

APPENDIX A: AFFIRMATIVE ACTION TEAM

The following Affirmative Action Team (AAT) members 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: Glassboro School District

NAME	TITLE	GRADE LEVEL (if applicable)	SIGNATURE
Danielle Sochor	Affirmative Action Officer	K-12	
Brandi Sheridan	Supervisor	K-12	
Kriston Matthews	Principal	7-8	
Wanda Pichardo	Principal	4-6	
Aaron Edwards	Principal	PreK-K	
Nanci Moore	Supervisor	K-12	
Monique Stowman	GEA Representative	7-8	
Carol Sharp	GEA Representative	7-8	

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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:	Y	Board of Education Policy Manual Reviewed annually by BOE Administration Committee Reorganization Meeting (1/5/16) Policy # 1523 Comprehensive Equity Plan (5/11)	
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.	Y	Policy #5750- Equal Education Opportunity (2/24) Policy # 5755- Equity in Educational Programs and Services (2/24) Policy #2360- Use of Technology (2/24)	
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.	Y	Policy #5750- Equal Education Opportunity (2/24) Policy # 1523 Comprehensive Equity Plan (5/11) Policy # 5755 Equity in Educational Programs and Services (2/24) Policy #2360- Use of Technology (2/24)	
c) Provide equitable treatment for pregnant and married students.	Y	Policy # 5751-Sexual Harassment (2/24) Policy # 5752 Martial Status and Pregnancy (2/24)	
d) Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and	Y	Policy # 5751-Sexual Harassment (2/24) Policy # 5512-Harassment, Intimidation, and Bullying (1/29)	

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).		Policy # 1523 Comprehensive Equity Plan (5/11)	
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.	Y	Policy #5750- Equal Education Opportunity (2/24) Policy # 1523 Comprehensive Equity Plan (5/11)	
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.	Y	Board approval of the Affirmative Action Committee (1/16/15) Policy#1510 Rights of Persons With Handicaps or Disabilities (2/24) Reorganization Meeting Minutes (1/5/16) Policy # 1523 Comprehensive Equity Plan (5/11)	
4) Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6.	Y	Policy # 3240-Professional Development (8/27) Policy # 1523 Comprehensive Equity Plan (5/11)	
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.	Y	Board approval of the Affirmative Action Committee (1/16/15) Reorganization Meeting Minutes (1/5/16) Policy # 1523 Comprehensive Equity Plan (5/11) Board Approval of Comprehensive Plan and Statement of Assurance (3/23)	

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<p>C. Collect and analyze Annual Yearly Progress (Progress Targets) data for underperforming subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant status, date of enrollment, student suspension, expulsion, child study team referrals; Pre-K-12 promotion/retention data; Pre-K-12 completion rates and 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>	Y	School Report Card QSAC Reviews Violence and Vandalism Report PARCC Scores Discipline Reports Highly Qualified Teachers/HQT Letter ACCESS Scores Special Education Annual Report Benchmark Assessments Presented to BOE Policy #2423 Bilingual and ESL Education (2/25) Policy #2460 Special Education (2/24) Policy # 2414 Programs for Pupils at Risk (2/24) Policy # 2415.01 Academic Standards, Academic Assessments and Accountability (2/25)	
<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>	Y	Policy # 1523 Comprehensive Equity Plan (5/11) Board Approval of Comprehensive Plan and Statement of Assurance (3/23) Board approval of the Affirmative Action Committee (1/16/15) Reorganization Meeting Minutes (1/5/16)	
<p>1) Inform the school community about the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.</p>	Y	Policy # 5751-Sexual Harassment (2/24) Policy # 5512-Harassment, Intimidation, and Bullying (1/29) Policy #5750- Equal Education Opportunity (2/24) Ongoing program of notification through multiple	

