUT SIGNATURES WILL BE RETURNED TO THE DISTRICT.

DISTRICT/CHARTER SCHOOL NAME: WEST ESSEX REGIONAL SCHOOL DISTRICT

NAME	TITLE	GRADE LEVEL (if applicable)	GENDER	SIGNATURE
Robert Davis	Affirmative Action Officer	N/A	Male	
Barbara Longo	Principal, SHS	10-12	Female	
James Catalano	Interim Assistant Principal, SHS	10-12	Male	
David Montgomery	Principal, JHS	7-9	Male	
Lisa Tamburri	Assistant Principal, JHS	7-9	Female	
Bernard Baggs	Director of Curriculum, Instruction, and Assessment	7-12	Male	
Jayne Bembridge	Director of Guidance	7-12	Female	
Judith Ulchinsky	Director of Special Services	7-12	Female	
Robert Storm	Interim Director of Athletics	7-12	Male	

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

BOARD RESPONSIBILITIES

DISTRICT/CHARTER SCHOOL: West Essex Regional School District

OBJECTIVE: Describe the district/charter school’s plan to be implemented for Academic Years 2007-2010 to ensure that the Board of Education follows through with its responsibilities as defined on pages 12 and 13 of this document, 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.

NON COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
			07	08	09	Ongoing	
			△	△	△	△	
I. A. 4	Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	AAO, LPDC, Principals, Directors of Curriculum, Guidance, Special Services			◆		To be included on staff orientation agenda as well as teacher handbooks.

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

STAFF DEVELOPMENT PROGRAM

DISTRICT/CHARTER SCHOOL: West Essex Regional School District

OBJECTIVE: Describe the plan to be implemented for Academic Years 2007-2010 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 or socioeconomic status.

STAFF DEVELOPMENT IS ONGOING (see above): Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
			07	08	09	Ongoing	
			Δ	Δ	Δ	Δ	
II. A. 1) 2)	Staff development, which will be open to parents and community members, to all certificated staff (administrative and professional) and non-certificated staff in the following areas: <ul style="list-style-type: none"> ▪ Suicide Prevention ▪ Bullying ▪ Discrimination ▪ Sexual Harassment ▪ Substance Use and Abuse ▪ Blood Borne Pathogens 	LPDC, Principals, SAC, Directors of Curriculum, Guidance, Special Services, Child Study Team, Teachers, Aides, Nurse				◆	To be included in staff orientation and staff meetings, as well as teacher handbooks.
II. A. 1)	Staff development to all certificated staff (administrative and professional) in the following areas: <ul style="list-style-type: none"> ▪ Achievement Gap: Provide training to improve State assessment scores; i.e., minimize partial proficient percentage and improve advanced proficient percentage in both language arts and 	Director of Curriculum, Instructional Supervisors, Teachers	◆	◆	◆	◆	State Assessment Results: NJASK 7, NJASK 8, HSPA both general ed and special ed subgroups.

	mathematics.			
II. A. 1)	<p>Staff development to all certificated staff (administrative and professional) in the following areas:</p> <ul style="list-style-type: none"> ▪ Curriculum: Revision/Modification ▪ Instruction: Differentiation strategies ▪ Assessment: Aligned to State assessment formats 	<p>Principals, Assistant Principals Director of Curriculum, Instructional Supervisors, Teachers</p>	◆ ◆ ◆ ◆	<p>Lesson plans, department meeting agendas, curriculum writing, teacher workshop certificates, formal and informal classroom assessments, formal and informal teacher observation and evaluation, grading system.</p>

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

SCHOOL AND CLASSROOM PRACTICES: EQUALITY AND EQUITY IN CURRICULUM

DISTRICT/CHARTER SCHOOL: West Essex Regional School District

OBJECTIVE: Describe the district/charter school’s plan to be implemented for Academic Years 2007-2010 for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students.

