

Jackson Township Schools Comprehensive Equity Plan
Needs Assessment

Directions:

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

Table 1: Needs Assessment, Board Responsibility

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	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 style="padding-left: 20px;">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	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program-8/2016 • Policy 1523 – Comprehensive Equity Plan-8/2016 • Policy & Regulation 2260 – Affirmative Action-8/2016 • Program for School and Classroom Practices-8/2016 • Policy & Regulation 5750 – Equal Educational • Opportunity-8/2004 	

DOCUMENT E

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	List name of noncompliant school(s) in the district
		<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and • Services -8/2016 • Resource selection criteria 	
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 Need to strengthen communication	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program-8/2016 • Policy 1523 – Comprehensive Equity Plan-8/2016 • Policy & Regulation 5750 – Equal Educational • Opportunity-8/ 2004 • Policy 5755 – Equity in Educational Programs and services -8/2016 	
c. Provide equitable treatment for pregnant and married students	Yes	<ul style="list-style-type: none"> • Policy 2416 – Programs for Pregnant Students-8/2004 • Policy 5752 – Marital Status and Pregnancy-8/2004 	
d. Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).	Yes Need to strengthen	<ul style="list-style-type: none"> • Policy 1523 – Comprehensive Equity Plan- 5/3/2011 • Policy & Regulation 5512 – Harassment, • Intimidation, and Bullying-8/2018 • Policy & Regulation 5751 – Sexual Harassment- 8/2004 • Yearly presentation to staff on policy, procedure, prevention. • Character Education Programs and approaches, Responsive Classroom, 	

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	List name of noncompliant school(s) in the district
		CASEL standards, Jackson Social Emotional Overview	
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-8/2016 • Policy 1550 – Affirmative Action Program for Employment and Contract Practices-7/2018 	
3. The appointment of an Affirmative Action Officer (AAO) who can also serve as, or coordinate with, the district, charter and renaissance school project school's 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-8/2016 • BOE adoption of Affirmative Action Officers Annually (board motion May 21, 2019) 	
4. Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	Yes Needs to be strengthened	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program-8/2016 • Global Compliance 	

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	List name of noncompliant school(s) in the district
B. Authorize the Affirmative Action Officer 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, and complete the District Performance Review in the NJQSAC. Charter schools will report annual progress in the Charter School Annual Report.	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program- 8/2016 • Attendance sheets of AAO meeting • DEAC Equity Survey Data • Created CEP 	
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	Yes Needs to be strengthened	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program-8/2016 • Policy 2415.01 – Academic Standards, Academic Assessments, and Accountability-9/21/2004 • Policy & Regulation 2423 – Bilingual and ESL Education-8/2016 • Policy 2610 – Educational Program Evaluation- 3/2019 • Policy 2622 – Student Assessment- 5/2017 	

DOCUMENT E

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	List name of noncompliant school(s) in the district
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.		<ul style="list-style-type: none"> • ScIP and DEAC data review for goal setting • BOE presentation of annual progress and Performance Reports • Data analysis of district assessment data at department meetings, using data in Linkit Data Warehouse System 	
D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking or authorizing the following actions:	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program-8/2016 • Policy 1523 – Comprehensive Equity Plan-8/2016 • Adoption of plan as resolution on May 21, 2019 	
1. Inform the school community the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program-8/2016 • Annual parent sign off of Student Handbook that includes policy 	
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	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program-8/2016 	

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	List name of noncompliant school(s) in the district
district, charter and renaissance school projects equity' responsibilities.			
3. Inform students, staff and the community of the name, office address, and phone number of the district, charter and renaissance school project's AAO, and publicize the location and availability of the district, charter and renaissance school project's CEP, policy(ies), grievance procedures and annual reports.	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program- 8/2016 • Policy & Regulation 1510 – Rights of Persons With • Handicaps or Disabilities/Policy on Non-Discrimination- 2/2017 • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices-8/2016 • September staff meeting policy presentation and staff meeting agendas • Information of District Website 	
4. Investigate and resolve discrimination complaints, grievances and incidents between students and teachers or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.	Yes	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program- 8/2016 • Policy & Regulation 1510 – Rights of Persons With Handicaps or Disabilities/Policy on Non-Discrimination-2/2017 • Policy & Regulation 2260 –Affirmative Action- Program for School and Classroom Practices- 8/2004 • Policy & Regulation 5750 – Equal Educational Opportunity -8/17/ 2004 	

