

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



**COMPREHENSIVE EQUITY PLAN  
For School Years  
2016-17 through 2018-19**

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

***Due Date: On or before April 1, 2016***

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

**School Years 2016-2017 through 2018-2019**

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## COMPREHENSIVE EQUITY PLAN

### A. ACCOUNTABILITY:

1. Each school district, charter school and renaissance school project must review the approved Comprehensive Equity Plan (CEP) on an annual basis and submit a statement of assurance regarding the CEP implementation to the County Office of Education no later than September 1 of each year. Statements of Assurance forms for each school year are attached as Appendix D.
2. The New Jersey Department of Education will review a sampling of CEPs annually.

### B. SANCTIONS:

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

\*In accordance with N.J.S.A. 18A:36C-7h., Renaissance school projects are bound to the laws and regulations that govern charter schools

## APPENDIX A: AFFIRMATIVE ACTION TEAM

The following Affirmative Action Team (AAT) members that participated in the development of the needs assessment and Comprehensive Equity Plan. The AAT **must** consist of a minimum of three personnel and be comprised of diverse stakeholders.

**SCHOOL DISTRICT, CHARTER SCHOOL AND RENAISSANCE SCHOOL PROJECT NAME:**

### CARTERET PUBLIC SCHOOLS

NAME	TITLE	GRADE LEVEL (if applicable)	SIGNATURE
<b>Kathleen Dallavalle</b>	<b>Affirmative Action Officer Director of C&amp;I</b>	<b>Pre-K - 12</b>	
<b>Patricia Derillo</b>	<b>Director of Student Personnel Services</b>	<b>Pre-K - 12</b>	
<b>Grace Cunha</b>	<b>Supv. Health/PE &amp; Ath. Director</b>	<b>Pre-K - 12</b>	
<b>Maria Romero</b>	<b>Supv. World Lang. Bilingual/ESL</b>	<b>Pre-K – 12</b>	
<b>Christina Rozanski</b>	<b>Elementary Vice-Principal</b>	<b>Pre-K-5</b>	
<b>Tara Romero</b>	<b>Middle School Vice-Principal</b>	<b>6-8</b>	
<b>Veronica Pitts</b>	<b>SAC/Anti-Bullying Coord.</b>	<b>Pre-K-12</b>	
<b>Ellen Magella</b>	<b>Admin. Asst./Community Member</b>		

**APPENDIX B: COMPREHENSIVE EQUITY PLAN NEEDS ASSESSMENT**

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

<b>I. <u>BOARD RESPONSIBILITY</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<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><b>A.</b> Adopt or re-adopt written equality and equity policies, requiring the following:</p>	<b>YES</b>	<p align="center"><b>Board Policies/Regulations:</b> 1523-Comprehensive Equity Plan-Adopted: 26 January 2011</p>	
<p>1) Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following:</p> <p>a) Identify and address all forms of prejudice and discrimination in all district, charter and renaissance school project programs, practices, curricula, instructional materials and assessments.</p>	<b>YES</b>	<p align="center"><b>Board Policies/Regulations:</b> 1523-Comprehensive Equity Plan- Adopted: 26 January 2011 1550-Employment &amp; Contract Practices-Adopted: 26 January 2011 2260-Affirmative Action Program for School &amp; Classroom Practices- Adopted: 26 January 2011 5750-Equal Educational Opportunity-Adopted: 25 June 2005 5755-Equity in Educational Programs &amp; Services-Adopted:25 June 2005 Curriculum Committee Reviews</p>	
<p>b) Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>	<b>YES</b>	<p align="center"><b>Board Policies/Regulations:</b> 1523-Comprehensive Equity Plan- Adopted: 26 January 2011 2260-Affirmative Action Program for School &amp; Classroom Practices- Adopted: 26 January 2011 5750-Equal Educational Opportunity-Adopted: 25 June 2005</p>	All Schools
<p>c) Provide equitable treatment for pregnant and married students.</p>	<b>YES</b>	<p align="center"><b>Board Policies/Regulations:</b> 2416-Programs for Pregnant Pupils-Adopted: 30 March 2005 5752-Marital Status &amp; Pregnancy-Adopted: 29 June 2005</p>	
<p>d) Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).</p>	<b>YES</b>	<p align="center"><b>Board Policies/Regulations:</b> 1523-Comprehensive Equity Plan- Adopted: 26 January 2011 5512.01-Harassment, Intimidation &amp; Bullying-Adopted: 26 November 2013</p>	

