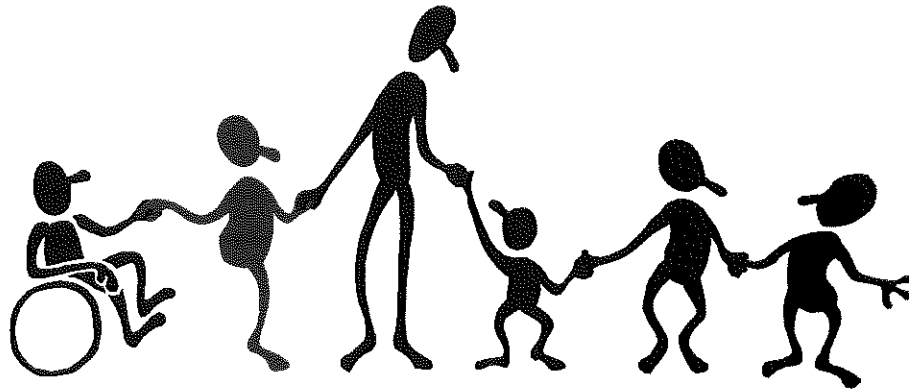


**NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF STUDENT SERVICES
OFFICE OF SPECIALIZED POPULATIONS**



**COMPREHENSIVE EQUITY PLAN
for the Academic Years
2014-17**

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

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

Academic Years 2014-2017

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GENERAL INFORMATION

Purpose

On May 7, 2003 the State Board of Education adopted N.J.A.C. 6A:7, Managing for Equality and Equity in Education, which outlines responsibilities for achieving and maintaining compliance with all state and federal laws governing equity in educational programs. As a result, all schools, including charter schools, are mandated to develop a three-year Comprehensive Equity Plan (CEP). The first CEP covered the school years 2004-2007. The responsibility of each board of education of every public school district and charter school in New Jersey is to identify and correct all discriminatory and inequitable policies, programs, practices and conditions within or affecting their schools. The role of the New Jersey Department of Education (DOE) is to ensure that each district and charter school complies with equality and equity requirements, and to provide guidelines to accomplish that result.

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

Federal Law

- f* Titles VI and VII of the Civil Rights Act of 1964
- f* Title IX of the Education Amendments of 1972
- f* Section 504 of the Rehabilitation Act of 1973
- f* The Americans with Disabilities Act of 1990
- f* Individuals with Disabilities Education Act (I.D.E.A.) of 1997
- f* Equal Pay Act of 1973

State Law

- f* Article I, Paragraph 5 of the New Jersey State Constitution
- f* N.J.S.A.18A:36-20, Equality in Educational Programs
- f* N.J.S.A.10:5 New Jersey Law Against Discrimination
- f* New Jersey Administrative Code (N.J.A.C.) 6A:7
- f* N.J.S.A. 18A:35-1, History of the United States and New Jersey
- f* N.J.S.A. 18A:36-20, Prohibition of Discrimination

Questions regarding the development, submission, and implementation of the Comprehensive Equity Plan may be directed to the county office of education serving the

