

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
<p>NJAC 6A:7-1.7; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX; U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard</p> <p>A. Adopt or re-adopt written equality and equity policies, requiring the following:</p>			
<p>1) Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following:</p> <p>a) Identify and address all forms of prejudice and discrimination in all district, charter and renaissance school project programs, practices, curricula, instructional materials and assessments.</p>	Yes	<p>Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 1550 – Affirmative Action Program For Employment and Contract Practices, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program For School and Classroom Practices, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011 Policy 5755 – Equity In Educational Programs and Services, 5/16/2011</p>	
<p>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.</p>	Yes	<p>Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program For School and Classroom Practices, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011 Policy 5755 Equity in Educational Programs and Services, 5/16/2011</p>	
<p>c) Provide equitable treatment for pregnant and married students.</p>	Yes	<p>Policy 2416 – Programs For Pregnant Pupils, 5/16/2011 Policy 5752 – Marital Status and Pregnancy 5/16/2011</p>	
<p>d) Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).</p>	Yes	<p>Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 3362 – Sexual Harassment Teaching Staff, 5/16/2011 Policy & Regulation 4352 – Sexual Harassment Support Staff, 5/16/2011 Policy & Regulation 5512 – Harassment, Intimidation and Bullying, 5/16/2011 Policy & Regulation 5751 – Sexual Harassment of Pupils, 5/16/2011</p>	

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
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	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 1530 – Equal Employment Opportunities, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011	
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	Policy & Regulation 1510 – Rights of Persons with Handicaps or Disabilities / Policy on Non-Discrimination, 5/16/2011 Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011	
4) Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6.	Yes	Policy 1523 – Comprehensive Equity Plan, 5/16/2011	
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	Policy 1523 – Comprehensive Equity Plan, 5/16/2011	
C. Collect and analyze Annual Yearly Progress (Progress Targets) data for underperforming subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant status, date of enrollment, student suspension, expulsion, child study team referrals; Pre-K-12 promotion/retention data; Pre-K-12 completion rates and re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data. Identify any school-level underperforming subgroups on Annual Yearly Progress (Progress Targets) reports for state assessments.	Yes	Policy 2415.01 – Academic Standards, Academic Assessments and Accountability, 5/16/2011	
D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking the following actions:			

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
1) Inform the school community about the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Yes	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 3362 – Sexual Harassment Teaching Staff, 5/16/2011 Policy & Regulation 4352 – Sexual Harassment Support Staff, 5/16/2011 Policy & Regulation 5512 – Harassment, Intimidation and Bullying, 5/16/2011 Policy & Regulation 5751 – Sexual Harassment of Pupils, 5/16/2011	
2) Define the responsibilities of the AAO (Affirmative Action Officer/504 Officer, and/or Title IX Coordinator); require that the AAO be a certificated staff person; and, train the AAO to handle the equity responsibilities.	Yes	Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011	
3) Provide students, staff and the community with contact information for the AAO and publicize the location and availability of the CEP, policy(ies), grievance procedures and annual reports.	Yes	Policy & Regulation 1550 – Affirmative Action Program, For Employment and Contract Practices, 5/16,2011 Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011	
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	Policy & Regulation 1550 – Affirmative Action Program For Employment and Contract Practices, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011	
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	Policy & Regulation 1530 – Equal Employment Opportunities, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011 Policy 5755 Equity in Educational Programs and Services, 5/16/2011	
6) Authorize the AAO to conduct yearly equity training for all staff.	Yes	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011	
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.	N/A	(For County Vocational School Districts Only)	

II. STAFF DEVELOPMENT AND TRAINING N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
A. Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year to:			
1) Certificated (administrative and professional) staff.	Yes	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 Policy & Regulation 3240 – Professional Development For Teachers and School Leaders, 5/16/2011 Policy & Regulation 3244 – In-Service Training Policy 3244.1 – In Service Days (Certificated Staff), 5/16/2011	
2) Non-certificated (non-professional) staff.	Yes	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 Policy & Regulation 3244 – In-Service Training	

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>a) School climate and culture, safe and positive learning environment</p>	No	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011	2018-19 SY State Anti-Bullying School Self-Assessment indicate only 2 schools scored at least 60 points out of a 78-point maximum. This means the average school scored in the low-medium range.
<p>b) Courses of study, including physical education</p>	Yes	Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011	
<p>c) Library materials/instructional materials and strategies</p>	Yes	Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 Policy & Regulation 2361 – Acceptable Use of Computer Networks/Computers and Resources, 5/16/2011 Policy & Regulation 2510 – Adoption of Textbooks, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011	

