

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

Warren Township Board of Education

**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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GENERAL INFORMATION

Purpose

In September 2008, the State Board of Education re-adopted N.J.A.C. 6A:7, Managing for Equality and Equity in Education, which outlines responsibilities for achieving and maintaining compliance with state and federal laws governing equity in educational programs. As a result, all school districts, including charter schools and renaissance school projects are mandated to develop a three-year Comprehensive Equity Plan (CEP). The first CEP encompassed school years 2004-2007, the second encompassed 2007-2010 and subsequent to that, school districts and charter schools submitted signed statements of assurance, affirming compliance with the code. The responsibility of each board of education and board of trustees of every public school district, charter school and renaissance school project in New Jersey is to identify and correct all discriminatory and inequitable policies, programs, practices and conditions within or affecting schools. The role of the New Jersey Department of Education (NJDOE) is to ensure that each district, charter school and renaissance school project complies with equality and equity requirements, and to provide guidelines to accomplish that result.

The Comprehensive Equity Plan enables school districts, charter schools and renaissance school projects to demonstrate compliance with all applicable laws, codes, and regulations, including, but not limited to, the following:

Federal Laws

- 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
- Equal Pay Act
- The Americans with Disabilities Act of 1990
- Individuals with Disabilities Education Act (I.D.E.A.)

State Laws and Regulations

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

Questions

Questions regarding the development, submission and implementation of the Comprehensive Equity Plan may be sent to countyoffices@doe.state.nj.us. Additionally, questions may be directed to the county education specialist at the County Office of Education. The contact list for [the county offices of education can be found at http://www.state.nj.us/education/counties/](http://www.state.nj.us/education/counties/).

Submission Deadlines

School districts, charter schools and renaissance school projects must submit the original Comprehensive Equity Plan and corresponding forms to the County Office of Education for review and approval no later than Friday, April 1, 2016 for implementation on September 1, 2016.

Resources for more Information About Equity and Equality in Education

- NJ State Division on Civil Rights website: <http://www.state.nj.us/lps/dcr/>
- U.S. Dept. of Education Office for Civil Rights website:
<http://www.ed.gov/about/offices/list/ocr/index.html?src=mr>
- U.S. Commission on Civil Rights website: <http://www.usccr.gov/>
- U.S. Dept. of Justice Civil Rights Division website: <http://www.justice.gov/crt/>

INSTRUCTIONS FOR COMPLETION OF THE COMPREHENSIVE EQUITY PLAN

Step 1: Establish the Affirmation Action Team, N.J.A.C. 6A:7-1.5 (Appendix A)

Each district, charter school and renaissance school project shall annually designate a member of its staff as the affirmative action officer (AAO) and provide a resolution approving the AAO. The district, charter school and renaissance school project shall 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, charter schools and renaissance school projects 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 in this manual—Affirmative Action Team Membership Form.

Step 2: Conduct Needs Assessment (Appendix B)

Each school district, charter school and renaissance school project board shall use the Appendix B entitled, “Comprehensive Equity Plan Needs Assessment Checklist,” to conduct a needs assessment of each school. This document is intended to be used as a checklist to help the AAO and the AAT identify problem areas. It must be submitted to the county office as part of the documentation that accompanies the Comprehensive Equity Plan. When citing documentation, you must include the document title, date of board of education or board of trustees adoption or page number in the document being provided. In conducting the needs assessment, the AAT will ascertain whether the school district (and each school within the district), each charter school or each renaissance school project is in compliance with each requirement in the checklist and whether there are internal monitoring procedures in place to ensure continuing compliance. Those items that need correction, or require an internal monitoring procedure or system will form the basis for the improvement strategies that will be proposed in the CEP.

The “Comprehensive Equity Plan 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 - 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 employment contract regulations.

Note that at the beginning of each section of the Needs Assessment, the laws and regulations that specifically apply to the section have been provided for your convenience. The Department encourages the AAT preparing the CEP to refer to these sources of legal authority and become acquainted with the mandates they contain.

