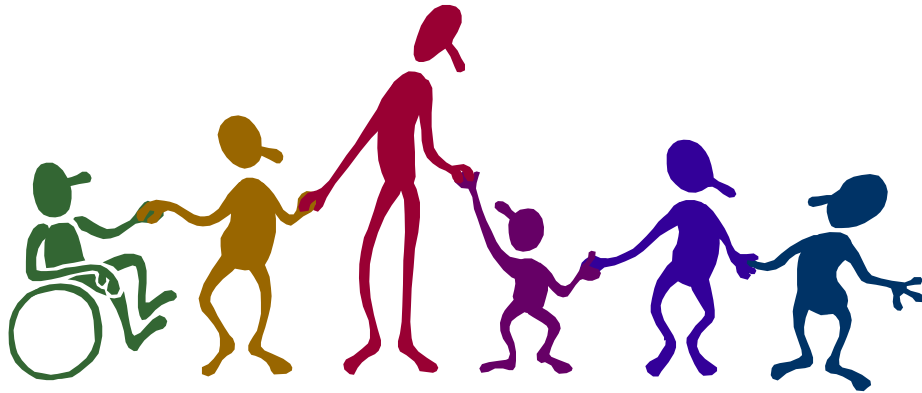


**NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF FIELD SERVICES**



**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

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

School Years 2016-2017 through 2018-2019

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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
- N.J.S.A. 18A:35-1, History of the United States and New Jersey
- N.J.S.A. 18A:36-20, Prohibition of Discrimination

Questions

Questions regarding the development, submission and implementation of the Comprehensive Equity Plan may be sent to countyoffices@doe.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 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: METUCHEN

NAME	TITLE	GRADE LEVEL (if applicable)	SIGNATURE
Kathryn A. Glutz	Affirmative Action Officer		
Suzy Azevedo	Supervisor of Guidance and School Counseling		
Robert Capra	Director of Special Services		
John Cathcart	Supervisor of Health & Physical Education/ Director of Athletics		
Richard Cohen	Assistant Superintendent/Director of Curriculum		
Kathleen Henn	Supervisor of Science and Gifted & Talented Education		
Tiffany Jacobson	Supervisor of English and Social Studies		
Sean Powers	Supervisor of Math and Instructional Technology		

APPENDIX B: COMPREHENSIVE EQUITY PLAN NEEDS ASSESSMENT

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

I. <u>BOARD RESPONSIBILITY</u>	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
NJAC 6A:7-1.7; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX; U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard A. Adopt or re-adopt written equality and equity policies, requiring the following:			
1) Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following: 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.	Yes	<ul style="list-style-type: none"> • Policy 1140 Affirmative Action Program (adopted 8/28/12) • Policy 1523 Comprehensive Equity Plan (adopted 1/21/04) • Policy & Regulation 5750 Equal Educational Opportunity (1/21/04) • Policy 5755 Equity in Educational Programs and Services (1/21/04) • Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (1/21/04) 	None
b) Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	<ul style="list-style-type: none"> • Policy 1140 Affirmative Action Program (adopted 8/28/12) • Policy 1523 Comprehensive Equity Plan (adopted 1/21/04) • Policy & Regulation 5750 Equal Educational Opportunity (1/21/04) • Policy 5755 Equity in Educational Programs and Services (1/21/04) • Policy 5842 Equal Access of Pupil Organizations (adopted 1/21/04) 	None
c) Provide equitable treatment for pregnant and married students.	Yes	<ul style="list-style-type: none"> • Policy 2416 Programs for Pregnant Pupils (1/21/04) • Policy 5752 Marital Status and Pregnancy (1/21/04) 	None
d) Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and	Yes	<ul style="list-style-type: none"> • Policy 1523 Comprehensive Equity Plan (adopted 1/21/04) • Policy & Regulation 5512 Harassment, Intimidation, and Bullying (3/11/14) • Policy & Regulation 5751 Sexual Harassment (adopted 	None