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
		Curriculum Guides & Instructional Alignments	
d) Technology/software and audiovisual materials	No	Policy & Regulation 2360 – Use of Technology, 5/16/2011 Policy & Regulation 2361 – Acceptable Use of Computer Networks/Computers and Resources, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011	According to the district inventory, Harrison ES and Wilson ES are under-resourced in student technology (Harrison has 82 student devices and 254 students; Wilson has 184 devices and 569 students).
e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures	Yes	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 Policy & Regulation 5512 – Harassment, Intimidation and Bullying, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011 Policy & Regulation 5751 – Sexual Harassment of Pupils, 5/16/2011	
f) Extra-curricular programs and activities	No	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 2430 – Co-Curricular Activities, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011 Curriculum Guides & Instructional Alignments	District-wide matter Homeless students, SpED students, and ELLs who take transportation lack access to participate in extra-curricular activities
g) Tests and other assessments	Yes	Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 Policy 2610 – Educational Program Evaluation, 5/16/2011 Policy 2622 – Student Assessment, 5/16/2011 Policy & Regulation 2624 – Grading Policy and Procedure, 5/16/2011	Policy 2622 needs to be updated from the NJCCCS to the NJSLA
h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	No	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 Policy 5750 Equal Educational Opportunity 5/16/2011 Policy 5755 Equity in Educational Programs and Services, 5/16/2011	District-wide matter Females are not underrepresented in honors or AP courses, but males are (in AP courses only) AP – 37% male, 63% female Honors – 42% male, 58% female
2) Incorporate multicultural aspects throughout the instructional content and practices across the curriculum.	Yes	Policy & Regulation 2200 – Curriculum Content, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011 Curriculum Guides & Instructional Alignments Policy 2210 – Curriculum Development, 5/16/2011 Policy 2220 – Adoption of Courses, 5/16/2011 Policy & Regulation 2230 – Course Guides, 5/16/2011	

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
		Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011	
3) Ensure that instruction in African-American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	Yes	Policy & Regulation 2200 – Curriculum Content, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011 Curriculum Guides & Instructional Alignments Policy 2210 – Curriculum Development, 5/16/2011 Policy 2220 – Adoption of Courses, 5/16/2011 Policy & Regulation 2230 – Course Guides, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 In compliance; Amistad curriculum additions are being finalized	
4) Include instruction on the Holocaust and other genocide curricula at all grade levels. (N.J.S.A. 18A:35-28)	No	Policy & Regulation 2200 – Curriculum Content, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011 Curriculum Guides & Instructional Alignments Policy 2210 – Curriculum Development, 5/16/2011 Policy 2220 – Adoption of Courses, 5/16/2011 Policy & Regulation 2230 – Course Guides, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011	District-wide matter Holocaust curriculum exists and is taught at secondary grade levels Holocaust curriculum additions are being finalized for other grade levels
B. Equality and Equity in Student Access N.J.A.C. 6A:7-1.7; Titles VI & VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education (1989); U.S. Supreme Court, 1982; Plyler v. Doe; U.S. Supreme Court, 1974, Castañeda v. Pickard Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status, as follows:			
1) Ensure equal and barrier-free access to all school and classroom facilities.	Yes	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 Policy 5755 – Equity In Educational Programs and Services, 5/16/2011	Not ADA accessible (4): Franklin, Harrison, Robbins, and HPW No interior elevator (9): ECC, Franklin, Grant, Harrison, Monument,

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		Policy & Regulation 1510 – Rights of Persons with Handicaps or Disabilities on Non-Discrimination, 5/16/2011 Most district schools are ADA-accessible from the outside and have an elevator; the ones that are not are not required to be due to age of the buildings	Robbins, Washington, Wilson, and TRA
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.	Yes	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011 Policy 5755 – Equity In Educational Programs and Services, 5/16/2011	Any imbalance is due to city housing trends with neighborhood schools, as well as the need to create bilingual centers in certain areas/schools
3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011 Policy 5755 – Equity In Educational Programs and Services, 5/16/2011 Policy & Regulation 7100 – Long-Range Facilities Planning, 5/16/2011	
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.			
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.	Yes	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 Policy 5755 – Equity In Educational Programs and Services, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011	
b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	No	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy 5755 – Equity In Educational Programs and Services, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011	District-wide matter 2018-19 district suspension data indicates Black males and females account for over 76% suspensions (Hispanic males and females account for 23%) SpED students (regardless of race/ethnicity) account for 20% suspensions