Step 3: Develop the Comprehensive Equity Plan (CEP) (Appendix C)

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:

- I. **Board Responsibility**
- II. **Staff Development**
- III. School and Classroom Practices (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)
- IV. **Employment and Contract Practices**

The plan to correct/address each identified item must be contained in the form covering the corresponding assessment area. 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 items that were not compliant – Enter the section or subsection of noncompliance identified in the Needs Assessment. If a school within a district is not compliant; identify the school(s) by name. If the district, charter school or renaissance school project itself is not compliant, enter “district wide, charter school-wide or renaissance school project-wide.” If one

school is out of compliance, the entire district is considered noncompliant and a plan to address the noncompliant schools must be developed.

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 to improve or correct the deficiency. Strategies must be specific, measurable, achievable, realistic and time-bound (S.M.A.R.T.).

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

Plan the implementation timeline - Indicate the year or specific timeframe that the strategy or activity will take place, i.e. 2016-2017 school year; 2017-2018 school year, ongoing, etc.

Provide evidence of completion – List the indicator(s) and/or documentation that will be made available for review, if requested, to 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 will set forth the basis for approval of the CEP.

More than one “identified item as deficient or non-compliant” and accompanying strategies to correct the problem can be included on one form, or a separate form may be submitted for each.

Step 4: Complete the Statement of Assurance (Appendix D)

The Statement of Assurance must be submitted with the Comprehensive Equity Plan to ensure compliance with statute and regulation. The Chief School Administrator, Charter or Renaissance School Project Lead Person must sign and date the Statement of Assurance in the space indicated at the bottom of the form.

Step 5: Obtain the following Board resolutions and attach them to the CEP:

The following Board resolutions must be attached to the CEP:

1. Annual resolution appointing the Affirmative Action Officer for 2016-17 school year;
2. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.

Step 6: Assemble the submission package in this order:

1. Statement of Assurance (Appendix D)
2. Resolution appointing the Affirmative Action Officer
3. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.
4. List of Affirmative Action Team members (Appendix A)
5. Comprehensive Equity Plan Needs Assessment Checklist (Appendix B)
6. Comprehensive Equity Plan forms (Appendix C)

Step 7: Submit the CEP

Submit the CEP to the County Office of Education on or before Friday, April 1, 2016. For your convenience, a list of addresses of the County Offices of Education can be accessed on the NJDOE website at, <http://www.state.nj.us/education/counties/>.

**After approval and implementation of the comprehensive equity plan, each school district, charter school and renaissance school project is required to submit an annual statement of assurance to their respective county office of education by September 1, 2017 and September 1, 2018 (Appendix D).

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:

NAME	TITLE	GRADE LEVEL (if applicable)	SIGNATURE
Candida Hengemuhle	Affirmative Action Officer	Special Services, Board of Education	
Dr. Elizabeth Nastus	Superintendent	Board of Education	
Pat Leonhardt	Business Administrator	Board of Education	
William Kimmick	Curriculum Coordinator	Board of Education	
Stacey Hann-Mondugno	Curriculum Supervisor	Board of Education	
Kathryn Bond	Principal	K-5	
Max Achtau	Dean of Students	6-8	
Kelly Blessing - Maire	Counselor	K-5	
Midge Johnson	Counselor	6-8	
Shannon Sharkey	Speech Therapist	PreK -5	
Fran Blabolil	LDT-C	K-5	
Melissa Stoeckel	Instructional Specialist	K-8	
Michelle Cebulla	Instructional Specialist	K-8	
Mary Ann McGann	District Communications/ Human Resources Coordinator	Board of Education	