DOCUMENT E

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	List name of noncompliant school(s) in the district
		Procedure for complaints shared via policy and presentation to staff on opening days of school yearly	
5. Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap.	Yes	<ul style="list-style-type: none">• Policy 1140 – Affirmative Action Program- 8/2016• Policy & Regulation 2260 – Affirmative Action- Program for School and Classroom Practices- 8/2016• Policy 2415.01 – Academic Standards, Academic Assessments, and Accountability-9/21/2004• Data analysis presentations to Board of Education• Data analysis of district assessment data at department meetings, using data in Linkit Data Warehouse System	
6. Authorize the AAO to conduct yearly equity training for all staff.	Yes	<ul style="list-style-type: none">• Policy 1140 – Affirmative Action Program-8/2016• Global compliance and or annual reading with staff signature	

DOCUMENT E

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	List name of noncompliant school(s) in the district
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 district'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) <ul style="list-style-type: none">• Policy & Regulation 5111 – Eligibility of Resident/Nonresident Students-3/2019	

Table 2: Needs Assessment, Staff Development and Classroom Practices

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 and/or revision.	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,affectionalor sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year , as follows:		<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program-8/2016 • Open Board of Education meetings where these presentations and conversations occur • PTO meeting agenda • SEAC (Special Education Advisory Committee) agenda • Title I Parent Nights Flyer • Title III Parent Night Flyer 	
1. To all certificated (administrative and professional) staff.	Yes Will continue to strengthen	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program-8/2016 • Policy & Regulation 3240 – Professional Development for Teachers and School Leaders-8/2017 	
2. To all non-certificated (non-professional) staff.	Yes Will continue to strengthen	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program-8/2016 • Policy 4240 – Employee Training-3/2005 	

Table 3: Needs Assessment, School and Classroom Practices

III.School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
<p>A. Equality and Equity in Curriculum</p> <ul style="list-style-type: none"> 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>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 addresses 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 & Regulation 2200 – Curriculum Content- 8/2016 Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices - 8/2016 Policy 2415.01 – Academic Standards, Academic Assessments, and Accountability- 9/21/2004 Policy 5755 – Equity in Educational Programs and Services-8/2016 Curriculum Adoption Cycle Resource Adoption Criteria Checklist Board adoption of curriculum housed in Atlas online platform 	

a. School climate and culture, safe and positive learning environment.	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices-8/2016 • Policy & Regulation 5750 Equal Educational Opportunity- 8/ 2004 • School Safety and Wellness Committee • School Improvement Panels (SciP) • Annual School Climate Surveys • Annual DEAC Equity Survey • K-12 District SEL (Social Emotional) Committee and Action Plan 	
b. Courses of study, including Physical Education	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices-8/2016 • Policy 2422 – Physical Education-3/2017 • Policy & Regulation 5750 – Equal Educational Opportunity-8/ 2004 • Curriculum Board of Education approval 2015 • Posted curriculum access in Atlas for parents via District Website 	
c. Library materials/Instructional materials and strategies	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices-8/2016 • Policy & Regulation 5750 – Equal Educational Opportunity-8/17/ 2004 • Resources, curriculum Board of Education approval 	
d. Technology/software and audio-visual materials	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices-8/2016 • Policy & Regulation 5750 – Equal Educational Opportunity-8/17/ 2004 	
e. Guidance and counseling, including harassment, intimidation and bullying, sexual	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices-8/2016 	

harassment, & grievance procedures		<ul style="list-style-type: none"> • Policy & Regulation 2411 – Guidance Counseling- 8/2016 • Policy & Regulation 5512 – Harassment, Intimidation, and Bullying-8/2018 • Policy & Regulation 5750 – Equal Educational Opportunity-8/ 2004 • Guidance curriculum and classroom lessons • Character Education programs (Responsive Classroom K-8) • 6 Pillars and R.A.C.E.R) • Global Compliance • School Assemblies • Youth Advocacy Program (Grant) 	
f. Extra-curricular programs and activities	Yes Needs to be strengthened	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices- 8/2016 • Policy & Regulation 5750 – Equal Educational Opportunity-8/2004 • Extra-curricular program offering list K-12 • Diversity Clubs 	
g. Tests and other assessments	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices-8/2016 • Policy & Regulation 5750 – Equal Educational Opportunity-8/17/ 2004 	
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"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices- 8/2016 • Policy & Regulation 5750 – Equal Educational Opportunity-8/ 2004 • Policy 5755 – Equity in Educational Programs and Services-8/17/ 2016 • Balanced scheduling practices 	
2. Include a multicultural curriculum in the instructional content and practices across the curriculum.	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices- 8/2016 • Policy & Regulation 5750 – Equal Educational Opportunity-8/17/ 2004 	