<b>I. <u>BOARD RESPONSIBILITY</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
		5751-Sexual Harassment-Adopted: 29 June 2005	
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.	<b>YES</b>	<b>Board Policies/Regulations:</b> 1523-Comprehensive Equity Plan- Adopted: 26 January 2011 5750-Equal Educational Opportunity-Adopted: 25 June 2005	
3) Appoint an Affirmative Action Officer (AAO) who can also serve as or coordinate with the Section 504 Officer and/or the district, charter and renaissance school project's Title IX Coordinator.	<b>YES</b>	<b>Board Policies/Regulations:</b> 1510-Rights of Persons With Handicaps or Disabilities/Policy on Non-Discrimination-Adopted: 29 September 2004 1523-Comprehensive Equity Plan- Adopted: 26 January 2011 5750-Equal Educational Opportunity-Adopted: 25 June 2005 AAO appointed -	
4) Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6.	<b>NO</b>	<b>Board Policies/Regulations:</b> 1523-Comprehensive Equity Plan- Adopted: 26 January 2011	<b>All Schools</b>
<b>B.</b> Authorize the Affirmative Action Team to develop a Needs Assessment and a Comprehensive Equity Plan, implement the plan over a three-year period of time, submit an annual Statement of Assurance of its implementation and progress.	<b>YES</b>	<b>Board Policies/Regulations:</b> 1523-Comprehensive Equity Plan- Adopted: 26 January 2011	
<b>C.</b> 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-	<b>YES</b>	<b>Board Policies/Regulations:</b> 2415.01-Academic Standards, Academic Assessments, & Accountability-Adopted: 27 February 2013  BOE presentations School Data Binders	

<b>I. <u>BOARD RESPONSIBILITY</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data. Identify any school-level underperforming subgroups on Annual Yearly Progress (Progress Targets) reports for state assessments.			
<b>D.</b> Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking the following actions:	<b>YES</b>	<b>Board Policies/Regulations:</b> 1523-Comprehensive Equity Plan- Adopted: 26 January 2011	
1) Inform the school community about the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	<b>YES</b>	<b>Board Policies/Regulations:</b> 1523-Comprehensive Equity Plan- Adopted: 26 January 2011 3362-Sexual Harassment-Adopted: 28 September 2005 4352-Sexual Harassment-Adopted: 27 July 2005 5751-Sexual Harassment-Adopted: 29 June 2005 5755-Equity in Educational Programs & Services-Adopted:25 June 2005  BOE policies are posted on the district website	
2) Define the responsibilities of the AAO (Affirmative Action Officer/504 Officer, and/or Title IX Coordinator); require that the AAO be a certificated staff person; and, train the AAO to handle the equity responsibilities.	<b>YES</b>	<b>Board Policies/Regulations:</b> 2260-Affirmative Action Program for School & Classroom Practices- Adopted: 26 January 2011	
3) Provide students, staff and the community with contact information for the AAO and		<b>Board Policies/Regulations:</b> 1550-Employment & Contract Practices-Adopted: 26 January 2011	