I. <u>BOARD RESPONSIBILITY</u>	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
bullying. (P.L.2010,c122).		1/21/04)	
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	<ul style="list-style-type: none"> • Policy 1523 Comprehensive Equity Plan (adopted 1/21/04) • Policy 1550 Affirmative Action for Employment and Contract Practices (adopted 9/10/13) • Policy 1530 Equal Employment Opportunities (adopted 9/10/13) 	None
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	<ul style="list-style-type: none"> • Policy 1140 Affirmative Action Program (adopted 8/28/12) 	None
4) Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6.	Yes	<ul style="list-style-type: none"> • Policy 1140 Affirmative Action Program (adopted 8/28/12) 	None
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	<ul style="list-style-type: none"> • Policy 1140 Affirmative Action Program (adopted 8/28/12) 	None
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	Yes	<ul style="list-style-type: none"> • Policy 1140 Affirmative Action Program (adopted 8/28/12) • Policy 2415.01 No Child Left Behind (adopted 1/21/04) • Policy & Regulation 2423 Bilingual and ESL Education (adopted 1/21/04) • Policy 2610 Educational Program Evaluation (adopted 1/21/04) • Policy 2622 Pupil Assessment (adopted 9/8/09) 	None

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>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.</p>			
<p>D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking the following actions:</p>	Yes	<ul style="list-style-type: none"> • Policy 1140 Affirmative Action Program (adopted 8/28/12) • Policy 1523 Comprehensive Equity Plan (adopted 1/21/04) 	None
<p>1) Inform the school community about the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.</p>	Yes	<ul style="list-style-type: none"> • Policy 1140 Affirmative Action Program (adopted 8/28/12) 	None
<p>2) Define the responsibilities of the AAO (Affirmative Action Officer/504 Officer, and/or Title IX Coordinator); require that the AAO be a certificated staff person; and, train the AAO to handle the equity responsibilities.</p>	Yes	<ul style="list-style-type: none"> • Policy 1140 Affirmative Action Program (adopted 8/28/12) 	None
<p>3) Provide students, staff and the community with contact information for the AAO and</p>	Yes	<ul style="list-style-type: none"> • Policy 1140 Affirmative Action Program (adopted 8/28/12) • Policy & Regulation 1510 Rights of Persons with Handicaps or Disabilities/Policy on Non-Discrimination 	None

I. <u>BOARD RESPONSIBILITY</u>	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
publicize the location and availability of the CEP, policy(ies), grievance procedures and annual reports.		(adopted 1/21/04) <ul style="list-style-type: none"> • Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (1/21/04) 	
4) Investigate and resolve discrimination complaints, grievances and incidents between students and staff or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.	Yes	<ul style="list-style-type: none"> • Policy 1140 Affirmative Action Program (adopted 8/28/12) • Policy & Regulation 1510 Rights of Persons with Handicaps or Disabilities/Policy on Non-Discrimination (adopted 1/21/04) • Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Policy & Regulation 5750 Equal Educational Opportunity (adopted 1/21/04) 	None
5) Report on progress made in meeting the adequate yearly targets established for closing the achievement gap as set by the Department of Education.	Yes	<ul style="list-style-type: none"> • Policy 1140 Affirmative Action Program (adopted 8/28/12) • Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Policy 2415.01 No Child Left Behind (adopted 1/21/04) 	None
6) Authorize the AAO to conduct yearly equity training for all staff.	Yes	<ul style="list-style-type: none"> • Policy 1140 Affirmative Action Program (adopted 8/28/12) 	None
E. A county vocational school district shall admit resident students based on board-approved policies and procedures that ensure equity and access for enrollment that shall be posted on the school district, charter and renaissance school project's website. N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards.	NA	(For County Vocational School Districts Only)	NA

II. STAFF DEVELOPMENT AND TRAINING <small>N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5</small>	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	<ul style="list-style-type: none"> Policy 1140 Affirmative Action Program (adopted 8/28/12) 	None
1) Certificated (administrative and professional) staff.	Yes	<ul style="list-style-type: none"> Policy 1140 Affirmative Action Program (adopted 8/28/12) Policy 3240 Professional development for Teachers and School Leaders (adopted 1/21/04) Chart: PD Required by Statute or Regulation (includes Certificated & Non-certificated) 	None
2) Non-certificated (non-professional) staff.	Yes	<ul style="list-style-type: none"> Policy 1140 Affirmative Action Program (adopted 8/28/12) Policy 4240 Employee Training (adopted 1/21/04) Chart: PD Required by Statute or Regulation (includes Certificated & Non-certificated) 	None