APPENDIX B: COMPREHENSIVE EQUITY PLAN NEEDS ASSESSMENT

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

I. BOARD RESPONSIBILITY	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>NJAC 6A:7-1.7; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX; U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard</p> <p>A. Adopt or re-adopt written equality and equity policies, requiring the following:</p>	Compliant	<p>Policies Re-adoption - 1/4/2016 BOE Agenda /Minutes March 21, 2016 See Below</p>	
<p>1) Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following: a) Identify and address all forms of prejudice and discrimination in all district, charter and renaissance school project programs,practices, curricula, instructional materials and assessments.</p>	Compliant	<p>-Policies and Regulations: Concepts and Roles in Pupil Personnel (#5000) - 9/22/2008 Harassment, Intimidation and Bullying (#5131.1) - 6/27/2011 Student Disabilities Pursuant to Section 504/ADA (#5145.3) - 9/22/08 Goals and Objectives (#6010) - 10/27/2008, School Calendar (#6111) - 10/27/2008 Ceremonies and Observances (#6115) - 10/27/2008 Nondiscrimination/Affirmative Action/Curriculum (#6121) - 5/12/2014 Curriculum Adoption (#6140) - 10/27/0, Physical Education and Health (6142.4) - 10/27/08 Curriculum Design/Development (#6141) - 10/27/2008 Recognition of Religious Beliefs and Customs (#6141.2) - 10/27/2008 English as a Second Language; Bilingual Programs (#6142.2) – 3/14/11 Evaluation of Individual Student Performance (#6147.1) - 7/14/2014 Guidelines for evaluation and selection of Instructional Materials (#6161.1) 10/27/08 Special Instructional Programs (#6171) - 9/2008, At-Risk and Title I (#6171.3) - 9/08 -Review of Curriculum – 5-year cycle, Administrative oversight -Standardized Assessments - nationally published</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>	Compliant	<p>-Policies and Regulations: Operation and Maintenance of Plant (#3510) - 6/23/2008 Transportation Routes and Services (#3541.1) - 6/23/2008 Reporting to Parents/Guardians (#5124) - 9/22/2008 Awards for Achievement (#5126) - 9/22/2008 Harassment, Intimidation and Bullying (#5131.1) - 6/27/2011 Student Disabilities Pursuant to Section 504/ADA -(#5145.3) - 9/22/2008 Intramural Competition; Interscholastic Competition (#6145.1-6145.2) -6/8/2015 Co-Curricular Activities (#6145) - 7/14/2014 Goals and Objectives (#7010) - 10/27/2008 Developing Educational Specifications (#7115) - 9/2008 Program, activity and club enrollment/attendance records, Administrative Oversight</p>	
<p>c) Provide equitable treatment for pregnant and married students.</p>	Compliant	<p>-Policy and Regulation: Married/Pregnant Pupils (#5134) – 9/2008 Special Instructional Programs (#6171) - 9/2008</p>	
<p>d) Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).</p>	Compliant	<p>-Policy and Regulation: Harassment, Intimidation and Bullying (#5131.1) - 6/27/2011 -Anti-Bullying Contact Information on Website -District HIB records, Administrative oversight</p>	

I. BOARD RESPONSIBILITY	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
2) Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Compliant	-Policy and Regulations (See above and also): Nondiscrimination/Affirmative Action/Workplace (#2224) - 5/12/2014 Nondiscrimination/Affirmative Action/Staff (#4111.1-4211.1) - 7/16/2012 Recruitment, Selection, Hiring (#4111 and #4211) – 7/14/2014 Employee Health (#4112.4 and 4212.4) - 8/25/2008 Equal Opportunity Employer (5145.4) - 7/16/2012 -Classified Ads for Employment Openings	
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.	Compliant	-Policies and Regulations: BOE Agenda /Minutes - 3/21/16 BOE Annual May Mini-Reorg Meeting - 5/11/2015 Nondiscrimination/Affirmative Action/Workplace (#2224) - 5/12/14 -Job Description, Director of Special Services	
4) Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6.	Compliant	-Policy and Regulation: Nondiscrimination/Affirmative Action/Workplace (#2224) - 5/12/2014 Nondiscrimination/Affirmative Action/Staff (#4111.1-4211.1) - 7/16/2012 Harassment, Intimidation and Bullying (#5131.1) - 6/27/2011 Equal Opportunity Employer (#5145.4) - 7/16/2012 -AAO responsible for investigating complaints & AAO Record-keeping	
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.	Compliant	-Policy and Regulation: Nondiscrimination/Affirmative Action/Workplace (#2224) - 5/12/2014 -BOE Agenda/Minutes (2-22-16)	
C. Collect and analyze Annual Yearly Progress (Progress Targets) data for underperforming subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant status, date of enrollment, student suspension, expulsion, child study team referrals; Pre-K-12 promotion/retention data; Pre-K-12 completion rates and re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data. Identify any school-level underperforming subgroups on Annual Yearly Progress (Progress Targets) reports for state assessments.	Compliant	-Policy and Regulations Board of Education Meetings (#1120) - 12/18/1989 -Special Education Data -School Report Card Data -District data reports and presentations -Leadership Council Data (Meeting agendas) -EVVRS and HIB data -Data Protocols - Professional Development -District Data and Performance Presentations - BOE meetings	