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		media (webpage, handbooks, staff training, and hiring practices) Policy # 2415.01 Academic Standards, Academic Assessments and Accountability (2/25)	
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.	Y	Board approval of the Affirmative Action Committee (1/16/15) Reorganization Meeting Minutes (1/5/16) Policy # 1523 Comprehensive Equity Plan (5/11) Board Approval of Comprehensive Plan and Statement of Assurance (3/23)	
3) Provide students, staff and the community with contact information for the AAO and publicize the location and availability of the CEP, policy(ies), grievance procedures and annual reports.	Y	Board approval of the Affirmative Action Committee (1/16/15) Reorganization Meeting Minutes (1/5/16) Policy # 1523 Comprehensive Equity Plan (5/11) Board Approval of Comprehensive Plan and Statement of Assurance (3/23) Policy #2260- Affirmative Action Program for School and Classroom (5/25)	
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.	Y	Policy # 1550 – Affirmative Action Program for Employment and Contract Practices/Employment Practices (5/2011) Policy #2260- Affirmative Action Program for School and Classroom (5/25)	

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
5) Report on progress made in meeting the adequate yearly targets established for closing the achievement gap as set by the Department of Education.	Y	Policy # 5755- Equity in Educational Programs and Services (2/24) Policy #2260- Affirmative Action Program for School and Classroom (5/25) Board of Education Annual Report by CSA Benchmark Assessments presented to BOE three times a year End of Year Building Principals BOE Report Monthly Review with CSA and Building Principals PARCC Analysis Public Report	
6) Authorize the AAO to conduct yearly equity training for all staff.	Y	Policy #2260- Affirmative Action Program for School and Classroom (5/25) Policy # 1523 Comprehensive Equity Plan (5/11) Board Approval of Comprehensive Plan and Statement of Assurance (3/23) Affirmative Action link on Website District In-Service (Opening Day) Employment Orientation	
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		(For County Vocational School Districts Only)	

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Education Programs and Standards.			

II. <u>STAFF DEVELOPMENT AND TRAINING</u> N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number Yearly 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:	N	Policy #2260- Affirmative Action Program for School and Classroom (5/25) Policy # 3240-Professional Development (8/27) Yearly State Mandated Professional Development Source for Teachers Substitute State Mandated Professional Development District Wide PLC “Don’t Kick Them Out by Jesse Jackson Strategic Planning Committee Action Plan	District Goal
1) Certificated (administrative and professional) staff.	Y	Policy # 3240-Professional Development (8/27)	
2) Non-certificated (non-professional) staff.	Y	Policy # 3240-Professional Development (8/27)	

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>		<p>Policy #2260- Affirmative Action Program for School and Classroom (5/25) Policy # 2210 Curriculum Development (2/24) Policy # 2200 Curriculum Content (2/24) Policy # 2230 Curriculum Guides (2/24) Policy #2423 Bilingual and ESL Education (2/25) Policy #2460 Special Education (2/24) Policy # 2414 Programs for Pupils at Risk (2/24)</p>	
<p>a) School climate and culture, safe and positive learning environment</p>	<p>Y</p>	<p>Policy #2260- Affirmative Action Program for School and Classroom (5/25) Policy #5750- Equal Education Opportunity (2/24) District Wide Positive Behavior Support (PBIS) Character Education Programs (Rachel’s Challenge) School Guidance Counselors/SAC Coordinator Social Skills Groups Let Girls Be Girls</p>	

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
		Black Culture Group Gay and Straight Alliance Read Men Read Program Glow Program School Spirit Days (Dr. Seuss, DOT) Student of the Day Week of Respect Peer Mentoring Groups Autism Day	
b) Courses of study, including physical education	Y	Policy #2260- Affirmative Action Program for School and Classroom (5/25) Health/Physical Education Curriculum BOE approval yearly	
c) Library materials/instructional materials and strategies	Y	Policy #2260- Affirmative Action Program for School and Classroom (5/25) Policy # 2361 Acceptable Use of Computer (10/15) Networks/Computers and Resources (10/15) All students have access to leveled reading texts Culturally diverse Read Aloud books Curriculum Guides and Maps Library and Classroom Reading Materials	
d) Technology/software and audiovisual materials	Y	Policy #2260- Affirmative Action Program for School and Classroom (5/25) Policy # 2361 Acceptable Use of Computer (10/15) Networks/Computers and Resources (10/15) Full Time Technology Teacher Technology Curriculum Approved Yearly All students have access to technology through computer labs, laptop carts, and assistive listening	