<b>I. <u>BOARD RESPONSIBILITY</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
publicize the location and availability of the CEP, policy(ies), grievance procedures and annual reports.	<b>YES</b>	<b>2260-Affirmative Action Program for School &amp; Classroom Practices- Adopted: 26 January 2011</b>	
4) Investigate and resolve discrimination complaints, grievances and incidents between students and staff or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.	<b>YES</b>	<b>Board Policies/Regulations: 1550-Employment &amp; Contract Practices-Adopted: 26 January 2011 2260-Affirmative Action Program for School &amp; Classroom Practices- Adopted: 26 January 2011</b>	
5) Report on progress made in meeting the adequate yearly targets established for closing the achievement gap as set by the Department of Education.	<b>YES</b>	<b>Board Policies/Regulations: 1530-Equal Employment Opportunity Complaint Procedure- Adopted: 26 January 2011 2260-Affirmative Action Program for School &amp; Classroom Practices- Adopted: 26 January 2011 5750-Equal Educational Opportunity- Adopted: 29 June 2005 5755-Equity in Educational Programs &amp; Services- Adopted: 29 June 2005  Superintendents Cabinet Agendas</b>	
6) Authorize the AAO to conduct yearly equity training for all staff.	<b>YES</b>	<b>Board Policies/Regulations: 1523-Comprehensive Equity Plan- Adopted: 26 January 2011 2260-Affirmative Action Program for School &amp; Classroom Practices- Adopted: 26 January 2011</b>	
<b>E.</b> A county vocational school district shall admit resident students based on board-approved policies and procedures that ensure equity and access for enrollment that shall be posted on the school district, charter and renaissance school project's website. N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards.		(For County Vocational School Districts Only)	

<b>II. STAFF DEVELOPMENT AND TRAINING</b> <small>N.J.A.C. 6A:7-1.6 &amp; N.J.S.A. 10:5</small>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance</b> <b>MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<b>A.</b> Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year to:	<b>Ongoing</b>	<b>Board Policies/Regulations:</b> 1523-Comprehensive Equity Plan-26 January 2011 2260-Affirmative Action Program for School & Classroom Practices-26 January 2011	<b>All Schools</b>
1) Certificated (administrative and professional) staff.	<b>Ongoing</b>	<b>Board Policies/Regulations:</b> 1523-Comprehensive Equity Plan-26 January 2011 2260-Affirmative Action Program for School & Classroom Practices-26 January 2011	<b>All Schools</b>
2) Non-certificated (non-professional) staff.	<b>Ongoing</b>	<b>Board Policies/Regulations:</b> 1523-Comprehensive Equity Plan-26 January 2011 2260-Affirmative Action Program for School & Classroom Practices-26 January 2011	<b>All Schools</b>

<b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<p><b>A. Equality and Equity in Curriculum</b>            N.J.A.C. 6A:7-1.7(b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972, U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard</p> <p>1) Ensure that the district, charter school or renaissance school project's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and that they address the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP (Progress Targets profiles) for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, English proficiency, housing status or socioeconomic status. Areas covered include, but are not limited to, the following:</p>	<b>YES</b>	<b>Board Policies/Regulations:</b> <b>2260-Affirmative Action Program for School &amp; Classroom Practices-26 January 2011</b> <b>2415.01-Academic Standards, Academic Assessments, &amp; Accountability-February 2013</b>	
<p>a) School climate and culture, safe and positive learning environment</p>	<b>YES</b>	<b>Board Policies/Regulations:</b> <b>5750-Equal Education Opportunity-25 June 2005</b>	
<p>b) Courses of study, including physical education</p>	<b>YES</b>	<b>Board Policies/Regulations:</b> <b>5750-Equal Education Opportunity-25 June 2005</b>	
<p>c) Library materials/instructional materials and strategies</p>	<b>Ongoing</b>	<b>Board Policies/Regulations:</b> <b>5750-Equal Education Opportunity-25 June 2005</b>	<b>All Schools</b>