COUNTY	COUNTY EDUCATION SPECIALIST	OFFICE MAILING ADDRESS	COUNTY	COUNTY EDUCATION SPECIALIST	OFFICE MAILING ADDRESS
Atlantic	Dr. Richard Stepura 609-625-0004 fax #625-6539 Secy- Lisa Willett	Atlantic County Office 6260 Old Harding Highway Mays Landing, NJ 08330-1599	Middlesex	Dr. Laura Morana 732-745-3422 fax # 732-296-0683	Middlesex County Office 1460 Livingston Ave. Building 400, 2 nd Floor North Brunswick, NJ 08902
Bergen	Ms. Norah Peck 201-336-6875 fax #336-6880	Bergen County Office One Bergen County Plaza 3 rd Floor, Room 350 Hackensack, NJ 07601	Monmouth	Dr. Lester Richens - Interim 732-431-7816 fax # 732-577-0679 Secy-Pat Schneider	Monmouth County Office 4000 Kozlaski Road Freehold, NJ 07728-1264
Burlington	Mr. Todd Flora 609-265-5060 fax # 609-265-5922	Burlington County Office PO Box 6000 Mount Holly, NJ 08060 Office Location: 795 Woodlane Road Westampton, NJ 08060	Morris	Mr. Roger Jinks, Sr. - Interim 973-285-8332 fax # 973-285-8341	Morris County Office Court House, PO Box 900 Morristown, NJ 07963-0900 Office Location: Cult. Ctr, 300 Mendham Rd. Morris Twp., NJ 07960
Camden	Dr. Lovell Pugh-Bossett Interim 856-401-2400 fax # 856-401-2410	Camden County Office Jefferson Hall PO Box 200 College Dr Blackwood, NJ 08012	Ocean	Mr. Todd Flora 732-929-2078 fax # 732-506-5336 Kathy Angellella, Secy	Ocean County Office 212 Washington St. Toms River, NJ 08753
Cape May	Dr. Richard Stepura 609-465-1281 fax # 609-465-2094 Secy Delia Duca	Cape May County Office 4 Moore Road Cape May Court House, NJ 08210	Passaic	Mr. Robert Davis- Interim 973-569-2110 fax # 973-754-0241	Passaic County Office 501 River Street Paterson, NJ 07524
Cumberland	Ms. Margaret Nicolosi 856-451-0211 fax # 856-455-9523	Cumberland County Office of Education 19 Landis Avenue Bridgeton, NJ 08302	Salem	Ms. Peggy Nicolosi 856-339-8611 fax # 856-935-6290	Salem County Office 110 Fifth Street Salem, NJ 08079
Essex	Mr. Joseph Zarra 973-621-2750 fax # 973-621-1603 Secy Marie Myler	Essex County Office 60 Nelson Place 1 st Place Newark, NJ 07102	Somerset	Mr. Juan Torres 908-541-5700 fax # 908-722-6902 Connie Richardson	Somerset County Office P.O. Box 3000 Somerville, NJ 08876 Office Location: 27 Warren Street Somerville, NJ 08876
Gloucester	Ms. Ave Altersitz 856-686-8370 fax # 856-423-5296	Gloucester County Office 254 County House Rd Clarksboro, NJ 08080	Sussex	Dr. Rosalie S. Lamonte- Interim 973-579-6996 fax # 973-579-6476	Sussex County Office 262 White Lake Road Sparta, NJ 07871
Hudson	Ms. Monica A. Tone 201-369-5290 fax #201-369-5288	Hudson County Office 830 Bergen Ave. Jersey City, NJ 07306	Union	Mr. Roger Jinks, Sr. Interim 908-654-9860 fax # 908-654-9869	Union County Office 300 No. Avenue, East Westfield, NJ 07090
Hunterdon	Mr. Juan Torres 908-788-1414 fax # 908-788-1457	Hunterdon County Office PO Box 2900 Flemington, NJ 08822-2900 Office Location: 10 Court St., Flemington	Warren	Dr. Rosalie S. Lamonte- Interim 908-475-6327 fax # 908-475-6394	Warren County Office 537 Oxford St. Belvidere, NJ 07823
Mercer	Dr. Laura Morano 609-588-5877 Fax 609-588-5878	Mercer County Office 1075 Old Trenton Rd. Trenton, NJ 08690			

For additional information regarding Charter Schools, contact
Donna Best, phone: (609)-292-5850

SUMMARY STATEMENT

COMPREHENSIVE EQUITY PLAN ACHIEVEMENTS & BARRIERS - FY 2014-2017

School Code:	5290
District/Charter Name:	Township of Union Public Schools
City:	Union
County:	Union

DIRECTIONS: Review the implementation strategies listed in your 2014-2017 Comprehensive Equity Plan (Please refer to pages 17 through 22 of the 2014-2017 plan) to bring the district/charter school into compliance and indicate whether these strategies were implemented and the accomplishments achieved. In addition, please outline any barriers to the implementation or success of these strategies.

BOARD

RESPONSIBILITIES: Not Applicable

STAFF

DEVELOPMENT:

The area of **Staff Development** is in compliance as per NJDOE and UTEA contract.

In addition to the annual 15 hours of annual professional development that is contractually required of all certificated staff, the following is a list of required pedagogy courses for all certificated staff:

- Cooperative Learning
- Technical Infused Diverse Lessons
- Differentiated Instruction
- Danielson's Framework for Teachers
- Frameworks of Professional Practice, 9 Categories of Instructional Practices that Facilitate Student Achievement
- Multiple Intelligences

SCHOOL AND CLASSROOM PRACTICES:

- EQUALITY AND EQUITY IN CURRICULUM:

Districtwide honors, accelerated advanced placement and support classes follow district approved curriculum. Criteria for entrance into any district classes included parent request, teacher recommendation and assessment scores when recommending students for these courses.