I. BOARD RESPONSIBILITY	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking the following actions:	Compliant	BOE Approval Date: 3/21/16	
1) Inform the school community about the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Compliant	<ul style="list-style-type: none"> -Policy and Regulation Communication with the Public (#1100) - 10/2008 Nondiscrimination/Affirmative Action/Workplace (#2224) - 5/12/2014 -Policy and Regulations on District Website -Comprehensive Equity Plan posted on district website Professional Development Records - Mandated training 	
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.	Compliant	<ul style="list-style-type: none"> -Policy and Regulation Students with Disabilities Pursuant to Section 504/ADA (#5145.3)-92208 Nondiscrimination/Affirmative Action/Workplace (#2224) - 5/12/2014 -AAO, 504 Officer and Title IX Coordinator included in Director of Special Services Job Description -Professional Development Records, Director of Special Services 	
3) Provide students, staff and the community with contact information for the AAO and publicize the location and availability of the CEP, policy(ies), grievance procedures and annual reports.	Compliant	<ul style="list-style-type: none"> -AAO Policy on District Website -AAO appointed annually at Board of Education meeting and posted on website -AAO and AA policy shared with staff annually. -Grievance procedures outlined in staff handbook, distributed annually 	

I. BOARD RESPONSIBILITY	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
4) 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.	Compliant	-Policy and Regulation: Nondiscrimination/Affirmative Action/Workplace (#2224) - 5/12/2014 Nondiscrimination/Affirmative Action/Staff (#4111.1-4211.1) - 7/16/2012 Harassment, Intimidation and Bullying (#5131.1) - 6/27/2011 Equal Opportunity Employer (#5145.4) - 7/16/2012 -AAO responsible for investigating complaints. AAO Record-keeping	
5) Report on progress made in meeting the adequate yearly targets established for closing the achievement gap as set by the Department of Education.	Compliant	-Policy and Regulation: Board of Education Meetings (#1120) - 12/18/1989 Standards of Proficiency (#6147) - 12/27/2008 -Presentations BOE meetings, faculty meeting and PTO meetings -Faculty meetings, PTO presentations -BOE Testing Report Analysis Presentation	
6) Authorize the AAO to conduct yearly equity training for all staff.	Compliant	Policy and Regulation: Nondiscrimination/Affirmative Action/Workplace (#2224) - 5/12/2014 Nondiscrimination/Affirmative Action/Curriculum (#6121) - 5/12/2014 -All staff trained at September staff meetings	
E. A county vocational school district shall admit resident students based on board- approved policies and procedures that ensure equity and access for enrollment that shall be posted on the school district, charter and renaissance school project's website. N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards.	N/A	(For County Vocational School Districts Only)	