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		<ul style="list-style-type: none"> • Cross Content as document in Board of Education approved curriculum 	
3. Ensure that instruction on African-American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices-8/2016 • Policy & Regulation 5750 – Equal Educational Opportunity-8/17/ 2004 • Social Studies Curriculum • Cross Content as document in Board of Education approved curriculum 	
4. Include instruction on the Holocaust and other genocide curricula in the curriculum for elementary and secondary school students. (N.J.S.A. 18A:35-28)	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices-8/2016 • Policy & Regulation 5750 – Equal Educational Opportunity-8/17/ 2004 • Social Studies Curriculum • Cross Content as document in Board of Education approved curriculum 	
<p>B. Equality and Equity in Student Access</p> <ul style="list-style-type: none"> • 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>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"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices-8/2016 • Policy & Regulation 5750 – Equal Educational Opportunity-8/17/ 2004 • Policy 5755 – Equity in Educational Programs and Services-8/2016 	

1. Ensure equal and barrier-free access to all school and classroom facilities.	Yes	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services-8/2016 • Title I criteria applied 	
2. Attain minority representation of students within each school, including racial and ethnic balance, within each school which approximates the district, charter and renaissance school project's overall minority racial and ethnic representation.	Yes	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services-8/2016 • Program availability across all schools 	
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"> • Policy 5755 – Equity in Educational Programs and Services-8/2016 • Program availability across all schools 	
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,	Yes Will continue to strengthen	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services-8/2016 • Policy 5756-Transgender Students-11/2015 • Program availability across all schools 	

classes, programs or extracurricular activities.			
a. Ensure that minority and female students are not under-represented in gifted and talented or accelerated/advanced courses, including math and science.	Yes	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action • Program for School and Classroom Practices-8/2016 • Policy 5755 – Equity in Educational Programs and Services-8/2016 • Student roster review 	
b. Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Yes	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services-8/2016 • Review monthly and annually of I&RS, discipline and special education data 	
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"> • Policy 5755 – Equity in Educational Programs and Services-8/2016 	
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"> • Policy 5755 – Equity in Educational Programs and Services-8/2016 • Title III and Title III Immigrant action plan • SIOP training across district (on going) • CST training on language acquisition 2018 - 2019 	
e. Ensure that all students with disabilities have equal and bias-free	Yes	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services-8/2016 	

access to all school programs and activities			
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"> Policy & Regulation 5111 – Eligibility of Resident/Nonresident Students-3/2019 	
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"> Policy & Regulation 2423 – Bilingual and ESL Education-8/2016 ACCESS testing 	
6. Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	<ul style="list-style-type: none"> Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices-8/2016 Policy 2460 – Special Education-4/2017 Regulation 2460.1 – Special Education - Location, Identification, and Referral-4/2017 Regulation 2460.8 – Special Education - Free and Appropriate Public Education-4/2017 Regulation 2460.9 – Special Education – Transition From Early Intervention Programs to Preschool Programs-4/2017 Regulation 2460.16 – Special Education – Instructional Material to Blind or Print-Disabled Students-4/2017 Purchase of updated assessments for evaluation purposes 	
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"> Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices-8/2016 	

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"> • Policy 2416 – Programs for Pregnant Students-8/2004 • Policy 5752 – Marital Status and Pregnancy-8/2004 • Policy 5755 – Equity in Educational Programs and Services-8/2016 	
<p>C. Equality and Equity in Guidance Programs and Services</p> <ul style="list-style-type: none"> • N.J.A.C. 6A:7-1,7(c)Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998 <p>Ensure that the district, charter and renaissance school project's guidance program provides the following:</p>			
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"> • Policy & Regulation 2411 – Guidance Counseling-8/2016 • Policy 5755 – Equity in Educational Programs and Services-8/2016 	
2. The presentation of 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"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices-8/2016 • Policy & Regulation 2411 – Guidance Counseling- 8/2016 • Policy 5755 – Equity in Educational Programs and Services-8/2016 • STEM, Digital Media, Arts (including music) and Business Academies • ROTC 	