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

Questions and Technical Assistance

INSTRUCTIONS FOR COMPLETION OF THE COMPREHENSIVE EQUITY PLAN

Step 1: Complete the Summary Statement for the Comprehensive Equity Plan 2014-2017 (page 5)

Step 2: Formation of the Affirmation Action Team

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

Each district board of education and charter school shall annually designate a member of its staff as the affirmative action officer (AAO) and form an affirmative action team (AAT) – a minimum of three individuals – of whom the AAO is a member, to conduct a needs assessment and to develop the CEP. The Department encourages districts to ensure a diverse stakeholder group and to invite a member of the community as part of the team. The members of the AAT must be identified on the form provided on page 21—Affirmative Action Team Membership Form.

Step 3: Conduct Needs Assessment

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

The district/charter school needs assessment checklist contains four sections:

I. Board Responsibility -- This section sets forth the types of policies and resolutions that the Board must adopt (create if nonexistent, revise if existing but deficient) in order to comply with applicable law. This section outlines specific areas that must be addressed in these policies and resolutions.

II. Staff Development – Please note that staff development and training on equity matters is required **annually** for **all** staff, certificated and non-certificated.

III. School and Classroom Practices -- This section sets forth the equity requirements for four categories: curriculum, student access, guidance, and physical education/athletics.

IV. Employment/Contract Practices – This section outlines the basic practices that must be observed to comply with equity requirements in this area.

In conducting the needs assessment, the AAT will ascertain whether their charter school or district (and each school within the district) is in compliance with each requirement in the checklist and whether there are internal monitoring procedures in place to ensure continuing compliance. Those items needing correction or requiring an internal monitoring procedure or system will form the basis for the improvement strategies that will be proposed in the CEP.

Note that at the beginning of each section of the needs assessment, the laws and codes that specifically apply to the section have been provided for your convenience. Our office encourages the AAT preparing the CEP to refer to these sources of legal authority and become acquainted with the mandates they contain.

Step 4: Developing the Comprehensive Equity Plan (CEP)

After identifying the items that need correction, improvement strategies covering the next three years must be developed for each one of these identified items. For this purpose, forms specific to each assessment area are provided with this packet:

- **Board Responsibilities** (one form)
- **Staff Development** (one form)
- **School and Classroom Practices** (Four forms, one for each sub-area: Equality and Equity in Curriculum, Equality and Equity in Student Access, Equality and Equity in Guidance Programs, and Equality and Equity in Physical Ed/Athletic Programs)
- **Employment and Contract Practices** (one form)

The plan to correct/address each item that needs correction must be written in the form covering the corresponding topic area (Board Responsibilities, Staff Development, Equality and Equity in Student Access, etc). Use the needs assessment categories and sub-categories as your guide.

Each form contains space to include each of the elements of the plan. For each form:

Identify Needs as Compliant or Non-Compliant – for ease of reference and agreement, the identified needs may mirror the language contained in the requirements in the needs assessment. Please note: A school within a district may NOT be compliant; please identify the school(s) by name if this is the case. If the district itself is not compliant, please say “district wide.” REMEMBER, if one school is out of compliance, the entire district is out of compliance.

Develop Improvement Strategies – List each identified need from the corresponding number in the needs assessment (e.g., I.D.1) together with the strategies/activities you will use to improve or correct the deficiency.

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

Plan the Implementation Timeline - Fill in the triangle(s) to indicate the year that the strategy or activity will take place, i.e. 14 is the 2014-2016 school year; 08 is 2008-2009 school year, etc.

Identify Indicator of Accomplishment – List the indicator(s) and/or documentation that will be made available for review, if requested, which will verify that the identified need is being or was corrected. Use qualitative or quantitative methods depending on the type of problem that is being corrected. This is VERY important and will set forth the basis for approval of the CEP.

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

Step 5: Complete the Statement of Assurances

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

Step 6: Obtain the following required Board Resolutions and attach them to the CEP:

The following Board resolutions must be attached to the CEP:

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

Step 7: Assemble the Submission Package in this order:

1. Summary Page of 2014-2017 Implementation
2. Statement of Assurances
3. Resolution appointing the Affirmative Action Officer
4. Resolution authorizing the Affirmative Action Team to conduct the needs assessment and develop a comprehensive equity plan;
5. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.
6. List of Affirmative Action Team members
7. District/Charter School Needs Assessment Checklist
8. Comprehensive Equity Plan forms.