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>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, U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard</p> <p>1) Ensure that the district, charter school or renaissance school project’s curriculum and instruction are aligned to the State’s Core Curriculum Content Standards and that they address the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP (Progress Targets profiles) for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, English proficiency, housing status or socioeconomic status. Areas covered include, but are not limited to, the following:</p>	Yes	<ul style="list-style-type: none"> • Policy 2200 Curriculum Content (adopted 1/21/04) • Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (1/21/04) • Policy 2415.01 No Child Left Behind (adopted 1/21/04) • Policy 5755 Equity in Educational Programs and Services (1/21/04) 	None
<p>a) School climate and culture, safe and positive learning environment</p>	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Implementation of Policy & Regulation 5750 Equal Educational Opportunity (adopted 1/21/04) • Report Card Narratives for the District and Each School • ASCD School Improvement Tool Survey Results 	None

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	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
b) Courses of study, including physical education	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Implementation of Policy & Regulation 5750 Equal Educational Opportunity (adopted 1/21/04) • Policy 2425 Physical Education (adopted 1/21/04) • Curriculum Guides (available through on-line link www.oncoursystems.com Username: metqsac@metboe.k12.nj.us Password: Metuchen123 	None
c) Library materials/instructional materials and strategies	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Implementation of Policy & Regulation 5750 Equal Educational Opportunity (adopted 1/21/04) • Library Materials Selection Procedure • Certifications by School Librarians 	None
d) Technology/software and audiovisual materials	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Implementation of Policy & Regulation 5750 Equal Educational Opportunity (adopted 1/21/04) • Metuchen Technology Mission Statement • Technology Certification by District Supervisor 	None
e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Implementation of Policy & Regulation 5750 Equal Educational Opportunity (adopted 1/21/04) • Implementation of Policy 5512 Harassment, Intimidation, and Bullying (adopted 3/11/14) • Implementation of Policy 2411 Guidance Counseling (adopted 1/21/04) • Certification by District Supervisor of Guidance 	None
f) Extra-curricular programs and activities	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Implementation of Policy & Regulation 5750 Equal 	None

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	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
		Educational Opportunity (adopted 1/21/04) <ul style="list-style-type: none"> • MHS Assistant Principal's Report of Co-Curricular Activities • EMS Assistant Principal's Report on Co-Curricular Activities • CES Assistant Principal's Report on Co-Curricular Activities 	
g) Tests and other assessments	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Implementation of Policy & Regulation 5750 Equal Educational Opportunity (adopted 1/21/04) • AP School Summary Report • The College Board Profile of SAT Testers at Metuchen High School • PSAT/NMSSQT Summary Report • NJASK Science Performance by Demographic Group 	None
h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Implementation of Policy & Regulation 5750 Equal Educational Opportunity (adopted 1/21/04) • Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) • Moss School Ethnic Summary Report by Grade, Race, Sex • Campbell School Ethnic Summary Report by Grade, Race, Sex • Edgar School Ethnic Summary Report by Grade, Race, Sex • Metuchen High School Ethnic Summary Report by Grade, Race, Sex 	None
2) Incorporate multicultural aspects throughout the instructional content and practices across the curriculum.	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Implementation of Policy & Regulation 5750 Equal Educational Opportunity (adopted 1/21/04) • Multicultural Studies Report 	None
3) Ensure that instruction in African-American History, including the Amistad, and the history of other cultures is taught as part of the history	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Implementation of Policy & Regulation 5750 Equal Educational Opportunity (adopted 1/21/04) 	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	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
of the United States. (N.J.S.A. 18A:35-1)		<ul style="list-style-type: none"> Multicultural Studies Report 	None
4) Include instruction on the Holocaust and other genocide curricula at all grade levels. (N.J.S.A. 18A:35-28)	Yes	<ul style="list-style-type: none"> Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) Implementation of Policy & Regulation 5750 Equal Educational Opportunity (adopted 1/21/04) Multicultural Studies Report 	None
<p>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</p> <p>Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status, as follows:</p>	Yes	<ul style="list-style-type: none"> Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) Implementation of Policy & Regulation 5750 Equal Educational Opportunity (adopted 1/21/04) Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) 	None
1) Ensure equal and barrier-free access to all school and classroom facilities.	Yes	<ul style="list-style-type: none"> Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) 	None
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	Yes	<ul style="list-style-type: none"> Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) School Profile Report (State Snapshot) 	None

