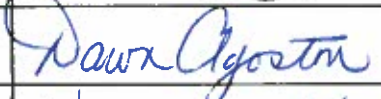
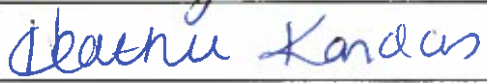
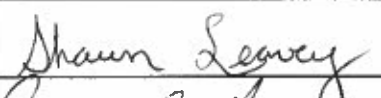


Affirmative Action Team

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
Patrick Davidson	Affirmative Action Officer	PreK, 4-6	
Dawn Agoston	Classroom Teacher	Grade 4	
Heather Kondas	Principal	PreK, 2-3	
Shaun Leavey	Classroom Teacher	Grade 1	
James Moore	Interventionist	Grade 2	

APPENDIX B: COMPREHENSIVE EQUITY PLAN NEEDS ASSESSMENT

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

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
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 A. Adopt or re-adopt written equality and equity policies, requiring the following:			
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.	Yes	The Board has adopted policies 1140 and 1523 to ensure compliance. The policy was readopted in June 2014.	
b) Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	The Board has adopted policies 1140 and 7101 to ensure compliance. The policy was re-adopted in June 2014.	
c) Provide equitable treatment for pregnant and married students.	Yes	While we are a PreK-6 district, the Board has adopted policy 2416 to ensure compliance. The policy was re-adopted in June of 2014.	
d) Prohibit or eliminate all forms of harassment, including sexual	Yes	The board has adopted policies 5512, 5751, and 3362 to ensure compliance. The policy was re-adopted in June 2014.	

harassment, intimidation and bullying. (P.L.2010,c122).			
2) Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	The Waterford Township Board of Education has contractual language in both its' administrative and teacher contracts that reflect 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.	
3) Appoint an Affirmative Action Officer (AAO) who can also serve as or coordinate with the Section 504 Officer and/or the district, charter and renaissance school project's Title IX Coordinator.	Yes	The district's AAO serves also as the Section 504 Officer in the building and will work with other Section 504 Officers (building principals) in the District.	
4) Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6.	Yes	The District offers professional development on a yearly basis, through both online and in-person training, that all equity requirements comply with N.J.A.C. 6A:7-1.6.	
B. Authorize the Affirmative Action Team to develop a Needs Assessment and a Comprehensive Equity Plan, implement the plan over a three-year period of time, submit an annual Statement of Assurance of its implementation and progress.	Yes	Through policy 1523, the AAT is currently complying and developing both the needs assessment and the comprehensive equity plan.	
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	No	The AAT, along with the BSI/Title I Coordinator, meets quarterly to review the progress targets for the underperforming subgroups. Upon identifying, we begin to field out and compile strategies with administrators, teachers, and coaches to move forward.	Waterford Elementary School

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.			
D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking the following actions:	Yes	The CEP was adopted at the _____ Board of Education Meeting; minutes will be posted on the district website.	
1) Inform the school community about the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Yes	1) The Board and the community are cognizant about the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in education programs. All policies are also placed 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.	Yes	Per policy 1140, the AAO is a certified administrator and has been professionally trained, as well as able to turnkey and AA training needs.	
3) Provide students, staff and the community with contact information for the AAO and publicize the location and availability of the CEP, policy(ies), grievance procedures and annual reports.	Yes	Per policy 1140, AAO information is posted on our website and is posted in all main offices at each school.	

4) Investigate and resolve discrimination complaints, grievances and incidents between students and staff or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.	Yes	The AAO is ready, willing, and able to 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, socioeconomic status or disability.	
5) Report on progress made in meeting the adequate yearly targets established for closing the achievement gap as set by the Department of Education.	Yes	Per policy 1140, once a year, the AAT reports to the Board on AYT's and closing the achievement gap as set by USDOE and NJDOE.	
6) Authorize the AAO to conduct yearly equity training for all staff.	Yes	The AAO assigns yearly staff training, via an online portal and/or in-person. Additionally, any new staff that start during the school year must complete AAO training within 60 days.	
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. <u>STAFF DEVELOPMENT AND TRAINING</u> 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,	No		Atco Elementary School Thomas Richards Elementary School Waterford Elementary School

to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year to:			
1) Certificated (administrative and professional) staff.	Yes	Per policy 3240, certificated 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.	
2) Non-certificated (non-professional) staff.	Yes	Per policy 4240, the same Staff Development listed above has been applied to our non-certificated staff members.	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
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:			
a) School climate and culture, safe and positive learning environment	Yes	The Board has adopted policy 5512 to ensure compliance. The policy was re-adopted in June 2014.	

b) Courses of study, including physical education	Yes	The Board has adopted policy 2425 to ensure compliance. The policy was re-adopted in June 2014.	
c) Library materials/instructional materials and strategies	Yes	The Board has adopted policy 2428.1 to ensure compliance. The policy was re-adopted in June 2014.	
d) Technology/software and audiovisual materials	Yes	The Board has adopted policy 2326 to ensure compliance. The policy was re-adopted in June 2014.	
e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures	Yes	The Board has adopted policies 5512 and 2411 to ensure compliance. The policies were re-adopted in June 2014.	
f) Extra-curricular programs and activities	Yes	The Board has adopted policy 2430 to ensure compliance. The policy was re-adopted in June 2014.	
g) Tests and other assessments	Yes	The Board has adopted policy 2622 to ensure compliance. The policy was re-adopted in June 2014.	
h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	Yes	The Board has adopted policy 2415 to ensure compliance. The policy was re-adopted in June 2014.	
2) Incorporate multicultural aspects throughout the instructional content and practices across the curriculum.	No	The Board has adopted policy 2260 to ensure compliance. The policy was re-adopted in June 2014.	Atco Elementary School Thomas Richards Elementary School Waterford Elementary School
3) Ensure that instruction in African-American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	Yes	The Board has adopted policy 2200 to ensure compliance. The policy was re-adopted in June 2014.	