District/Charter School Information: (please type or print)

Township of Union Board of Education 5290 **Union** 039
Legal Name of District/Charter School **Code** **County** **Code**

Address: 2369 Morris Avenue **Telephone #:** (908-851-3020)

City: Union, NJ **Zip:** 07083 **FAX #:** (908-851-6421)

Affirmative Action Officer: Gerry Benaquista **Telephone #:** (908) 851-6425)

AAO Email gbenaquista@twpunionschools.org

Contact Person: Dr. Noreen Lishak **Telephone #:** 908 851- 3020

STATEMENT OF ASSURANCES

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Guidelines for the Desegregation of Public Schools in New Jersey (1989); Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.
2. The district/charter school has conducted a comprehensive needs assessment of its equality and equity needs at each school within the district, if applicable. The attached Comprehensive Equity Plan is designed to meet the assessed equality and equity needs at each site, if applicable.
3. The local Board has authorized the submission of the Comprehensive Equity Plan, and will support full implementation of the plan on October 2015 upon approval by the New Jersey State Department of Education.
4. The district/charter school will also correct any form of discrimination or non-compliance identified by the New Jersey State Department of Education.

CERTIFICATION:

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

Name: Gregory A. Tatum **Title:** Superintendent of Schools
(Print or type name and title)

Signature: _____ **Date:** _____

COMPREHENSIVE EQUITY PLAN

A. ACCOUNTABILITY:

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

B. SANCTIONS

1. As noted in 6A:7-1.9(f), "If the district board of education or charter school does not implement the comprehensive equity plan within 180 days of the approval date of the plan, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to suspend, terminate or refuse to award continued federal or state financial assistance, pursuant to N.J.S.A. 18A:55-2."

APPENDIX A

COMPREHENSIVE EQUITY PLAN

DISTRICT/CHARTER SCHOOL

NEEDS ASSESSMENT

CHECKLIST

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

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

	<u>BOARD RESPONSIBILITY</u>	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
I.	N.J.A.C. 6A:7-1.7; Booker v. Plainfield, 461 NJ, 1965; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX			
A.	Adopt or re-adopt written equality and equity policies, requiring the following:	X		
1)	Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following:	X	District Policy & Regulations Section 2224	
(a)	Identify and address all forms of prejudice and discrimination in all district/charter school programs, practices, curricula, instructional materials and assessments.			
(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.	X	District Policy & Regulations Section 4111.1/4211.1	
(c)	Provide equitable treatment for pregnant and married students.	X	District Policy & Regulations Sections 5134	
(d)	Prohibit or eliminate sexual harassment, and harassment.	X	District Policy & Regulations Sections 4119.3/4219.3 5145 5131.1	
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.	X	District Policy & Regulations Section 2224	
3)	The appointment of an Affirmative Action Officer (AAO) who can also serve as, or coordinate with, the district/charter school's Section 504 Officer and/or the district/charter school's Title IX Coordinator.	X	District Policy & Regulations Section 2224	
4)	Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	X	District Policy & Regulations Section 4231/4231.1	13

	BOARD RESPONSIBILITYContinued	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
B.	Authorize the Affirmative Action Officer team to develop a Comprehensive Equity Plan, implement the plan over a three-year period of time, submit an annual Statement of Assurance of its implementation and progress, and complete the District Performance Review in the NJ QSAC. Charter schools will report annual progress in the Charter School Annual Report.	X	District Policy & Regulations Sections 2224	
C.	Collect and analyze AYP data for underperforming subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant, date of enrollment, student suspension, expulsion, child study team referrals, Pre-K-12 promotion/retention data, Pre-K-12 completion rates and re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data. Identify any school-level underperforming subgroups on annual AYP reports for state assessments.	X	Documentation on file in the Office of the Supervisor of Academic Support and Enrichment Programs	
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:	X	Board of Education Meeting Minutes: October, 2015	
1)	Publicize throughout the community the local Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	X	Superintendent's Office District Policy & Regulations Section 2224; District website designates where board of education policies can be located	
2)	Define the responsibilities of the AAO (Affirmative Action Officer)/504 Officer, and/or Title IX Coordinator, require that the AAO be a certificated staff person and train the AAO to handle the district/charter school's equity responsibilities.	X	Superintendent's Office Section 2224 6121	
3)	Inform students, staff and the community of the name, office address, and phone number of the district/charter school's AAO, and publicize the location and availability of the district/charter school's CEP, 'policy(ies), grievance procedures and annual reports.	X	Superintendent's Office Section 2224 District Website	

	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, socioeconomic status or disability.	X	Superintendent's Office Section 2224	List name of noncompliant school(s) in the district
4)	BOARD RESPONSIBILITYContinued	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	
5)	Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap	X	Documentation on file in the Office of the Supervisor of Academic Support and Enrichment Programs	
6)	Authorize the AAO to conduct yearly equity training for all staff.	X	Superintendent's Office Section 2224	
II.	<u>STAFF DEVELOPMENT AND TRAINING</u> N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance	List name of noncompliant school(s) in the district
A.	Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status every school year , as follows:	Ongoing	MANDATORY: Address this on page 23	
1)	To all certificated (administrative and professional) staff.	Ongoing	MANDATORY: Address this on page 23	
2)	To all non-certificated (non-professional) staff.	Ongoing	MANDATORY: Address this on page 23 Section 4131/4131.1 4231/4231.1	

		Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance	List name of noncompliant school(s) in the district
III.	<u>SCHOOL AND CLASSROOM PRACTICES</u>			
A. 1)	<p>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</p> <p>Ensure that the district/charter school's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. Areas covered include, but are not limited to, the following:</p>	X	<p>District Policy & Regulations Section 6140; Curricula for each course of study are located on the District Website and are also available at the request of the public from Central Office and Department supervisors. Section 6143 5145.4</p>	
(a)	School climate/learning environment	X	<p>District Policy & Regulations Section 5145.4; Student handbook are listed on school websites. Additionally each district building conducts a climate survey annually.</p>	
(b)	Courses of study, including Physical Education	X	<p>District Policy & Regulations Section 5145.4; Curricula for each course of study are located on the District Website and are also available at the request of the public from Central Office and Department supervisors. Section 6142.4 6142.6</p>	
(c)	Library materials/Instructional materials and strategies	X	<p>District Policy & Regulations Section 6160 6163.1</p>	

(d)	Technology/software and audio-visual materials	X	District Policy & Regulations Section 6142.10
(e)	Guidance and counseling, including sexual harassment & grievance procedures	X	District Policy & Regulations Section 6164.2
(f)	Extra-curricular programs and activities	X	District Policy & Regulations Section 6145
(g)	Testing and other assessments	X	District Policy & Regulations Section 6147.1 Testing and assessment results are housed in Central Office, individual buildings and department supervisors office.
(h)	Reducing or preventing the under representation of minority, female and male students in all classes and programs	X	Information available in Guidance Office
2)	Include Multicultural Education content and practices across the curriculum.	X	District Policy & Regulations Section 6143
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. (NJSA 18A:35-1)	X	Curricula for each course of study are located on the District Website and are also available at the request of the public from Central Office and Department supervisors. Topics Specifically addressed in Social Studies in Language Arts.
4)	Include instruction on the Holocaust and other genocides in the curriculum for elementary and secondary school students. (N.J.S.A. 18A:35-28)	X	Curricula for each course of study are located on the District Website and are also available at the request of the public from Central Office and Department supervisors. Topics Specifically addressed in Social Studies in Language Arts.

III.	<u>SCHOOL AND CLASSROOM PRACTICES</u> continued	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance	List name of noncompliant school(s) in the district
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B.	<p>Equality and Equity in Student Access N.J.A.C. 6A:7-1.7 & (g); Titles VI & VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education (1989), U.S. Supreme Court, 1982; <i>Plyer v. Doe</i></p> <p>Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status, as follows:</p>			
1)	Ensure equal and barrier-free access to all school and classroom facilities.			
2)	Attain minority representation, including racial and ethnic balance, within each school that approximates the district/charter school's overall minority racial and ethnic representation.	X	Superintendent's Office- District Policy & Regulations District/School Ethnic Summary Report	
3)	Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	X	Superintendent's Office: District Policy & Regulations BOE Facilities Committee Report to BOE	
4)	Ensure that students are not separated or isolated by race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status, resulting in inappropriate placement within schools, courses, classes, programs or extracurricular activities.	X	Superintendent's Office: District Policy & Regulations	
(a)	Ensure that minority and female students are not disproportionately represented in gifted and talented or accelerated/advanced courses, including math and science.	X	Superintendent's Office: District Policy & Regulations Honors Class Rosters by Gender/Race	
(b)	Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.			
(c)	Ensure equal and bias-free access for all students to computers, computer classes, vocational ed classes, and technologically-advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability or socioeconomic status.	X	District Policy & Regulations Section 6142.2	
(d)	Ensure that all limited English-proficient students have equal and bias-free access to all school programs and activities.	X	District Policy & Regulations Section 6142	19