<b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
d) Technology/software and audiovisual materials	<b>YES</b>	<b>Board Policies/Regulations:</b> 5750-Equal Education Opportunity-25 June 2005	
e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures	<b>YES</b>	<b>Board Policies/Regulations:</b> 5750-Equal Education Opportunity-25 June 2005 Agenda from September Staff Meetings NCADD course	
f) Extra-curricular programs and activities	<b>YES</b>	<b>Board Policies/Regulations:</b> 5750-Equal Education Opportunity-25 June 2005	
g) Tests and other assessments	<b>YES</b>	<b>Board Policies/Regulations:</b> 5750-Equal Education Opportunity-25 June 2005	
h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	<b>YES</b>	<b>Board Policies/Regulations:</b> 5750-Equal Education Opportunity-25 June 2005	
2) Incorporate multicultural aspects throughout the instructional content and practices across the curriculum.	<b>YES</b>	<b>Board Policies/Regulations:</b> 5750-Equal Education Opportunity-25 June 2005  Approved Curricula School Activities and Programs	
3) Ensure that instruction in African-American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	<b>YES</b>	<b>Board Policies/Regulations:</b> 5750-Equal Education Opportunity-25 June 2005  Approved Curricula	
4) Include instruction on the Holocaust and other genocide curricula at all grade levels. (N.J.S.A. 18A:35-28)	<b>Ongoing</b>	<b>Board Policies/Regulations:</b> 5750-Equal Education Opportunity-25 June 2005 Approved Curriculum	<b>Columbus School Minue School Nathan Hale School</b>
<b>B. Equality and Equity in Student Access</b> 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.	<b>YES</b>	<b>Board Policies/Regulations:</b>  2260-Affirmative Action Program for School & Classroom Practices-26 January 2011 5750-Equal Educational Opportunity-25 June 2005	

<b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<p>Pickard</p> <p>Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status, as follows:</p>			
<p>1) Ensure equal and barrier-free access to all school and classroom facilities.</p>	<b>NO</b>	<p><b>Board Policies/Regulations:</b>  <b>1510-Rights of Persons With Handicaps or Disabilities/Policy on Non-Discrimination-Sept. 2004</b></p>	<p><b>Carteret Middle School  Minue School  Columbus School</b></p>
<p>2) Attain minority representation of students within each school, including racial and ethnic balance, that approximates the district, charter and renaissance school project's overall minority racial and ethnic representation.</p>	<b>YES</b>	<p><b>Board Policies/Regulations:</b>  <b>5750-Equal Education Opportunity-25 June 2005</b></p>	
<p>3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.</p>	<b>YES</b>	<p><b>Board Policies/Regulations:</b>  <b>5750-Equal Education Opportunity-25 June 2005</b>  <b>7100-Long Range Facilities Planning-27 October 2004</b></p>	
<p>4) Ensure that students are not separated or isolated by race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, housing status or socioeconomic status, resulting in disproportionate placement within schools, courses, classes, programs or extracurricular</p>	<b>YES</b>	<p><b>Board Policies/Regulations:</b>  <b>5750-Equal Education Opportunity-25 June 2005</b></p>	

<b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
activities.			
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.	<b>YES</b>	<b>Board Policies/Regulations:</b> 2260-Affirmative Action Program for School & Classroom Practices-26 January 2011	
b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	<b>Ongoing</b>	<b>Board Policies/Regulations:</b> 5755-Equity in Education Programs & Services-25 June 2005  Data Binders and Meeting Agendas from all schools	<b>Carteret Middle School Carteret High School</b>
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.	<b>YES</b>	<b>Board Policies/Regulations:</b> 2360-Use of Technology-May 2007 2361-Acceptable Use of Computer Networks/Computers & Resources-29 August 2012 2421-Vocational Education-June 2007	
d) Ensure that all English language learners have equal and bias-free access to all school programs and activities.	<b>YES</b>	<b>Board Policies/Regulations:</b> 2423-Bilingual & ESL Education-January 2011	
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and	<b>NO</b>	<b>Board Policies/Regulations:</b> 2260-Affirmative Action Program for School & Classroom Practices-26 January 2001	<b>Access to stage at Carteret MS Minue School Columbus School</b>

<b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
activities.			
f) Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	<b>YES</b>	<b>Board Policies/Regulations:</b> 5111-Eligibility of Resident/Nonresident Pupils- October 22, 2014	
5) Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	<b>YES</b>	<b>Board Policies/Regulations:</b> 2423-Bilingual & ESL Education-January 2011  Access For ELLS Schedule	
6) Utilize bias-free measures for determining the special needs of students with disabilities.	<b>YES</b>	<b>Board Policies/Regulations:</b> 2460-Special Education/Sending Schools-April 2009 2460.1,2460.05,2460.07,2460.08,2460.10,2460.14- 2461-Special Education – Receiving Schools 2461.1,2461.02,2461.03,2460.25,2460.08-April 2011	
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.	<b>YES</b>	<b>Board Policies/Regulations:</b> 2260-Affirmative Action Program for School & Classroom Practices-26 January 2011 2414-Programs For Pupils of high need-April 2011 2415-No Child Left Behind Programs-February 2013  Pathways, Boys and Girls Club, Nurses Logs	
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.	<b>YES</b>	<b>Board Policies/Regulations:</b> 2416-Programs for Pregnant Pupils-March 2005 5752-Marital Status & Pregnancy-June 2005	
<b>C. Equality and Equity in Guidance Programs and Services</b> N.J.A.C. 6A:7-1,7(c)Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998			