II. STAFF DEVELOPMENT AND TRAINING N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
A. Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year to:	Compliant	-Policy and Regulation: Communication with the Public (#1100) - 10/2008 Board of Education Meetings (#1120) - 12/18/1989 Nondiscrimination/Affirmative Action/Workplace (#2224) - 5/12/2014 -Review progress: Statewide and District Testing -BOE Meetings -PTO Meetings -Staff Meetings -District Professional Development records -Data Protocol teacher practice to analyze data	
1) Certificated (administrative and professional) staff.	Compliant	See Above Statements Professional Development Records	
2) Non-certificated (non-professional) staff.	Non-Compliant	Affirmative Action Training inconsistent with school and district office staff.	District-wide

III. SCHOOL AND CLASSROOM PRACTICES	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
A. Equality and Equity in Curriculum N.J.A.C. 6A:7-1.7(b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972, U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard 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:	Compliant	-Policy and Regulation Nondiscrimination/Affirmative Action/Curriculum (#6121) - 5/12/2014 Curriculum Adoption (#6140) - 10/27/2008 Curriculum Design/Development (#6141) - 12/27/2008 -All district curricula are reviewed and revised on cycle basis and align to NJCCC standards. -Textbook and e-books are reviewed prior to adoption. -All students have access to all levels of programs as appropriate (Special Education, Basic Skills, REACH enrichment, High math, special areas).	
a) School climate and culture, safe and positive learning environment	Compliant	-Mission statements -EVVRS, HIB reports, -School Safety Committee meeting agendas -Character Education -Week of Respect, -Code of Conduct -Recognition programs -Guidance Curriculum	
b) Courses of study, including physical education	Compliant	-Policy and Regulation: (Above plus) Physical Education and Health (#6142.4) - 12/27/2008 -Curriculum and programs aligned to NJCCCS, State and Federal requirements	
c) Library materials/instructional materials and strategies	Compliant	-Policy and Regulation (As listed above) -Administrative Procedures -library reports -guidelines from State and national publishing, multicultural instructional materials. State and national publishing, multicultural instructional materials.	

III. SCHOOL AND CLASSROOM PRACTICES	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
d) Technology/software and audiovisual materials	Compliant	-Administrative review and oversight -Reviewed nationally published technology and software materials -1:1 technology initiative for all students	
e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures	Compliant	-Policy and Regulation: Harassment, Intimidation and Bullying (#5131.1) - 6/27/2011 -Administrative Review -Anti-bullying and anti-violence programs -Character education. -HIB training -District Guidance curriculum.	
f) Extra-curricular programs and activities	Compliant	-BOE approved program and activities -Equal access and choice based on student surveys -PTO sponsored surveys -Administrative Review and approval process	
g) Tests and other assessments	Compliant	-All nationally/state screened for bias -Administrative review of district assessments.	
h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	Compliant	-Policy and Regulation: Student Disabilities Pursuant to Section 504/ADA (#5145.4) - 9/22/2008 Nondiscrimination/Affirmative Action/Curriculum (#6121) - 5/12/2014 -All students have equal access to all classes and programs. -Access based on unbiased performance criteria	
2) Incorporate multicultural aspects throughout the instructional content and practices across the curriculum.	Compliant	-Curriculum administrative review -Alternate assessments for ELL -Curriculum content and research-based materials -International Day -World Language, -Art and Music incorporate multicultural aspects -cross curricula	
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)	Compliant	-Policy and Regulation Curriculum Adoption (#6140)-102708 Goals and Objectives (#6010) - 10/27/2008 Curriculum reviews curriculum mapping, specifically on equity & content Grade level and team planning. Curriculum based in NJ Standards.	
4) Include instruction on the Holocaust and other genocide curricula at all grade levels. (N.J.S.A. 18A:35-28)	Compliant	Same as above	