III.	<u>SCHOOL AND CLASSROOM PRACTICES</u>continued	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance
(e)	Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	X	District Policy & Regulations Section 6171.4
(f)	Ensure that all schools' registration procedures are in compliance with State and Federal regulations.	X	District Policy & Regulations Section 5111
5)	Utilize a State approved language proficiency measure on an annual basis for determining the special needs of language-minority students.	X	District Policy & Regulations Section 6142.2 and Office of Support & Enrichment
6)	Utilize bias-free measures for determining the special needs of students with disabilities.	X	District Policy & Regulations Section 6171.4 and Office of Special Services
7)	Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including limited English-proficient students.	X	District Policy & Regulations Section 6171.1 6160
8)	Ensure that all pregnant students are permitted to remain in the regular school program and activities. If not permitted to attend school by her doctor, ensure that equivalent instruction is provided the student.	X	District Policy & Regulations Section 5134
C.	Equality and Equity in Guidance Programs and Services N.J.A.C. 6A:7-1.7(c) Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998 Ensure that the district/charter school's guidance program provides the following:		
1)	Access to adequate and appropriate counseling services for all students, including females, minority students, limited English proficient students, non-college bound students, and students with disabilities.	X	District Policy & Regulations Section 6142.2 Guidance Handbook
2)	The presentation of a full range of possible career, professional, and/or vocational choices for all students, including careers in the science and technology industries and nontraditional careers.	X	District Policy & Regulations Section 6142.12 & Guidance Handbook
3)	Guidance Counselors are not using biased materials	X	District Policy & Regulations Section 6164.2 & Guidance Handbook

III.	SCHOOL AND CLASSROOM PRACTICEScontinued	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance	List name of noncompliant school(s) in the district
D.	<p>Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972</p> <p>Ensure that the district/charter school's physical education program is co-educational, as follows:</p> <p>1) All instructional activities are equitable and are co-educational.</p>	X	<p>District Policy & Regulations Section 6142.4 Office of Director of Athletics Class rosters</p>	
E.	<p>Equality and Equity in Athletic Programs Athletic Guidelines 1986; N.J.A.C. 6A:7(d) and Title IX, Education Amendments of 1972</p> <p>Ensure that the district/charter school's Athletic Program accomplishes the following:</p> <p>1)</p>			
2)	Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.	X	<p>District Policy & Regulations Section 6145, 6145.1/6145.2 Office of Director of Athletics</p>	
3)	Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	X	<p>District Policy & Regulations Office of Director of Athletics</p>	
4)	Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	X	<p>District Policy & Regulations Office of Director of Athletics</p>	
5)	Provides comparable facilities for male and female teams.	X	<p>District Policy & Regulations Office of Director of Athletics</p>	
IV.	<p>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</p>	Compliant or Non-compliant	<p>Documentation or Evidence to Substantiate Compliance</p>	<p>List name of noncompliant school(s) in the district</p>

	Ensure that the district/charter school provides equal and bias-free access to all categories of employment, as follows:	X	District Policy & Regulations Section 4111, 4111.1/4211.1 Director of Human Resources	
1)	Utilize equitable practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district/charter school's certificated and non-certificated staff and within every category of employment, including administration.	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance	List name of noncompliant school(s) in the district
IV.	<u>EMPLOYMENT/CONTRACT PRACTICES</u> continued			
2)	Target under-utilized groups in every category of employment.	X	Director of Human Resources	
3)	Ensure that the district/charter school's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights. ^y	X	Director of Human Resources	
4)	Monitor promotions and transfers to ensure non-discrimination.	X	Director of Human Resources	
5)	Ensure equal pay for equal work among members of the district/charter school's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	X	Director of Human Resources	
B.	Ensure that the district/charter school does not enter into, or maintain, contracts with persons, agencies, or organizations that discriminate in employment or in the provision of benefits or services, on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	X	District Policy & Regulations Section 3327 Director of Human Resources	
C.	Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	X	Director of Human Resources	

U.S. Commission on Civil Rights website: <http://www.usccr.gov/>
U.S. Dept. of Justice Civil Rights Division website: <http://www.usdoj.gov/crt/crt-home.html>