<b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
Ensure that the district, charter and renaissance school project's guidance program provides the following:			
1) Access to adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, and students with disabilities.	<b>YES</b>	<b>Board Policies/Regulations:</b> 2411-Guidance Counseling-30 March 2005	
2) A full range of possible occupational, professional, and Career and Technical Education choices for all students, including careers in the science and technology industries and nontraditional careers.	<b>Ongoing</b>	<b>Board Policies/Regulations:</b> 2411-Guidance Counseling-30 March 2005	<b>All Schools</b>
3) Bias-free materials for use by counselors.	<b>YES</b>	<b>Board Policies/Regulations:</b> 2411-Guidance Counseling-30 March 2005 2510-Adoption of Textbooks-30 March 2005 2530-Resource Materials-30 March 2005	
<b>D. Equality and Equity in Physical Education</b> N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972  Ensure that the physical education program and instructional activities are equitable.	<b>YES</b>	<b>Board Policies/Regulations:</b> 2260-Affirmative Action Program for School & Classroom Practices-26 January 2011 5755-Equity in Education Programs & Services-25 June 2005	



<b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliant (Yes or No)	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b>	<b>List name of noncompliant school(s) in the district</b>
<p><b>E. Equality and Equity in Athletic Programs</b> Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(d) and Title IX, Education Amendments of 1972</p> <p>Ensure that the athletic program accomplishes the following:</p> <p>1) Relatively equal numbers of varsity and sub-varsity teams for male and female students.</p>	<b>YES</b>	<p><b>Board Policies/Regulations:</b> 2260-Affirmative Action Program for School &amp; Classroom Practices-26 January 2011 5750-Equal Educational Opportunity-25 JUNE 2005 5755-Equity in Educational Programs &amp; Services-25 June 2005</p> <p>Lists of Sports Teams offered to males and females</p>	
<p>2) Equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.</p>	<b>YES</b>	<p><b>Board Policies/Regulations:</b> 2260-Affirmative Action Program for School &amp; Classroom Practices-26 January 2011 5755-Equity in Educational Programs &amp; Services-25 June 2005</p>	
<p>3) Equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.</p>	<b>YES</b>	<p><b>Board Policies/Regulations:</b> 2260-Affirmative Action Program for School &amp; Classroom Practices-26 January 2011 5755-Equity in Educational Programs &amp; Services-25 June 2005</p>	
<p>4) Comparable facilities for male and female teams.</p>	<b>YES</b>	<p><b>Board Policies/Regulations:</b> 2260-Affirmative Action Program for School &amp; Classroom Practices-26 January 2011 5755-Equity in Educational Programs &amp; Services-25 June 2005</p>	