III. SCHOOL AND CLASSROOM PRACTICES	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
B. Equality and Equity in Student Access N.J.A.C. 6A:7-1.7; Titles VI & VII, Civil Rights Act of 1964;			
Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education (1989); U.S. Supreme Court, 1982; Plyler v. Doe; U.S. Supreme Court, 1974, Castañeda v. Pickard Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status, as follows:	Compliant	-Policy and Regulation: Nondiscrimination/Affirmative Action/Curriculum (#6121) - 5/12/2014 -Equal Access to club/activities registration – enrollment records	
1) Ensure equal and barrier-free access to all school and classroom facilities.	Compliant	-Policy and Regulations: Operation and Maintenance of Plant (#3510) - 6/23/2008 Goals and Objectives (#7010) - 10/27/2008 Developing Educational Specifications (#7115) - 9/2008 -Buildings and Grounds and Maintenance records -Annual Facilities Checklist	
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.	Compliant	-Warren has 4 elementary schools and one middle school reflecting the racial and ethnic balance within the township. -Established by district zones	
3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Compliant	N/A	

III. SCHOOL AND CLASSROOM PRACTICES	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
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 activities.	Compliant	<ul style="list-style-type: none"> -Heterogeneous grouping 85% of all classes in Warren. -Within homogeneous grouped classes, population skews have not occurred, continually monitored for under or over representation. -Enrollment data 	
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.	Compliant	<ul style="list-style-type: none"> -Multiple indicators utilized to identify G/T programs, REACH, high level math classes -Enrollment verifies equal opportunity and representation -Administrative review and oversight 	
b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Compliant	<ul style="list-style-type: none"> -Guidance staff, Principal and Dean of Students monitor. -Discipline reports, HIB Data, EVVRS, I&RS records 	
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.	Compliant	<ul style="list-style-type: none"> -All students receive instructional classes in computers. -District has 1-1 Chromebook policy for students grades 3-8. -All students have equal and bias-free access to course work and technology at all levels – review of enrollment records 	
d) Ensure that all English language learners have equal and bias-free access to all school programs and activities.	Compliant	<ul style="list-style-type: none"> -Policy and Regulation: Special Instructional Programs (#6171) - 10/27/2008 Curriculum Design/Development (#6141) - 10/27/2008 -LEP students are in general education classes and have access to all programs and activities – enrollment records. -Administrative review 	

III. SCHOOL AND CLASSROOM PRACTICES	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	Compliant	-Policy and Regulation: Student Disabilities Pursuant to Section 504/ADA (#5145.3) - 9/22/2008 Nondiscrimination/Affirmative Action/Curriculum (#6121) - 5/12/2014 -Student with disabilities have bias free access to all school programs and activities -Child Study Team oversight. -Building and Grounds records. -Enrollment and Special Education program records -Extracurricular and Club attendance records	
f) Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Compliant	-Policy and Regulation: Admission (#5111) - 9/22/2008 -Administrative review and oversight. -Administrative procedures. Utilization of online registration portal	
5) Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	Compliant	-Policy and Regulation: English as a Second Language; Bilingual Programs (6142.2)-3/14/2011 Special Instructional Programs (#6171) - 9/2008 -State required ACCESS Test	
6) Utilize bias-free measures for determining the special needs of students with disabilities.	Compliant	-Policy and Regulation Evaluation of Individual Student Performance (#6147.1) - 7/14/2014 -All selected tests are nationally standardized, cited and screened -LEP special needs evaluation in native language – Spec. Ed Records	
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.	Compliant	-Administrative oversight -Guidance, remedial support, CST, SAC, mentoring, outside agencies (CMO, Community Mental Health Center) available to all students. -I & RS Action Plans, counseling records -Guidance records, support class enrollments	
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.	Compliant	-Policy and Regulation: Married/Pregnant Pupils (#5134) – 9/2008 Special Instructional Programs (#6171) - 9/2008	