NON COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
			07	08	09	Ongoing	
			Δ	Δ	Δ	Δ	
	ALL AREAS IN COMPLIANCE						

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

SCHOOL AND CLASSROOM PRACTICES: EQUALITY AND EQUITY IN STUDENT ACCESS

DISTRICT/CHARTER SCHOOL: West Essex Regional School District

OBJECTIVE: Describe the district/charter school’s plan to be implemented for Academic Years 2007-2010 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 or disability

NON COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
			07	08	09	Ongoing	
			Δ	Δ	Δ	Δ	
	ALL AREAS IN COMPLIANCE						

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

SCHOOL AND CLASSROOM PRACTICES: EQUALITY AND EQUITY IN GUIDANCE PROGRAM SERVICES

DISTRICT/CHARTER SCHOOL: West Essex Regional School District

OBJECTIVE: Describe the district/charter school’s plan to be implemented for Academic Years 2007-2010 to provide equitable treatment, adequate and appropriate counseling services for ALL students, including females, minority students, limited English-proficient students, non-college bound students, 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

NON COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
			07	08	09	Ongoing	
			Δ	Δ	Δ	Δ	
	ALL AREAS IN COMPLIANCE						

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

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

DISTRICT/CHARTER SCHOOL: West Essex Regional School District

OBJECTIVE: Describe the district/charter school’s plan to be implemented for Academic Years 2007-2010 to ensure that there is gender equity in all physical education and athletic programs, and to ensure equitable opportunities for all students to participate in athletics regardless of race, national origin, gender, sexual orientation, religion, English proficiency, socio-economic status or disability.

NON COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
			07	08	09	Ongoing	
			△	△	△	△	
E. 1)	An interest survey has been completed in the last three years to ensure equitable opportunities for female and male students to participate in athletics.	Athletic Director	◆	◆	◆		Interest survey will be conducted based on league expansion; i.e., bowling.

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

EMPLOYMENT AND CONTRACT PRACTICES

DISTRICT/CHARTER SCHOOL: West Essex Regional School District

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2007-2010 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, socio-economic status, or disability.

NON COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
			07	08	09	Ongoing	
			Δ	Δ	Δ	Δ	
	ALL AREAS IN COMPLIANCE						

APPENDIX C

DESEGREGATION INFORMATION For Districts Under Orders By The NJ COMMISSIONER OF EDUCATION To Implement School Desegregation Plans

THE FOLLOWING SCHOOL DISTRICTS ARE REQUIRED TO SUMMARIZE ACTION(S) TAKEN TO IMPLEMENT SCHOOL DESEGREGATION PLANS (USE THE FOLLOWING PAGE).

**List of the New Jersey Public School Districts Under Orders of the NJ Commissioner of Education
To Implement School Desegregation Plans, as of 08/01/2001**

COUNTY	School District Name	School District	COUNTY	School District	School District
Atlantic	Atlantic City	Pleasantville	Union	Elizabeth	Scotch Plains-Fanwood
Bergen	Hackensack			Linden	Summit
Burlington	NONE			Plainfield	Township of Union
Camden	Camden City	Camden County Voc			
Cumberland	Bridgeton	Millville			
Essex	Belleville	Irvington			
	Bloomfield	Newark			
	East Orange	Orange City			
	Essex County Voc	South Orange/Maplewood			
Gloucester	NONE				
Hudson	Bayonne	North Bergen			
	Hoboken	Union City			
	Jersey City				
Mercer	Hamilton Twp.	Trenton			
	Lawrence Twp.				
Middlesex	Carteret *	Perth Amboy			
	Edison Twp.	New Brunswick			
Monmouth	Neptune Twp.				
Morris	NONE				
Passaic	Passaic City	Paterson City			
Somerset	NONE				

*Denotes extenuating circumstances; never officially ordered to desegregate.

MDS/deseg/balanceddesegLEAs08/01/2001

THIS PAGE IS TO BE USED FOR THOSE DISTRICTS LISTED ON THE PREVIOUS PAGE THAT ARE UNDER ORDERS BY THE NJ COMMISSIONER OF EDUCATION TO IMPLEMENT SCHOOL DESEGREGATION PLANS.