<p><b><u>IV. EMPLOYMENT/CONTRACT PRACTICES</u></b>  N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973</p>	<p>Compliant (Yes or No)</p>	<p><b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b></p>	<p><b>List name of noncompliant school(s) in the district</b></p>
<p>A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows:</p> <p>1) Utilize equitable hiring practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district, charter and renaissance school project’s certificated and non-certificated staff and within every category of employment, including administration.</p>	<p><b>YES</b></p>	<p><b>Board Policies/Regulations:</b>  1510-Right of Persons With Handicaps or Disabilities/Policy on Non-Discrimination-29 September 2004  1530-Equal Employment Opportunity Complaint Procedure-26 September 2011  1550-Employment &amp; Contract Practices-26 January 2011</p>	
<p>2) Target recruiting practices for under-represented populations in every category of employment.</p>	<p><b>Ongoing</b></p>	<p><b>Board Policies/Regulations:</b>  1530-Equal Employment Opportunity Complaint Procedure-26 September 2011   Job postings, job fairs, newspaper ads</p>	<p><b>All Schools</b></p>
<p>3) Compliance of employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.</p>	<p><b>YES</b></p>	<p><b>Board Policies/Regulations:</b>  1530-Equal Employment Opportunity Complaint Procedure-26 September 2011  1550-Employment &amp; Contract Practices-26 January 2011</p>	
<p>4) Monitor promotions and transfers to ensure non-discrimination.</p>	<p><b>YES</b></p>	<p><b>Board Policies/Regulations:</b>  1530-Equal Employment Opportunity Complaint Procedure-26 September 2011  1550-Employment &amp; Contract Practices-26 January 2011</p>	
<p>5) Provide equal pay for equal work regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual</p>	<p><b>YES</b></p>	<p><b>Board Policies/Regulations:</b>  1530-Equal Employment Opportunity Complaint Procedure-26 September 2011  1550-Employment &amp; Contract Practices-26 January 2011</p>	

<p><b><u>IV. EMPLOYMENT/CONTRACT PRACTICES</u></b>  N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973</p>	<p>Compliant (Yes or No)</p>	<p><b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</b></p>	<p><b>List name of noncompliant school(s) in the district</b></p>
<p>orientation, gender, religion, disability or socioeconomic status.</p>			
<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>	<p><b>YES</b></p>	<p><b>Board Policies/Regulations:</b>  <b>1530-Equal Employment Opportunity Complaint Procedure-26 September 2011</b>   <b>1550-Employment &amp; Contract Practices-26 January 2011</b></p>	
<p>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.</p>	<p><b>YES</b></p>	<p><b>Board Policies/Regulations:</b>  <b>1530-Equal Employment Opportunity Complaint Procedure-26 September 2011</b>   <b>1550-Employment &amp; Contract Practices-26 January 2011</b></p>	



## II. STAFF DEVELOPMENT AND TRAINING

**SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:** *CARTERET PUBLIC SCHOOLS*

**OBJECTIVE:** For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 to provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Evidence of Completion
			2016	2017	2018	Ongoing	
<b>II.A</b>	<b>Provide yearly professional development to the staff, open to parents and the community to identify and resolve on instructional strategies for problems associated with the student achievement gap and other identified inequities based upon race, color, national origin, sex, socioeconomic status, gender, religion, disability, or housing status.</b>	<b>AAO and AA team members in each school</b>	<b>Ongoing</b>				<b>Meeting Agendas and Sign-in Sheets</b>
<b>II .A 1,2</b>	<b>Provide quarterly professional development to the staff on instructional strategies to resolve problems associated with the student achievement gap and other identified inequities based upon race, color, national origin, sex, socioeconomic status, gender, religion, disability, or housing status.</b>	<b>AAO and AA team members in each school</b>	<b>Ongoing</b>				<b>Meeting Agendas and Sign-in Sheets</b>

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

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

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Evidence of Completion
			2016	2017	2018	Ongoing	
III. A 1.c	Increase the number of books containing people of different ethnicities and global topics available in the libraries.	AAO, School Committees, and Library Aide	Ongoing				Library Catalog
III. C 2	Identify additional resources for providing students with courses relevant to and information about careers in science and technology and nontraditional areas.	Dir of C &I, Dir of Student Personnel Services, Content Supvs	Ongoing				Curriculum Meeting Agendas

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

**SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:** *CARTERET PUBLIC SCHOOLS*  
**OBJECTIVE:** For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 to provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status, immigration status, housing status or disability.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Evidence of Completion
			2016	2017	2018	Ongoing	
III. B 4.b	Identify research based strategies to decrease the number of male and minority students in the counts of detentions, expulsions, suspensions, drop-outs, and sped classifications. Provide professional development to staff on the topic and implement a plan to address the need.	HS Administration, MS Administration, Supv of Special Services, Dir of C &I, Asst. Super	2016, 2017				Meeting Agendas Plan Documentation Data Analysis
III. B 1	The Department of Buildings and Grounds will begin to consider plans to provide access to the stages in Columbus, Minue and the Carteret Middle School for students in wheelchairs.	Supv of Bldg and Grounds	2016,2017				Construction Plan BOE Meetings