III. SCHOOL AND CLASSROOM PRACTICES	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
C. Equality and Equity in Guidance Programs and Services N.J.A.C. 6A:7-1,7(c) Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998 Ensure that the district, charter and renaissance school project's guidance program provides the following:			
1) Access to adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, and students with disabilities.	Compliant	-Policy and Regulation: Curriculum Adoption (#6140) - 10/27/2008 -Counseling records, monthly reports, -Classroom character education lessons. -All students can access the counselors as needed – counseling records	
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.	Compliant	-Career nights, E2 Program, Peer Leaders, Vo-Tech presentation and visitation, Media Literacy, Financial Literacy, Innovation and Design, Excel classes. -Counselors records - career goals. -IEP transition planning – IEP documentation. -Career Expo -Junior Achievement BizTown enrollment	
3) Bias-free materials for use by counselors.	Compliant	-Policy and Regulation: Guidelines for Evaluation and Selection of Instructional Materials (#6161.1) - 10/27/2008 -State and nationally approved materials -Administrative oversight, review and approval required.	
D. Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972 Ensure that the physical education program and instructional activities are equitable.	Compliant	-Administrative oversight -Curriculum unit plans -Curriculum based on NJ Standards and criteria	

III. SCHOOL AND CLASSROOM PRACTICES	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
E. Equality and Equity in Athletic Programs Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(d) and Title IX, Education Amendments of 1972 Ensure that the athletic program accomplishes the following:	Compliant	-Policy and Regulation (applies to 1-4 below) Intramural Competition; Interscholastic Competition (#6145.1-6145.2) - 6/8/2015	
1) Relatively equal numbers of varsity and sub-varsity teams for male and female students.	Compliant	-Principal, coaches and BOE oversight	
2) Equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Compliant	-Administrative oversight -Rotation alternating schedules -Sports schedules.	
3) Equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Compliant	-BOE oversight. -Salaries are consistent with each program. -Like programs are paid the same salary -WTEA Contract -Purchase Orders	
4) Comparable facilities for male and female teams.	Compliant	Equal use of fields and gyms.	

<p>IV. EMPLOYMENT/CONTRACT PRACTICES N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973</p>	<p>Compliant (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</p>	<p>List name of noncompliant school(s) in the district</p>
<p>A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows: 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>Compliant</p>	<p>-Policy and Regulation: Recruitment, Selection and Hiring (#4111 and #4211) - 7/14/2014 Employee Health (#4112.4 - #4212.4) - 8/25/2008 -Superintendent and BOE advertise on EEO Websites and local papers -Employment opportunities open to all. -Hiring based on qualifications, certification and areas identified under equitable practices. -Employment and interview records.</p>	
<p>2) Target recruiting practices for under- represented populations in every category of employment.</p>	<p>Compliant</p>	<p>-Policy and Regulation: Nondiscrimination/Affirmative Action/Workplace (#2224) - 5/12/2014 Nondiscrimination/Affirmative Action/Staff (#4111.1-#4211.1) 7/16/2012</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>Compliant</p>	<p>Recruitment, Selection and Hiring (#4111 and #4211) - 7/14/2014 Employee Health (#4112.4 - #4212.4) - 8/25/2008 Equal Opportunity Employer (#5145.4) - 7/16/2012 -Statement on employment application website and advertisements. --</p>	
<p>4) Monitor promotions and transfers to ensure non-discrimination.</p>	<p>Compliant</p>	<p>All vacancies posted and any qualified applicant is encouraged to apply.</p>	
		<p>-AA and EEO practices are applied. -Transfers are addressed in the same manner with consideration to the employee's experience, educational level, and necessary qualifications.</p>	

IV. EMPLOYMENT/CONTRACT PRACTICES N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
5) Provide equal pay for equal work regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Compliant	See Above Policy References and statements.	
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.	Compliant	-Policy and Regulation: Purchasing Procedures (#3320) - 6/23/2008 Relations with Vendors (#3327) - 2/11/2013	
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.	Compliant	See Above Policy References and statements	

I. BOARD RESPONSIBILITY

APPENDIX C: COMPREHENSIVE EQUITY PLAN CORRECTIVE ACTIONS

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

OBJECTIVE: For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19, to ensure that the Board of Education or Board of Trustees follows through with its responsibilities, including adoption or re-adoption of written equality and equity policies; the authorization of the AAO to develop a CEP; collection of disaggregated data; and adoption of the CEP and facilitate and support its implementation.