		<ul style="list-style-type: none"> Vocational School Options presentation to students List of shared-time students with Vocational School Naviance Career Assessment 	
3. Guidance counselors are using bias-free materials.	Yes	<ul style="list-style-type: none"> Policy & Regulation 2411 – Guidance Counseling-8/2016 Policy 5755 – Equity in Educational Programs and Services-8/2016 	
<ul style="list-style-type: none"> Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972 <p>Ensure that the district, charter and renaissance school project's physical education program is co-educational, as follows:</p> <p>1. All instructional activities are equitable and are co-educational.</p>	Yes	<ul style="list-style-type: none"> Policy 2422 – Physical Education-3/2019 Policy 5755 – Equity in Educational Programs and Services-8/2016 Physical Education and Health Curriculum 	
<p>D. Equality and Equity in Athletic Programs</p> <ul style="list-style-type: none"> Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(d) and Title IX, Education Amendments of 1972 <p>Ensure that the district, charter and renaissance school project's Athletic Program accomplishes the following:</p>			
1. Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.	Yes	<ul style="list-style-type: none"> Policy 5755 – Equity in Educational Programs and Services-8/2016 	

2. Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Yes	<ul style="list-style-type: none"> Policy 5755 – Equity in Educational Programs and Services-8/2016 Board approval of Athletic Calendar and Schedule 	
3. Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Yes	<ul style="list-style-type: none"> Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices-8/2016 Budget and equipment cycle 	
4. Provides comparable facilities for male and female teams.	Yes	<ul style="list-style-type: none"> Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices-58/2016 	

Table 4: Needs Assessment, Employment/Contract Practices

IV. Employment/Contract Practices <ul style="list-style-type: none"> 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 and/or revision.	List name of noncompliant school(s) in the district
<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</p>	Yes Will continue to strengthen	<ul style="list-style-type: none"> Policy & Regulation 1510 – Rights of Persons With Handicaps or Disabilities/Policy on Non-Discrimination-2/2017 Policy & Regulation 1530 – Equal Employment Opportunities-8/2016 Policy & Regulation 1550 – Affirmative Action Program for Employment and Contract Practices-7/2018 CJ Pride membership and Regional Job Fairs 	

IV. Employment/Contract Practices <ul style="list-style-type: none"> 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 and/or revision.	List name of noncompliant school(s) in the district
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.			
2. Target recruiting practices for under-represented populations in every category of employment.	Yes Will continue to strengthen	<ul style="list-style-type: none"> Policy & Regulation 1530 – Equal Employment Opportunities-8/2016 On line job application CJ Pride Pamphlet and Job Fair 	
3. Ensure that the district, charter and renaissance school project's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.	Yes	<ul style="list-style-type: none"> Policy & Regulation 1510 – Rights of Persons With Handicaps or Disabilities/Policy on Non-Discrimination- 2/2017 	
4. Monitor promotions and transfers to ensure non-discrimination.		<ul style="list-style-type: none"> Policy & Regulation 1530 – Equal Employment Opportunities8/2016 Policy & Regulation 1550 – Affirmative Action Program for Employment and Contract Practices-7/2018 All staff appointments and transfers are Board of Education approved 	

<p>IV. Employment/Contract Practices</p> <ul style="list-style-type: none"> 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>Compliant (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.</p>	<p>List name of noncompliant school(s) in the district</p>
<p>5. Ensure equal pay for equal work among members of the district, charter and renaissance school project's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>		<ul style="list-style-type: none"> Policy & Regulation 1530 – Equal Employment Opportunities-8/2016 Policy & Regulation 1550 – Affirmative Action Program for Employment and Contract Practices-7/2018 Signed contracts Negotiated by the Board of Education Pay Guides 	
<p>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.</p>		<ul style="list-style-type: none"> Policy & Regulation 1530 – Equal Employment Opportunities-8/2016 Policy & Regulation 1550 – Affirmative Action Program for Employment and Contract Practices- 7/2018 Signed contracts negotiated by BOE RFP Language 	

IV. Employment/Contract Practices <ul style="list-style-type: none">• 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 and/or revision.	List name of noncompliant school(s) in the district
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.		<ul style="list-style-type: none">• Policy & Regulation 1530 – Equal Employment Opportunities-8/2016• Policy & Regulation 1550 – Affirmative Action Program for Employment and Contract Practices-7/2018	