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	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
representation.			
3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	<ul style="list-style-type: none"> • There are no plans for re-locating facilities within the school district. • Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) • Certification of equal and barrier free access to all school and classroom facilities by the Director of Special Services and Supervisor of Building and Grounds. This addresses the lack of second floor access at Metuchen High School identified in the CEP (2007-2010). An elevator to the second floor is now available. 	None
4) Ensure that students are not separated or isolated by race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, housing status or socioeconomic status, resulting in disproportionate placement within schools, courses, classes, programs or extracurricular activities.	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) 	None
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) • Report on Ethnic and Gender Data for G & T program and AP courses. • Report on Ethnicity and Gender for Accelerated and Advanced Math Courses 	None
b) Ensure that minority and male students are not disproportionately	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) 	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	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
represented in detentions, suspensions, expulsions, dropouts, or special need classifications.		<ul style="list-style-type: none"> • Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) • MHS Assistant Principal's Report of Discipline • EMS Assistant Principal's Report on Discipline • CES Assistant Principal's Report on Discipline 	None
c) Ensure equal and bias-free access for all students to computers, computer classes, career and technical education programs, and technologically-advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability, English proficiency, immigration status, housing status or socioeconomic status.	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) • Metuchen Technology Mission Statement • Technology Certification by District Supervisor 	None
d) Ensure that all English language learners have equal and bias-free access to all school programs and activities.	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Implementation of Policy 2423 Bilingual and ESL Education (adopted 1/21/04) • Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) • Certification by Supervisor of Guidance and Director of Special Services 	None
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	Yes	<ul style="list-style-type: none"> • Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) • Certification by Supervisor of Guidance and Director of Special Services 	None
f) Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Yes	<ul style="list-style-type: none"> • Implementation of Policy 5111 Eligibility of Resident/Nonresident Pupils (adopted 8/10/10) • Certification of Compliance by Assistant Superintendent • Registration Instructions 	None

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	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
5) Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	Yes	<ul style="list-style-type: none"> • Implementation of Policy 2423 Bilingual and ESL Education (adopted 1/21/04) • Use of Access 2.0 Test 	None
6) Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Implementation of Policy 2460 Special Education (adopted 4/14/09) • List of Assessments provided by the Director of Special Services 	None
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.	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Certification by Supervisor of Guidance and Director of Special Services 	None
8) Ensure that all pregnant students are permitted to remain in the regular school program and activities. Ensure that equivalent instruction is provided the students, if not permitted to attend school by a doctor.	Yes	<ul style="list-style-type: none"> • Implementation of Policy 2416 Programs for Pregnant Pupils (1/21/04) • Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) • Implementation of Policy 5752 Marital Status and Pregnancy (adopted 1/21/04) • Certification by Director of Special Services and School Nurse 	None
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			

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	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
following:			
1) Access to adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, and students with disabilities.	Yes	<ul style="list-style-type: none"> • Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) • Implementation of Policy 2411 Guidance Counseling (adopted 1/21/04) • Certification by Supervisor of Guidance 	None
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.	Yes	<ul style="list-style-type: none"> • Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) • Implementation of Policy 2411 Guidance Counseling (adopted 1/21/04) • Infusion of Career Education into Science Coursework Grades K-8 • MHS Career, Professional, and Vocational Options in Science and Technology 	None
3) Bias-free materials for use by counselors.	Yes	<ul style="list-style-type: none"> • Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) • Implementation of Policy 2411 Guidance Counseling (adopted 1/21/04) • Certification of Supervisor of Guidance 	None
D. Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972 Ensure that the physical education program and instructional activities are equitable.	Yes	<ul style="list-style-type: none"> • Implementation of Policy 2425 Physical Education (adopted 1/21/04) • Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) • Philosophy Statement for Equality and Equity in Physical Education 	None
E. Equality and Equity in Athletic Programs 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:			