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
		devices	
e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures	Y	Policy #2260- Affirmative Action Program for School and Classroom (5/25) Policy #5750- Equal Education Opportunity (2/24) Approved Guidance Curriculum Suicide Training for Staff Harassment, Bullying, and Intimidation Training Code of Conduct Parent Handbooks	
f) Extra-curricular programs and activities	Y	Policy #5750- Equal Education Opportunity (2/24) Curriculum Guides Open to all students with equal access Science Fair ESY Programs ESD Programs Afterschool Tutoring Title 1 Family Nights Drama (HS Play) Math Counts Summer Reading Program	
g) Tests and other assessments	Y	Policy #5750- Equal Education Opportunity (2/24) Policy #2260- Affirmative Action Program for School and Classroom (5/25) Fountas and Pinnel Benchmark Assessment Kindergarten Screening Creative Curriculum Gold Running Records Math Standards Based Benchmarks DIBELS STAR Assessments WIDA Access/PARCC Basic Skills Screenings	

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
		WADE Assessments	
h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	N	Policy #5750- Equal Education Opportunity (2/24) Policy #2260- Affirmative Action Program for School and Classroom (5/25) RTI Programs Class Lists/Placement Procedures Special Education, GT, and ESL students are equally distributed among teachers.	District
3) Incorporate multicultural aspects throughout the instructional content and practices across the curriculum.	Y	Policy #5750- Equal Education Opportunity (2/24) Policy #2260- Affirmative Action Program for School and Classroom (5/25) World Cultures Celebration Black History Month BPAC Family Nights Art and Music Curriculum Diversity Celebrations World Cultures Program Multi-Cultural Literature	
4) Ensure that instruction in African-American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	Y	Policy #5750- Equal Education Opportunity (2/24) Policy #2260- Affirmative Action Program for School and Classroom (5/25) Integrated throughout the curriculum Black History Celebration World Cultures Celebration Black Cultures Group	
5) Include instruction on the Holocaust and other genocide curricula at all grade levels. (N.J.S.A. 18A:35-28)	Y	Policy #5750- Equal Education Opportunity (2/24) Policy #2260- Affirmative Action Program for School and Classroom (5/25) Integrated throughout the curriculum Trips to Holocaust Museum	

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<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>	Y	Policy #5750- Equal Education Opportunity (2/24) Handicap Parking at all facilities/Ramp Lavatories are handicapped accessible All students have equal access to all educational programs, activities, and facilities Clubs and activities to all students Special Educations Students are mainstreamed	
1) Ensure equal and barrier-free access to all school and classroom facilities.	Y	Policy #5750- Equal Education Opportunity (2/24) Policy #2260- Affirmative Action Program for School and Classroom (5/25) Handicap Parking at all facilities/Ramp Lavatories are handicapped accessible	
2) Attain minority representation of students within each school, including racial and ethnic balance, that approximates the district, charter and renaissance school project's overall minority racial and ethnic representation.	Y	Policy #2260- Affirmative Action Program for School and Classroom (5/25) Policy # 5200 Attendance (2/24) Class Lists/Procedures	
3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Y	Policy #5750- Equal Education Opportunity (2/24) Policy # 5200 Attendance	

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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.	Y	Policy #5750- Equal Education Opportunity (2/24) Policy # 5842 Equal Access of Pupil Organizations (2/24) All students have access to all programs and events	
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.	Y	Policy # 5842 Equal Access of Pupil Organizations Policy #2260- Affirmative Action Program for School and Classroom (5/25) Review of Course Offerings/Class Rosters Recommendation and Screening Process for GT students	
b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	N	Policy # 4150 Discipline Child Study Team Evaluations BSI Screening for ELA and Math Violence and Vandalism monthly BOE Report I&RS Committees Review of Discipline Reports	District
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	Y	Policy #2260- Affirmative Action Program for School and Classroom (5/25) Technology available in all classrooms and schools (Laptop Carts and Computer Labs) Instructional Technology in grades k-12 Technology Teachers	