Section/sub-section from	Implementation	Staff	Implementation	Evidence of Completion
Needs Assessment	Strategies	Responsible	Timeline	
			2016 2017 2018 Ongoing	

N/A

II. STAFF DEVELOPMENT AND TRAINING

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

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

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline	Evidence of Completion
II.A.2			2016 2017 2018 Ongoing	
A. 2) Staff Development and Training (Non-certificated staff)	District will conduct annual front office school staff and BOE office staff training in Affirmative Action	C. Hengemuhle, AAO K. Bond, Principal J. Heaney, Principal S. Cook, Principal A. Watkins, Principal R. Comba, Principal	Ongoing Annually	Professional Development Records

III. SCHOOL AND CLASSROOM PRACTICES: <i>EQUALITY AND EQUITY IN CURRICULUM</i>
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SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

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

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2016 2017 2018 Ongoing	Evidence of Completion
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N/A

III. SCHOOL AND CLASSROOM PRACTICES: <i>EQUALITY AND EQUITY IN STUDENT ACCESS</i>
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SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

OBJECTIVE: For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 to provide 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	Implementation	Staff	Implementation	Evidence of Completion
Needs Assessment	Strategies	Responsible	Timeline	
			2016 2017 2018 Ongoing	

N/A

III. SCHOOL AND CLASSROOM PRACTICES: <i>EQUALITY AND EQUITY IN GUIDANCE PROGRAM SERVICES</i>

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

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

Section/sub-section from	Implementation	Staff	Implementation	Evidence of Completion
Needs Assessment	Strategies	Responsible	Timeline	
			2016 2017 2018 Ongoing	

N/A

III. SCHOOL AND CLASSROOM PRACTICES: <i>EQUITY IN PHYSICAL EDUCATION & ATHLETIC PROGRAMS</i>

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

OBJECTIVE: For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 to ensure that there is gender equity in all physical education and athletic programs, and to ensure equitable opportunities for all students to participate in athletics regardless of race, national origin, gender, sexual orientation, religion, English proficiency, housing status, socio-economic status or disability.

Section/sub-section from	Implementation	Staff	Implementation	Evidence of Completion
Needs Assessment	Strategies	Responsible	Timeline	
			2016 2017 2018 Ongoing	

N/A

IV. EMPLOYMENT/CONTRACT PRACICES

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

OBJECTIVE: For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 to ensure equitable practices in employment at all levels of responsibility, and to avoid engaging in business with firms that discriminate on the basis of race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status, or disability.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline	Evidence of Completion
			2016 2017 2018 Ongoing	

N/A

**APPENDIX D: COMPREHENSIVE
EQUITY**

PLAN

YEARLY STATEMENTS OF ASSURANCE

2016-2017

2017-2018

2018-2019

Comprehensive Equity Plan Statement of Assurance

to be Submitted with the Three-Year CEP

School District, Charter School or Renaissance School Project Information:

County: Somerset	
School District/Charter School/Renaissance School Project: Warren Township Schools	
Address: 213 Mt. Horeb Rd., Warren, NJ 07039	
Affirmative Action Officer (AAO): Candida Hengemuhle	Telephone #: 908-753-5300 x5716
AAO Email: chengemuhle@warrentboe.org	
Alternate Contact Person: Patricia Leonhardt	Telephone #: 908-753-5300 x5710
Title: Business Administrator	Email: pleonhardt@warrentboe.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**

County:	
School District, Charter School or Renaissance School Project:	
Address:	
Affirmative Action Officer (AAO):	Telephone #:
AAO Email:	
Alternate Contact Person:	Telephone #:
Title:	Email:

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

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

Name _____ Title: _____

Signature: _____ Date: _____

COMPREHENSIVE EQUITY PLAN ANNUAL STATEMENT OF ASSURANCE

School Year 2018-2019

County:	
School District, Charter School or Renaissance school project:	
Address:	
Affirmative Action Officer (AAO):	Telephone #:
AAO Email:	
Alternate Contact Person:	Telephone #:
Title:	Email:

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: _____