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	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
1) Relatively equal numbers of varsity and sub-varsity teams for male and female students.	Yes	<ul style="list-style-type: none"> • Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) • NJSIAA Sports Participation Reports (fall, winter, spring) 	None
2) Equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Yes	<ul style="list-style-type: none"> • Implementation of Policy 5755 Equity in Educational Programs and Services (1/21/04) • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Sports Schedules by Team SY2015-2016 	None
3) Equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Middle School Athletic Budget • High School Athletic Budget • Salary Guide for Athletics 	None
4) Comparable facilities for male and female teams.	Yes	<ul style="list-style-type: none"> • Implementation of Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices (adopted 1/21/04) • Report of Field and Facility Assignments for each Sports Team 	None

<p><u>IV. 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</p>	<p>Compliant (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</p>	<p>List name of noncompliant school(s) in the district</p>
<p>A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows:</p> <p>1) Utilize equitable hiring practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district, charter and renaissance school project’s certificated and non-certificated staff and within every category of employment, including administration.</p>	<p>Yes</p>	<ul style="list-style-type: none"> • Implementation of Policy 1550 Affirmative Action for Employment and Contract Practices (adopted 9/10/13) • Implementation of Policy 1530 Equal Employment Opportunities (adopted 9/10/13) • Implementation of Policy 1510 Rights of Persons with Handicaps or Disabilities/Policy on Non-Discrimination (adopted 1/21/04) 	<p>None</p>
<p>2) Target recruiting practices for under-represented populations in every category of employment.</p>	<p>Yes</p>	<ul style="list-style-type: none"> • Implementation of Policy 1550 Affirmative Action for Employment and Contract Practices (adopted 9/10/13) • Implementation of Policy 1530 Equal Employment Opportunities (adopted 9/10/13) 	<p>None</p>
<p>3) Compliance of employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.</p>	<p>Yes</p>	<ul style="list-style-type: none"> • Implementation of Policy 1550 Affirmative Action for Employment and Contract Practices (adopted 9/10/13) • Implementation of Policy 1510 Rights of Persons with Handicaps or Disabilities/Policy on Non-Discrimination (adopted 1/21/04) • Implementation of Policy 1530 Equal Employment Opportunities (adopted 9/10/13) • Copy of Staff Vacancy Posting (Certificated Position) • Copy of Staff Vacancy Posting (Non-Certificated Position) 	<p>None</p>
<p>4) Monitor promotions and transfers to ensure non-discrimination.</p>	<p>Yes</p>	<ul style="list-style-type: none"> • Implementation of Policy 1530 Equal Employment Opportunities (adopted 9/10/13) • Implementation of Policy 1550 Affirmative Action for Employment and Contract Practices (adopted 9/10/13) 	<p>None</p>

IV. EMPLOYMENT/CONTRACT PRACTICES N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
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	<ul style="list-style-type: none"> • Implementation of Policy 1550 Affirmative Action for Employment and Contract Practices (adopted 9/10/13) • Implementation of Policy 1530 Equal Employment Opportunities (adopted 9/10/13) • Copies of Employment Contracts: <ul style="list-style-type: none"> ○Metuchen Principals and Supervisors Association ○Metuchen Education Association ○Metuchen Association of Educational Secretaries ○Metuchen Paraprofessional Association ○Metuchen Custodial and Maintenance Association 	None
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	<ul style="list-style-type: none"> • Implementation of Policy 1550 Affirmative Action for Employment and Contract Practices (adopted 9/10/13) • Implementation of Policy 1530 Equal Employment Opportunities (adopted 9/10/13) 	None
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	<ul style="list-style-type: none"> • Implementation of Policy 1550 Affirmative Action for Employment and Contract Practices (adopted 9/10/13) • Implementation of Policy 1530 Equal Employment Opportunities (adopted 9/10/13) 	None