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proficiency, immigration status, housing status or socioeconomic status.			
d) Ensure that all English language learners have equal and bias-free access to all school programs and activities.	Y	Policy #2423 Bilingual and ESL Education (2/25) Policy #2260- Affirmative Action Program for School and Classroom (5/25) Bilingual Program in Grades 1-2 ESL Programs in K-12 Athletic Programs and Clubs Open to all Students ESL students are mainstreamed where appropriate and provided the opportunity to demonstrate proficiency through end of year evaluations Interpreter	
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	Y	Policy #2260- Affirmative Action Program for School and Classroom (5/25) Policy # 5755 Equity in Educational Programs and Services (2/24) All students with disabilities have equal and bias to all extra curricular programs and activities Most Special Education Students are Mainstreamed for Science and Social Studies I&RS Procedures in place for referrals are consistent and meet regular ICR Teachers Music Lessons	
f) Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Y	Policy # 5755 Equity in Educational Programs and Services (2/24) Student Registration is through Central Office and reflects compliance with state and federal regulations	
5) Utilize a State approved language proficiency assessment on an annual	Y	Policy #2423 Bilingual and ESL Education (2/25) Policy # 5755 Equity in Educational Programs and	

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basis for determining the English language proficiency of English language learners.		Services (2/24) ESL students are mainstreamed where appropriate and provide opportunity to demonstrate proficiency state and district assessments. Access Testing W-PAT Testing	
6) Utilize bias-free measures for determining the special needs of students with disabilities.	Y	Policy # 5755 Equity in Educational Programs and Services (2/24) Policy #2460 Special Education (2/24) Child Study Team Evaluation Procedures and Evaluations I&RS Procedures Benchmark Assessments ELA and Math Kindergarten Screening	
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.	Y	Policy # 5755 Equity in Educational Programs and Services (2/24) All ESL Students can participate in ESD or tutoring. Homebound Instruction	
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.	Y	Policy # 5755 Equity in Educational Programs and Services (2/24) Homebound Instruction Night School Attendance Records Nurse Records	
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	Y		

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
school project's guidance program provides the following:			
1) Access to adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, and students with disabilities.	Y	Policy # 2411 Guidance Counseling (2/24) All buildings have access to a counselor expect for the Rodgers School. Developmental Guidance curriculum includes all student and delivered through the classrooms. Small group counseling is offered to students based on need. School Psychologist and Social Workers provide counseling as per the IEP Social Skills Groups have also been implemented	Rodgers School
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.	Y	Policy # 2411 Guidance Counseling (2/24) The counselors offer individual scheduling where they prepare the students for the future careers after using the Naviance Program. (Interest Inventory) Financial Literacy Seed to Success Farm Stand Senior Experience and Co-Opt ½ Day Program Real World Class Military Recruiters Transition Meetings (DVR) The guidance curriculum addresses both the interests and aptitude of individual strengths through assessments and career exploration	
3) Bias-free materials for use by counselors.	Y	Policy # 2411 Guidance Counseling (2/24) Materials K-12 have been reviewed at the building level and has receives BOE approval every year.	
D. Equality and Equity in Physical Education <small>N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of</small>	Y	Policy 2425 Physical Education (2/24) Scheduling ensures compliance Five Year Curriculum Plan/Textbook Plan	

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1972 Ensure that the physical education program and instructional activities are equitable.		Yearly Approved Curriculum Program Goals and Mission Statements are reviewed regularly.	
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:	Y	Policy 2425 Physical Education (2/24)	
1) Relatively equal numbers of varsity and sub-varsity teams for male and female students.	Y	Policy #2260- Affirmative Action Program for School and Classroom (5/25) List of Offered Sports for Girls and Boys Athletic Salary Guide Schedules for field and facility use are equitable and consistently applied	
2) Equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Y	Policy #2260- Affirmative Action Program for School and Classroom (5/25) Coaching salaries negotiated by contract agreement Teams are fully equipped and staffed through school budget Night Games Practice Times Facility Use Schedules	High School
3) Equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Y	Policy #2260- Affirmative Action Program for School and Classroom (5/25) Equipment Allocation List	

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		Facility Use	
4) Comparable facilities for male and female teams.	Y	Policy #2260- Affirmative Action Program for School and Classroom (5/25) Facility Use Night Games Practice Games All Fields and facilities are maintained	