District Name _____ **Year Deseg Plan Started** _____

List goals accomplished _____

Ongoing Activities to Achieve Desegregation _____

OTHER _____

APPENDIX D

DISTRICT/CHARTER SCHOOL COMPREHENSIVE EQUITY PLAN YEARLY STATEMENT OF ASSURANCE

2007-2008

2008-2009

2009-2010

COMPREHENSIVE EQUITY PLAN ANNUAL ASSURANCE

Academic Year 2007- 2008

West Essex Regional School District
Legal Name of District/Charter School

5630
Code

Essex
County

13
Code

Address: 65 West Greenbrook Road

Telephone: 973-582-1600

City: North Caldwell

Zip: 07006

FAX: 973-228-0559

Affirmative Action Officer: Robert Davis

Telephone: 973-582-1600

AAO Email: RDavis@westex.org

Contact Person: Bernard Baggs

Telephone: 973-228-1200, x270

STATEMENT OF ASSURANCE OF CEP IMPLEMENTATION – Year 2007-2008

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines 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; Guidelines for the Desegregation of Public Schools in New Jersey (1989); 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.
2. The district/charter school has reviewed its implementation strategies for academic year 2007-2008 and provides assurance that the implementation timeline has been met at each school within the district, if applicable. The mandated staff development training programs have been conducted and areas of noncompliance as indicated in the Plan have met specific indicators of achievement at each site, if applicable, during this academic year.

CERTIFICATION: By signing below, the Chief School Administrator certifies that all statements above are true and correct:

Name: Mr. Mario Cardinale

Title: Superintendent of Schools

Signature: _____

Date: _____

COMPREHENSIVE EQUITY PLAN ANNUAL ASSURANCE

Academic Year 2008- 2009

West Essex Regional School District
Legal Name of District/Charter School

5630
Code

Essex
County

13
Code

Address: 65 West Greenbrook Road

Telephone: 973-582-1600

City: North Caldwell

Zip: 07006

FAX: 973-228-0559

Affirmative Action Officer: Robert Davis

Telephone: 973-582-1600

AAO Email: RDavis@westex.org

Contact Person: Bernard Baggs

Telephone: 973-228-1200, x270

STATEMENT OF ASSURANCE OF CEP IMPLEMENTATION – Year 2008-2009

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines 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; Guidelines for the Desegregation of Public Schools in New Jersey (1989); 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.
2. The district/charter school has reviewed its implementation strategies for academic year 2008-2009 and provides assurance that the implementation timeline has been met at each school within the district, if applicable. The mandated staff development training programs have been conducted and areas of noncompliance as indicated in the Plan have met specific indicators of achievement at each site, if applicable, during this academic year.

CERTIFICATION: By signing below, the Chief School Administrator certifies that all statements above are true and correct:

Name: Mr. Mario Cardinale

Title: Superintendent of Schools

Signature: _____

Date: _____

COMPREHENSIVE EQUITY PLAN ANNUAL ASSURANCE

Academic Year 2009- 2010

West Essex Regional School District
Legal Name of District/Charter School

5630
Code

Essex
County

13
Code

Address: 65 West Greenbrook Road

Telephone: 973-582-1600

City: North Caldwell

Zip: 07006

FAX: 973-228-0559

Affirmative Action Officer: Robert Davis

Telephone: 973-582-1600

AAO Email: RDavis@westex.org

Contact Person: Bernard Baggs

Telephone: 973-228-1200, x270

STATEMENT OF ASSURANCE OF CEP IMPLEMENTATION – Year 2009-2010

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines 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; Guidelines for the Desegregation of Public Schools in New Jersey (1989); 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.
2. The district/charter school has reviewed its implementation strategies for academic year 2009-2010 and provides assurance that the implementation timeline has been met at each school within the district, if applicable. The mandated staff development training programs have been conducted and areas of noncompliance as indicated in the Plan have met specific indicators of achievement at each site, if applicable, during this academic year.

CERTIFICATION: By signing below, the Chief School Administrator certifies that all statements above are true and correct:

Name: Mr. Mario Cardinale

Title: Superintendent of Schools

Signature: _____

Date: _____