APPENDIX C: COMPREHENSIVE EQUITY PLAN CORRECTIVE ACTIONS

I. BOARD RESPONSIBILITY

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

Metuchen Public Schools

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 ensure that the Board of Education or Board of Trustees follows through with its responsibilities, including adoption or re-adoption of written equality and equity policies; the authorization of the AAO to develop a CEP; collection of disaggregated data; and adoption of the CEP and facilitate and support its implementation.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2016 2017 2018 Ongoing	Evidence of Completion
<p>Appendix B</p>	<p>Updates to the following Board of Education policies will be made to reflect updates in current Code:</p> <ul style="list-style-type: none"> • Chapter 7: Managing for Equality and Equity in Education; new Code as of April 2016 • Chapter 8: Standards and Assessment; new Code as of September 2014 • Chapter 9: Professional Standards; new Code as of August 2014 • Chapter 14: Special Education; new Code as of February 2016 • Chapter 15: Bilingual Education; new Code as of March 2016 	<p>Board Governance Committee Board of Education</p>	<p>During the 2016-17 school year</p>	<p>Board resolutions and approval of policies during the 2016-17 school year</p>

II. STAFF DEVELOPMENT AND TRAINING

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME: **Metuchen Public Schools**

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 in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Evidence of Completion
			2016	2017	2018	Ongoing	
	Compliant. No plan necessary.						

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

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME: Metuchen Public Schools

OBJECTIVE: For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Evidence of Completion
			2016	2017	2018	Ongoing	
	Compliant. No plan necessary.						

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

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME: Metuchen Public Schools

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.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Evidence of Completion
			2016	2017	2018	Ongoing	
	Compliant. No plan necessary.						

**III. SCHOOL AND CLASSROOM PRACTICES:
EQUALITY AND EQUITY IN GUIDANCE PROGRAM SERVICES**

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME: Metuchen Public Schools

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 equitable treatment, adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, migrant students, students experiencing homelessness and students with disabilities, and to ensure exposure and counseling services focused on careers in the science and technology industries, non-traditional career options and post-secondary opportunities for minority and female students.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Evidence of Completion
			2016	2017	2018	Ongoing	
	Compliant. No plan necessary.						

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

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME: Metuchen Public Schools

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 ensure that there is gender equity in all physical education and athletic programs, and to ensure equitable opportunities for all students to participate in athletics regardless of race, national origin, gender, sexual orientation, religion, English proficiency, housing status, socio-economic status or disability.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Evidence of Completion
			2016	2017	2018	Ongoing	
	Compliant. No plan necessary.						

IV. EMPLOYMENT/CONTRACT PRACICES

SCHOOL DISTRICT,CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME: Metuchen Public Schools

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 ensure equitable practices in employment at all levels of responsibility, and to avoid engaging in business with firms that discriminate on the basis of race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status, or disability.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Evidence of Completion
			2016	2017	20 18	Ongoing	
	Compliant. No plan necessary.						

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:

County: Middlesex	
School District/Charter School/Renaissance School Project: Metuchen Public Schools	
Address: 16 Simpson Place, Metuchen, NJ 08840	
Affirmative Action Officer (AAO): Kathryn A. Glutz	Telephone #: 732-321-8770
AAO Email: Kaglutz@metboe.k12.nj.us	
Alternate Contact Person: Robert Capra	Telephone #: 732-321-8700
Title: Director of Special Services	Email: Rcapra@metboe.k12.nj.us

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

CERTIFICATION:

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

Name: Dr. Vincent Caputo

Title: Chief Education Officer/Superintendent

Signature: _____ Date: _____

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

County:	
School District, Charter School or Renaissance School Project:	
Address:	
Affirmative Action Officer (AAO):	Telephone #:
AAO Email:	
Alternate Contact Person:	Telephone #:
Title:	Email:

-
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.
 3. The district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes, and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

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

Name _____ Title _____

Signature: _____ Date: _____

COMPREHENSIVE EQUITY PLAN
ANNUAL STATEMENT OF ASSURANCE
 School Year 2018-2019

County:	
School District, Charter School or Renaissance school project:	
Address:	
Affirmative Action Officer (AAO):	Telephone #:
AAO Email:	
Alternate Contact Person:	Telephone #:
Title:	Email:

-
-
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.

 3. The district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes, and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

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

Name _____ Title _____

Signature: _____ Date: _____