<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>Y</p>	<p>Policy # 1530- Equal Employment Opportunity Application (05/2011) Policy # 1550 – Affirmative Action Program for Employment and Contract Practices/Employment Practices (05/2011) School Employment Website/ Newspaper</p>	
<p>2) Target recruiting practices for under-represented populations in every category of employment.</p>	<p>Y</p>	<p>Policy # 1530 – Equal Employment Opportunity (05/2011) March 28, 2015 – EIRC 5th Annual Educators of Color Recruitment Fair May 21, 2015 – Black Horse Pike Regional School District Regional Diversity Job Recruitment Fair March 12, 2016 EIRC – Annual Educators of Color Recruitment Fair</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>Y</p>	<p>Policy # 1530 – Equal Employment Opportunity (05/2011) Employment application</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
4) Monitor promotions and transfers to ensure non-discrimination.	Y	Policy # 1530 – Equal Employment Opportunity (05/2011) Policy # 1550 – Affirmative Action Program Employment and Contract Practices/Employment Practices (05/2011)	
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.	Y	Policy # 1550 – Affirmative Action Program for Employment and Contract Practices/Employment Practices (05/2011) Salary Guide	
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.	Y	Policy # 1550 – Affirmative Action Program for Employment and Contract Practices/Employment Practices (05/2011)	
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.	Y	Policy # 1550 – Affirmative Action Program for Employment and Contract Practices/Employment Practices (05/2011) Policy # 3124 – Employment Contracts (02/24/2010) Policy#1620- Administrative Employment Contracts (02/24/2010)	

II. STAFF DEVELOPMENT AND TRAINING

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

OBJECTIVE: For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 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	
II. A.	<p>To implement an RTI Model for Improving the Performance of African American Students.</p> <p>Dwayne D. Williams will provide professional development training to closing the achievement gap and provide researched based RTI strategies as well as Culturally Responsive teaching. He will provide professional coaching on the topic of cultural sensitivity training and culturally responsive practices.</p> <p>Cognitive Learning Goals</p> <ul style="list-style-type: none"> • Identify key components to integrating cultural sensitivity practices within the classroom • Identify cultural clashes that interfere with effective teaching and student engagement • Identify how cultural awareness leads to positive 	CSA, CAO, Principals, Supervisors, Teachers		Ongoing			<p>District Wide PLC Book Study <i>To implement an RTI Model for Improving the Performance of African American Students by Dwayne D. Williams</i></p> <p><i>Like Music To My Ears A Hip Hop Approach to Social Emotional Learning (SEL) by Dwayne Williams</i></p> <p>Professional Development</p> <p>Instructional Programs/Hiring additional Intervention Specialists</p> <p>Extended School Summer</p>

	<p>relationships with students of color</p> <p><i>Behavioral Learning Goals</i></p> <ul style="list-style-type: none"> • Implement culturally responsive strategies across tiers • Modify instruction to create culturally relevant practices • Increase class-wide engagement with evidence-based, culturally relevant interventions <p><i>Affective Learning Goals</i></p> <ul style="list-style-type: none"> • Identify personal feelings surrounding culturally sensitive practices • Identify personal feelings about the need to create culturally relevant models • Identify personal feelings surrounding cultural clashes in the classroom and groups <p>To implement intervention programs to meet the needs of our Tier 11 and Tier 111 students.</p> <p>Provide summer enrichment program for our At-risk population</p> <p>Using Community Resources: A School- Church RTI Approach</p>			<p>Program</p> <p>Culturally Responsive Teaching Lesson Plans</p> <p>Culturally Relevant Reading and Writing Instruction</p> <p>Class-Wide Peer Tutoring (CWPT)- A Peer-Mediated Approach</p> <p>Communal/Cooperative Learning- A Peer Mediated Approach</p> <p>Total Participation Techniques (TPTs)</p>