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
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	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 Policy & Regulation 2360 – Use of Technology, 5/16/2011 Policy & Regulation 2361 – Acceptable Use of Computer Networks/Computers and Resources, 5/16/2011 Policy 5755 – Equity In Educational Programs and Services, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011	
d) Ensure that all English language learners have equal and bias-free access to all school programs and activities.	No	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 Policy & Regulation 2423 – Bilingual and ESL Education, 5/16/2011 Policy 5755 – Equity In Educational Programs and Services, 5/16/2011 BOE policy #2423 – (adopted 5/16/2011) - Bilingual and ESL Education Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011	District-wide matter Great need for staffing of bilingual teachers to ensure ELLs have equal access to the curriculum Because most ELLs are transported, they attend centers that are not in their neighborhood, so not all students are able to access school programs and activities
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	No	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 Policy 5755 – Equity In Educational Programs and Services, 5/16/2011 Policy & Regulation 5750 – Equal Educational Opportunity, 5/16/2011	District-wide matter Homeless students, SpED students, and ELLs who take transportation lack access to participate in extra-curricular activities
f) Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Yes	The district follows NJSA 18A:38-1 et seq. relating to school attendance and NJAC 6A:22-3.1 et seq. relating to student residency. Registration materials have been translated into Spanish. Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy 5755 – Equity In Educational Programs and Services, 5/16/2011 Policy & Regulation 5111 – Eligibility of Resident/Non-Resident Pupils, 5/16/2011	

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	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 2423 – Bilingual and ESL Education, 5/16/2011 Policy 5755 – Equity In Educational Programs and Services, 5/16/2011 WIDA is used as the screener for initial assessment to determine services. ACCESS 2.0 is used in the spring to determine growth (focused on language acquisition; content is integrated). ACCESS for ELL is a State-mandated instrument for determining eligibility for entrance to and exit from ESL program.	
6) Utilize bias-free measures for determining the special needs of students with disabilities.	No	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 2460 – Special Education, 5/16/2011 Policy 5755 – Equity In Educational Programs and Services, 5/16/2011 Instruments used by Child Study Team members and speech and language specialists are standardized, bias-free, and NJDOE Office of Special Education-approved. <u>Cognitive</u> Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) Wechsler Preschool and Primary Scales of Intelligence-Fourth Edition (WPPSI-IV) Wechsler Adult Scales of Intelligence-Fourth Edition (WAIS-V) Wechsler Individual Achievement Scales (WIAT) Differential Abilities Scales-Second Edition (DAS-II) Battelle Developmental Inventory <u>Educational/Academic</u> Woodcock-Johnson Tests of Educational Achievement-Third Edition (WJ-III) Gray Oral Reading Tests-Third Edition (GORT-3) <u>Behavior</u> Behavior Assessment System for Children-Third Edition (BASC-3) <u>Adaptive</u> Vineland Adaptive Scales-Third Edition (Vineland-3) Adaptive Behavior Assessment Scales-Third Edition (ABAS-3) <u>Autism</u> Childhood Autism Rating Scale-Second Edition (CARS-2) Gilliam Autism Rating Scales-Third Edition (GARS-3) <u>Fine Motor</u> Beery Visual Motor Integration (VMI) <u>Speech</u> Clinical Evaluation of Language Fundamentals-Fifth Edition (CELF-5) Stuttering Severity Instrument-Fourth Edition Goldman-Fristoe Test of Articulation-Third Edition (GFTA-3) Peabody Picture Vocabulary Test	District-wide issue Classification data shows a disproportionate number of males, Blacks, and Black males who are classified In comparing classified students to each other: More than twice as many male students as female students are classified Over 50% classified students are Black More than twice as many Hispanic male students as Hispanic female students are classified More than twice as many Black male students as Black female students are classified

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
		One-Word Receptive and Expressive Language Test	
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.	No	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 2414 – Programs and Services for Pupil in High Poverty and In High Need School Districts, 5/16/2011 Policy 2416 – Programs For Pregnant Pupils, 5/16/2011 Policy 5752 – Marital Status and Pregnancy 5/16/2011 Policy 5755 – Equity In Educational Programs and Services, 5/16/2011	District-wide matter Homeless students, SpED students, and ELLs who take transportation lack access to participate in extra-curricular activities
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	Policy 1523 – Comprehensive Equity Plan, 5/16/2011 Policy & Regulation 2414 – Programs and Services for Pupil in High Poverty and In High Need School Districts, 5/16/2011 Policy 2416 – Programs For Pregnant Pupils, 5/16/2011 Policy 5752 – Marital Status and Pregnancy 5/16/2011 Policy 5755 – Equity In Educational Programs and Services, 5/16/2011	
C. Equality and Equity in Guidance Programs and Services N.J.A.C. 6A:7-1,7(c)Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998 Ensure that the district, charter and renaissance school project's guidance program provides the following:			
1) Access to adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, and students with disabilities.	Yes	Policy & Regulation 2411 – Guidance Counseling, 5/16/2011	
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	Policy & Regulation 2411 – Guidance Counseling, 5/16/2011	
3) Bias-free materials for use by counselors.	Yes	Policy & Regulation 2411 – Guidance Counseling, 5/16/2011 Policy & Regulation 2510 – Adoption of Textbooks, 5/16/2011 Policy & Regulation 2530 – Resource Materials, 5/16/2011	