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

**SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME: *CARTERET PUBLIC SCHOOLS***

**OBJECTIVE:** For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 to provide equitable treatment, adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, migrant students, students experiencing homelessness and students with disabilities, and to ensure exposure and counseling services focused on careers in the science and technology industries, non-traditional career options and post-secondary opportunities for minority and female students.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Evidence of Completion
			2016	2017	2018	Ongoing	
III. C 2	Identify additional resources for providing students with courses relevant to and information about careers in science and technology and nontraditional areas.	Dir of C &I, Dir of Student Personnel Services, Content Supvs	Ongoing				Curriculum Meeting Agendas







# **APPENDIX D: COMPREHENSIVE EQUITY PLAN**

## **YEARLY STATEMENTS OF ASSURANCE**

2016-2017

2017-2018

2018-2019

# Comprehensive Equity Plan Statement of Assurance

to be Submitted with the Three-Year CEP

## School District, Charter School or Renaissance School Project Information:

<b>County:</b> Middlesex	
<b>School District/Charter School/Renaissance School Project:</b> Carteret Public Schools	
<b>Address:</b> 599 Roosevelt Avenue, Carteret NJ 07008	
<b>Affirmative Action Officer (AAO):</b> Kathleen Dallavalle	<b>Telephone #:</b> 732-541-8960 ext 6029
<b>AAO Email:</b> kdallavalle@carteretschools.org	
<b>Alternate Contact Person:</b> Patricia Derillo	<b>Telephone #:</b> 732-541-8960 ext 4250
<b>Title:</b> Director of Student Personnel Services	<b>Email:</b> pderillo@carteretschools.org

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

### CERTIFICATION:

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

Name \_\_\_\_\_ Title \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

<b>County:</b> Middlesex	
<b>School District, Charter School or Renaissance School Project:</b> Carteret Public Schools	
<b>Address:</b> 599 Roosevelt Avenue, Carteret NJ 07008	
<b>Affirmative Action Officer (AAO):</b> Kathleen Dallavalle	<b>Telephone #:</b> 732-541-8960 ext 6029
<b>AAO Email:</b> kdallavalle@carteretschools.org	
<b>Alternate Contact Person:</b> Patricia Derillo	<b>Telephone #:</b> 732-541-8960 ext 4250
<b>Title:</b> Director of Student Personnel Services	<b>Email:</b> pderillo@carteretschools.org

1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2016-17 and provides assurance that the implementation timeline has been met at each school within the district, charter school or renaissance school project, if applicable. The areas of noncompliance as indicated in the CEP have met specific indicators of achievement at each site, if applicable, during this previous school year.
2. The school district, charter school or renaissance school project will continue to fully implement the NJDOE approved Comprehensive Equity Plan.
3. The district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes, and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

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

Name \_\_\_\_\_ Title \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

<b>County:</b> Middlesex	
<b>School District, Charter School or Renaissance school project:</b> Carteret Public Schools	
<b>Address:</b> 599 Roosevelt Ave, Carteret, NJ 07008	
<b>Affirmative Action Officer (AAO):</b> Kathleen Dallavalle	<b>Telephone #:</b> 732-541-8960 ext 6028
<b>AAO Email:</b> kdallavalle@carteretschools.org	
<b>Alternate Contact Person:</b> Patricia Derillo	<b>Telephone #:</b> 732-541-8960 ext 4250
<b>Title:</b> Director of Student Personnel Services	<b>Email:</b> pderillo@carteretschools.org

1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2017-18 and provides assurance that the implementation timeline has been met at each school within the district, charter school or renaissance school project, if applicable. The areas of noncompliance as indicated in the CEP have met specific indicators of achievement at each site, if applicable, during this previous school year.
2. The school district, charter school or renaissance school project will continue to fully implement the NJDOE approved Comprehensive Equity Plan.
3. The district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes, and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

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

Name \_\_\_\_\_ Title \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_