APPENDIX B

**DISTRICT/CHARTER SCHOOL
COMPREHENSIVE EQUITY PLAN**

***** FORMS *****

AFFIRMATIVE ACTION TEAM MEMBERSHIP FORM

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

DISTRICT/CHARTER SCHOOL NAME: Township of Union Public Schools

NAME	TITLE	GRADE LEVEL (if applicable)	GENDER	SIGNATURE
Gerald Benaquista	Affirmative Action Officer/ Director of Personnel	N/A	M	
Noreen Lishak	Assistant A.A.O. Officer	N/A	F	
Ben Kloc	A.A.O. Classroom Practices	N/A	M	
UHS – Akua Boakye Alternate –Shaun Simone	Affirmative Action Committee Member	N/A		
BMS – Brendon Roberts Alternate – Elizabeth Walters	Affirmative Action Committee Member	N/A	M	
KMS – Danielle Stabler Alternate – Jacqueline Winters	Affirmative Action Committee Member	N/A	F	
Battle Hill – Jaclyn Hrdina Alternate – Jennifer Hampp	Affirmative Action Committee Member	N/A	F	
CF – Rosa Figueiredo Alternate – Randi Miller	Affirmative Action Committee Member	N/A	F	
Franklin – Jaime Mobley Alternate – Fran Siino	Affirmative Action Committee Member	N/A	F	
Hannah Caldwell – Maria Manfra Alternate – Ivone Matos	Affirmative Action Committee Member	N/A	F	
Jefferson- Kristen Nunes Alternate- Victoria Krupa	Affirmative Action Committee Member	N/A	F	
Livingston – Nancy Hunter Alternate – Cindy Valia	Affirmative Action Committee Member	N/A	F	
Washington – Patricia Wiggins Alternate – Ian Penny	Affirmative Action Committee Member	N/A	F	
			M	

BOARD RESPONSIBILITIES

DISTRICT/CHARTER SCHOOL: Township of Union Public Schools

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2014-2017 to ensure that the Board of Education follows through with its responsibilities as defined on pages 12 and 13 of this document, including adoption or re-adoption of written equality and equity policies; the authorization of the AAO to develop a CEP; collection of disaggregated data; and adoption of the CEP and facilitate and support its implementation.

NON-COMPLIANT AREAS: Township of Union Public Schools meets this requirement.

<p>Section/sub-section from needs assessment</p>	<p>Implementation Strategies</p>	<p>Staff Responsible</p>	<p>Implementation Timeline 14 15 16 Ongoing Δ Δ Δ Δ Indicator of Accomplishment</p>	
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STAFF DEVELOPMENT PROGRAM

DISTRICT/CHARTER SCHOOL: Township of Union Public Schools

OBJECTIVE: Describe the plan to be implemented for Academic Years 2014-2017 to provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

STAFF DEVELOPMENT IS ONGOING (see above): Township of Union Public Schools meets these requirements

Section/Sub section from needs	Implementation Strategies	Staff Responsibilities	Implementation Timeline 14 15 16 Ongoing	Indicator of Accomplishment

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2014-2017

SCHOOL AND CLASSROOM PRACTICES: EQUALITY AND EQUITY IN CURRICULUM

DISTRICT/CHARTER SCHOOL: Township of Union Public Schools

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2014-2017 for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students.

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

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline	Indicator of Accomplishment
			14 15 16 Ongoing	
			Δ Δ Δ Δ	Δ

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2014-2017

SCHOOL AND CLASSROOM PRACTICES: EQUALITY AND EQUITY IN STUDENT ACCESS

DISTRICT/CHARTER SCHOOL: Township of Union Public Schools

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2014-2017 to provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status or disability.

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

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline	Indicator of Accomplishment
			14 15 16 Ongoing	
			Δ Δ Δ Δ	Δ

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2014 – 2017

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

DISTRICT/CHARTER SCHOOL: Township of Union Public Schools

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2014-2017 to provide equitable treatment, adequate and appropriate counseling services for ALL students, including females, minority students, limited English-proficient students, non-college bound students, and students with disabilities, and to ensure exposure and counseling services focused on careers in the science and technology industries, non-traditional career options and post-secondary opportunities for minority and female students

NON-COMPLIANT AREAS: Township of Union Public Schools meet the requirements

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline	Indicator of Accomplishment
			14 15 16 Ongoing	

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2014 – 2017

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

DISTRICT/CHARTER SCHOOL: Township of Union Public Schools

OBJECTIVE: Describe the district/charter school’s plan to be implemented for Academic Years 2014-2017 to ensure that there is gender equity in all physical education and athletic programs, and to ensure equitable opportunities for all students to participate in athletics regardless of race, national origin, gender, sexual orientation, religion, English proficiency, socio-economic status or disability.

NON-COMPLIANT AREAS: Township of Union Public Schools meets the requirements.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 14 15 16 Ongoing	Indicator of Accomplishment
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COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2014-2017

EMPLOYMENT AND CONTRACT PRACTICES

DISTRICT/CHARTER SCHOOL: Township of Union Public Schools

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2014-2017 to ensure equitable practices in employment at all levels of responsibility, and to avoid engaging in business with firms that discriminate on the basis of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status, or disability.

NON-COMPLIANT AREAS: Township of Union Public Schools meets this requirement

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline	Indicator of Accomplishment
			14 15 16 Ongoing	

APPENDIX C

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

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

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

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

*Denotes extenuating circumstances; never officially ordered to desegregate.