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		A review of materials used by guidance counselors demonstrates materials are not biased; program assessment of the counseling program.	
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	Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 Policy 2425 – Physical Education, 5/16/2011 Policy 5755 – Equity In Educational Programs and Services, 5/16/2011 District compliance with State health and physical education high school graduation requirements indicates gender equity District compliance with State mandates for K-8 health and physical education also indicates gender equity Course offerings, class rosters (male/female) in physical education classes are available and reviewed to ensure compliance	
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:			
1) Relatively equal numbers of varsity and sub-varsity teams for male and female students.	Yes	Policy 5755 – Equity In Educational Programs and Services, 5/16/2011 Male/Female distribution on rosters for all sports teams	
2) Equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Yes	Policy 2431 – Athletic Competition Schedules for all male/female sports indicates gender equity in locations for and in frequency of practices and games	
3) Equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Yes	Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 Policy 5755 – Equity In Educational Programs and Services, 5/16/2011 District athletics stipends list indicates gender equity Athletic Director’s procedures for repairing/purchasing uniforms and equipment indicates equity	
4) Comparable facilities for male and female teams.	Yes	Policy & Regulation 2260 – Affirmative Action Program, 5/16/2011 Policy 5755 – Equity In Educational Programs and Services, 5/16/2011 Policy & Regulation 1550 – Affirmative Action Program For Employment and Contract Practices, 5/16/2011 Equal number of locker rooms and facilities	

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		Schedules for all male/female sports indicates gender equity in locations and facilities	

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
A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows: 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.	Yes	Policy & Regulation 1510 – Rights of Persons with Handicaps or Disabilities/Policy on Non-Discrimination, 5/16/2011 Policy & Regulation 1530 – Equal Employment Opportunities. 5/16/2011 Policy & Regulation 1530 – Equal Employment Opportunities. 5/16/2011 Policy & Regulation 1550 – Affirmative Action Program For Employment and Contract Practices, 5/16/2011 All advertisements for all employees identify the district as EOE/AEE	
2) Target recruiting practices for under-represented populations in every category of employment.	Yes	Policy & Regulation 1530 – Equal Employment Opportunities. 5/16/2011 Policy & Regulation 1550 – Affirmative Action Program For Employment and Contract Practices, 5/16/2011 Attend recruitment fairs and interview days for candidates of all backgrounds – 13 such events in the 2019-2020 SY Attend/host minority recruitment fairs – 6 such events in the 2019-2020 SY Improved HR outreach and hiring practices Maintain list of applicants and hires TBOE strives to increase diversity within the limits imposed by state and federal case law and employment discrimination legislation	
3) Compliance of employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.	Yes	Policy & Regulation 1530 – Equal Employment Opportunities. 5/16/2011 Policy & Regulation 1550 – Affirmative Action Program For Employment and Contract Practices, 5/16/2011 Applicant form is compliant	
4) Monitor promotions and transfers to ensure non-discrimination.	Yes	Policy & Regulation 1530 – Equal Employment Opportunities. 5/16/2011 Policy & Regulation 1550 – Affirmative Action Program For Employment and Contract Practices, 5/16/2011 Seniority is followed with respect to transfers	
5) Provide equal pay for equal work regardless of race, creed, color, national origin, ancestry,	Yes	Policy & Regulation 1530 – Equal Employment Opportunities. 5/16/2011	

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
age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.		Policy & Regulation 1550 – Affirmative Action Program For Employment and Contract Practices, 5/16/2011 All employees paid per collective bargaining agreements	
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	Policy & Regulation 1530 – Equal Employment Opportunities. 5/16/2011 Policy & Regulation 1550 – Affirmative Action Program For Employment and Contract Practices, 5/16/2011 See bid documents	
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	Policy & Regulation 1530 – Equal Employment Opportunities. 5/16/2011 Policy & Regulation 1550 – Affirmative Action Program For Employment and Contract Practices, 5/16/2011 Trenton Board of Education Business and Bargain Agreement Contracts See bid documents/RFPs	