APPENDIX C: *COMPREHENSIVE EQUITY PLAN CORRECTIVE ACTIONS*

I. BOARD RESPONSIBILITY

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME: **Jackson**

OBJECTIVE: For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2019-2020 through 2021-2022, 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 2019 – 2020 and 2021- Ongoing	Evidence of Completion
A. 1.b.	Strengthen communication with staff about how the facilities and capital improvements are funded for schools each year.	Central office administrators	2019 – 2020, 2021 and ongoing	Meeting agendas and forms of articulation (presentations, emails, etc.)
A.1d.	Continued education to parents and students about student bullying and student conflicts. Reeducation on definitions and preventative measures.	Building Principal and Assistant Superintendent	2019 – 2020, 2021 and ongoing	Parent communication and student lessons along with presentations.
A.4.	Hold semi annual affirmative action articulation meetings/trainings.	District Affirmative Action Officer/Assistant Superintendent	2019 – 2020, 2021 and ongoing	Meeting agendas and sign-in sheets
A.C.	Plan and ensure articulation occurs in regards to data analysis of subgroup achievement, discipline, and referral between ScIP and department supervisors.	Building Principal and Assistant Superintendent	2019 – 2020, 2021 and ongoing	Building ScIP agendas, sign-in sheets, data analysis evidence from each school

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 2019-2020 through 2021-2022 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 2019 – 2020 and 2021-Ongoing	Evidence of Completion
A.1, A.2	Continue expansions of SCIOP (Shelter in Place) training in our schools and training for staff to become SCIOP certified trainers to build in-house ongoing training for working with ESL.	Title III coordinator, Central Office Administration	2019 – 2020, 2021 and ongoing	Training agendas and sign-in sheets
A.1, A.2	Continue expansion of professional development opportunities as they relate to diversity and equity.	Building and Central Office Administration DEAC	2019 – 2020, 2021 and ongoing	Training agendas and sign-in sheets
A.1. A.2	Continued focus on data review as related to ethnicity, gender, students with disabilities with ScIP, DEAC, grade level teams, and departments	Supervisors, Building Administration	2019 – 2020, 2021 and ongoing	Meeting agendas, sig-in sheets and sample data review documents, goals related to subgroups

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 2019 - 2020 through 2021-2022 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 2019 – 2020 and 2021-Ongoing	Evidence of Completion
A.1.f	Continue to collect and analyze the extra-curricular participation for diversity and create outreach actions to ensure participation is as diverse as possible.	Building Administration and/or Building ScIP/Safety/Wellness Committees	2019 – 2020, 2021 and ongoing	Extra-curricular rosters, outreach action plans
B.4.	Continue to monitor data for male disproportionality represented in classifications, detentions, suspensions, and dropouts.	Assistant Superintendent, Director of Spec. Ed. And Building Administrators	2019 – 2020, 2021 and ongoing	Dates of data review and summary of data trends.

IV. EMPLOYMENT/CONTRACT PRACTICES

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

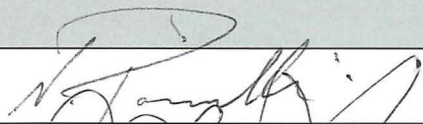

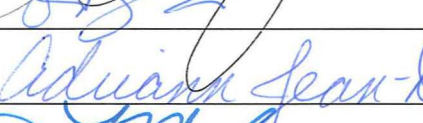

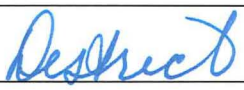
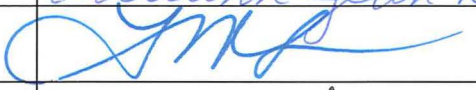


OBJECTIVE: For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2019-2020 through 2021-2022 to ensure equitable practices in employment at all levels of responsibility, and to avoid engaging in business with firms that discriminate on 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 2019 – 2020 and 2021-Ongoing	Evidence of Completion
A.1.2	Continue to expand upon attendance at job fairs to recruit under-represented population for teaching positions.	Human Resource Department	2019 – 2020, 2021 and ongoing	Job fair flyers and documents of attendance
A.1.2	Continue to seek out teaching candidates that are Bi-Lingual.	Human Resource Department, Administrators who hire	2019 – 2020, 2021 and ongoing	Review of applications documentation sent to Human Resource Office

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:

Name	Title	Grade Level (If Applicable)	Signature
Nicole Pormilli	Affirmative Action Officer		
John Burnetsky	Board Member		
Geoff Brignola	Principal	9-12	
Adrian Jean Denis	Principal	K-5	
Theresa Licitra	Director		
Robert Pananque	Athletic Supervisor		
Carl Perino	Principal	6-8	
Candice Sivigila	HR Manager		