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

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

OBJECTIVE: For each noncompliant area of the 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	
111. H.	<p>Increase participation with our minority population with participating in advanced classes</p> <p>Ongoing Professional Development</p> <p>Cognitive Learning Goals</p> <ul style="list-style-type: none"> Identify key components to integrating cultural sensitivity practices within the classroom Identify cultural clashes that interfere with effective teaching and student engagement Identify how cultural awareness leads to positive relationships with students of color <p>Behavioral Learning Goals</p> <ul style="list-style-type: none"> Implement culturally responsive strategies across 	CSA, CAO, Principals, Supervisors, Teachers		Ongoing			<p>Review Placement Criteria/Ongoing Review of Lists</p> <p>Review of Grading Policy/Distribution of Grades</p> <p>Culturally Responsive Teaching</p> <p>Dwayne Williams Book Study</p> <p>Instructional Programs/Hiring additional Intervention Specialists</p>

	<p>tiers</p> <ul style="list-style-type: none"> • Modify instruction to create culturally relevant practices • Increase class-wide engagement with evidence-based, culturally relevant interventions <p>Affective Learning Goals</p> <ul style="list-style-type: none"> • Identify personal feelings surrounding culturally sensitive practices • Identify personal feelings about the need to create culturally relevant models • Identify personal feelings surrounding cultural clashes in the classroom and groups <p>To implement an RTI Model for Improving the Performance of African American Students.</p>			<p>Culturally Responsive Teaching Lesson Plans</p> <p>Culturally Relevant Reading and Writing Instruction</p> <p>Class-Wide Peer Tutoring (CWPT)- A Peer-Mediated Approach</p> <p>Communal/Cooperative Learning- A Peer Mediated Approach</p> <p>Total Participation Techniques (TPTs)</p>
111. 4. b	<p>Reduce the number of suspensions, discipline referrals, and drop outs rates for our minority population and subgroup population.</p> <p>Ongoing Professional Development</p> <p>Cognitive Learning Goals</p> <ul style="list-style-type: none"> • Identify key components to integrating cultural sensitivity practices within the classroom • Identify cultural clashes that interfere with effective teaching and student engagement • Identify how cultural awareness leads to positive relationships with students of color <p>Behavioral Learning Goals</p> <ul style="list-style-type: none"> • Implement culturally responsive strategies across tiers • Modify instruction to create culturally relevant practices • Increase class-wide engagement with evidence-based, culturally relevant interventions 	CSA,CAO, Principals, Supervisors, Teachers	Ongoing	<p>District Wide PLC Book Study by Dwayne Williams</p> <p>Review of Discipline/Code of Conduct</p> <p>Analysis of Discipline Code/Review of Monthly Discipline Statistics</p> <p>District Wide PBIS/Renaissance Program</p> <p>Social Skills Training/Registered Behaviorist Technician Training</p> <p>Culturally Responsive Teaching Instructional Programs/Hiring</p>

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

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

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

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

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

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

IV. EMPLOYMENT/CONTRACT PRACTICES

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: Gloucester	
School District/Charter School/Renaissance School Project: Glassboro Public Schools	
Address: 560 Joseph Bowe Blvd. Glassboro, NJ 08028	
Affirmative Action Officer (AAO): Danielle Sochor	Telephone #: 856-652-2700 X6305
AAO Email: dsochor@glassboroschools.us	
Alternate Contact Person: Scott Henry	Telephone #: 856-652-2700 X6205
Title: Business Administrator	Email: shenry@glassboroschools.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 _____ Title _____

Signature: _____ Date: _____

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

County: Gloucester	
School District, Charter School or Renaissance School Project: Glassboro Public Schools	
Address: 560 Joseph Bowe Blvd. Glassboro, NJ 08028	
Affirmative Action Officer (AAO): Danielle Sochor	Telephone #: 856-652-2700 X6305
AAO Email: dsochor@glassboroschools.us	
Alternate Contact Person: Scott Henry	Telephone #: 856-652-2700 X6205
Title: Business Administrator	Email: shenry@glassboroschools.us

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: Gloucester	
School District, Charter School or Renaissance school project: Glassboro Public Schools	
Address: 560 Joseph Bowe Blvd. Glassboro, NJ 08028	
Affirmative Action Officer (AAO): Danielle Sochor	Telephone #: 856-652-2700 X6305
AAO Email: dsochor@glassboroschools.us	
Alternate Contact Person: Scott Henry	Telephone #: 856-652-2700 X6205
Title: Business Administrator	Email: shenry@glassboroschools.us

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: _____