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

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

List goals accomplished _____

Ongoing Activities to Achieve Desegregation _____

OTHER _____ 35

APPENDIX

DISTRICT/CHARTER SCHOOL COMPREHENSIVE EQUITY PLAN YEARLY STATEMENT OF ASSURANCE

2010-2011

2011-2012

2012-2013

2013-2014

2014-2015

COMPREHENSIVE EQUITY PLAN ANNUAL ASSURANCE

Academic Year 2014-2017

Legal Name of District/Charter School _____ Code _____ County _____

Address: _____ Telephone # (_____) _____

City: _____ Zip: _____ FAX #: (_____) _____

Affirmative Action Officer: _____ Telephone #: (_____) _____

AAO Email _____

Contact Person: _____ Telephone #: (_____) _____ Ext. _____

STATEMENT OF ASSURANCE OF CEP IMPLEMENTATION – Year 2014-2017-

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Guidelines for the Desegregation of Public Schools in New Jersey (1989); Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.
2. The district/charter school has reviewed its implementation strategies for academic year 2014-2017 and provides assurance that the implementation timeline has been met at each school within the district, if applicable. The mandated staff development training programs have been conducted and areas of noncompliance as indicated in the Plan have met specific indicators of achievement at each site, if applicable, during this academic year.

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

Name _____ Title _____

Signature: _____ Date: _____

COMPREHENSIVE EQUITY PLAN ANNUAL ASSURANCE

Academic Year 2014-2017

Legal Name of District/Charter School _____ Code _____ County _____

Address: _____ Telephone # (____) _____

City: _____ Zip: _____ FAX #: (____) _____

Affirmative Action Officer: _____ Telephone #: (____) _____

AAO Email _____

Contact Person: _____ Telephone #: (____) _____ Ext. _____

STATEMENT OF ASSURANCE OF CEP IMPLEMENTATION – Year 2014-2017-

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Guidelines for the Desegregation of Public Schools in New Jersey (1989); Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.
2. The district/charter school has reviewed its implementation strategies for academic year 2014-2017 and provides assurance that the implementation timeline has been met at each school within the district, if applicable. The mandated staff development training programs have been conducted and areas of noncompliance as indicated in the Plan have met specific indicators of achievement at each site, if applicable, during this academic year.

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COMPREHENSIVE EQUITY PLAN ANNUAL ASSURANCE

Academic Year 2014- 2017

Legal Name of District/Charter School _____ Code _____ County _____

Address: _____ Telephone # (_____) _____

City: _____ Zip: _____ FAX #: (_____) _____

Affirmative Action Officer: _____ Telephone #: (_____) _____

AAO Email _____

Contact Person: _____ Telephone #: (_____) _____ Ext. _____

STATEMENT OF ASSURANCE OF CEP IMPLEMENTATION – Year 2014-2017-

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Guidelines for the Desegregation of Public Schools in New Jersey (1989); Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.
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signature: _____ Date: _____

COMPREHENSIVE EQUITY PLAN ANNUAL ASSURANCE

Academic Year 2014- 2017

Legal Name of District/Charter School _____ Code _____ County _____

Address: _____ Telephone # (_____) _____

City: _____ Zip: _____ FAX #: (_____) _____

Affirmative Action Officer: _____ Telephone #: (_____) _____

AAO Email _____

Contact Person: _____ Telephone #: (_____) _____ Ext. _____

STATEMENT OF ASSURANCE OF CEP IMPLEMENTATION – Year 2014-2017-

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Guidelines for the Desegregation of Public Schools in New Jersey (1989); Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.
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Name _____ Title: _____

signature: _____ Date: _____

COMPREHENSIVE EQUITY PLAN ANNUAL ASSURANCE

Academic Year 2014- 2017

Legal Name of District/Charter School _____ Code _____ County _____

Address: _____ Telephone # (_____) _____

City: _____ Zip: _____ FAX #: (_____) _____

Affirmative Action Officer: _____ Telephone #: (_____) _____

AAO Email _____

Contact Person: _____ Telephone #: (_____) _____ Ext. _____

STATEMENT OF ASSURANCE OF CEP IMPLEMENTATION – Year 2014-2017-

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Guidelines for the Desegregation of Public Schools in New Jersey (1989); Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.
2. The district/charter school has reviewed its implementation strategies for academic year 2014-2017 and provides assurance that the implementation timeline has been met at each school within the district, if applicable. The mandated staff development training programs have been conducted and areas of noncompliance as indicated in the Plan have met specific indicators of achievement at each site, if applicable, during this academic year.

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

Name _____ Title: _____

signature: _____ Date: _____