4) Include instruction on the Holocaust and other genocide curricula at all grade levels. (N.J.S.A. 18A:35-28)	Yes	The Board has adopted policy 2600 to ensure compliance. Additionally, the district's social studies curriculum is reflective of all requirements.	
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:	Yes	The Board has adopted policy 5755 to ensure compliance. Additionally, the district is proud of its' 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.	
1) Ensure equal and barrier-free access to all school and classroom facilities.	Yes	All of our schools are ADA compliant and are barrier free.	
2) Attain minority representation of students within each school, including racial and ethnic balance, that approximates the district, charter and renaissance school project's overall minority racial and ethnic representation.	Yes	The district is reflective of the town's composition for student enrollment in each school (see https://www.census.gov/prod/cen2010/cph-2-32.pdf for more information).	
3) Refrain from locating new facilities in areas that will contribute to	N/A	The district is currently not exploring options to build new facilities.	

imbalanced, isolated, or racially identifiable school enrollments.			
4) Ensure that students are not separated or isolated by race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, housing status or socioeconomic status, resulting in disproportionate placement within schools, courses, classes, programs or extracurricular activities.	Yes	The Board had adopted policy 1523 to ensure compliance. The policy was re-adopted in June 2014.	
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.	Yes	The Board has adopted policy 2464 to ensure compliance. The policy was re-adopted in June 2014.	
b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	No	The Board has adopted policy 5600 to ensure compliance. The policy was re-adopted in June 2014.	Thomas Richards Elementary School Waterford Elementary School
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,	Yes	The Board has adopted policy 2260 to ensure compliance. Additionally, our technology policies (available at http://goo.gl/jJxQcL) are also compliant.	

gender, religion, disability, English proficiency, immigration status, housing status or socioeconomic status.			
d) Ensure that all English language learners have equal and bias-free access to all school programs and activities.	Yes	The Board has adopted policy 2423 to ensure compliance. The Board has adopted policy 5339. The policy was re-adopted in June 2014.	
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	Yes	The Board has adopted policy 2460 to ensure compliance. The Board has adopted policy 5339. The policy was re-adopted in June 2014.	
f) Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Yes	The Board has adopted policy 5111 to ensure compliance. The policy was re-adopted in June 2014.	
5) Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	Yes	The Board has adopted policy 2423 to ensure compliance. The policy was re-adopted in June 2014.	
6) Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	The Board has adopted policy 2460 to ensure compliance. The policy was re-adopted in June 2014. The Board has adopted policy 5339.	
7) Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including English language learners.	Yes	The Board has adopted policy 2423 to ensure compliance. The policy was re-adopted in June 2014.	

8) Ensure that all pregnant students are permitted to remain in the regular school program and activities. Ensure that equivalent instruction is provided the students, if not permitted to attend school by a doctor.	Yes*	*While we have a policy in place (policy 2416), we only service students up to 6 th grade. The policy was re-adopted in June 2014.	
C. Equality and Equity in Guidance Programs and Services N.J.A.C. 6A:7-1,7(c) Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998 Ensure that the district, charter and renaissance school project's guidance program provides the following:			
1) Access to adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, and students with disabilities.	Yes	The Board has adopted policy 2411 to ensure compliance. The policy was re-adopted in June 2014.	
2) A full range of possible occupational, professional, and Career and Technical Education choices for all students, including careers in the science and technology industries and nontraditional careers.	Yes*	Within grades K-6, the Board has adopted policy 5755 to ensure compliance. The policy was re-adopted in June 2014.	
3) Bias-free materials for use by counselors.	Yes	The Board has adopted policy 2411 to ensure compliance. The policy was re-adopted in June 2014.	
D. Equality and Equity in Physical Education	Yes	The Board has adopted policy 2425 to ensure compliance. The policy was re-adopted in June 2014.	

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.			
E. Equality and Equity in Athletic Programs Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(d) and Title IX, Education Amendments of 1972 Ensure that the athletic program accomplishes the following:			
1) Relatively equal numbers of varsity and sub-varsity teams for male and female students.	N/A	The district does not have an athletic program.	
2) Equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	N/A	The district does not have an athletic program.	
3) Equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	N/A	The district does not have an athletic program.	
4) Comparable facilities for male and female teams.	N/A	The district does not have an athletic program.	

<u>IV. EMPLOYMENT/CONTRACT PRACTICES</u> N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows: 1) Utilize equitable hiring practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district, charter and renaissance school project's certificated and non-certificated staff and within every category of employment, including administration.	Yes	The Board has adopted policies 1140 and 1510 to ensure compliance. The policies were re-adopted in June 2014.	
2) Target recruiting practices for under-represented populations in every category of employment.	Yes	The Board has adopted policy 1140 to ensure compliance. The policy was re-adopted in June 2014.	
3) Compliance of employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.	Yes	The Board has adopted policy 2415 to ensure compliance. The policy was re-adopted in June 2014.	
4) Monitor promotions and transfers to ensure non-discrimination.	Yes	The Board has adopted policies 3373 and 4373 to ensure compliance. The policies were re-adopted in June 2014.	

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.	Yes	The Board has adopted policy 1550 to ensure compliance. The policy was re-adopted in June 2014.	
B. Ensure that the district, charter and renaissance school project does not enter into, or maintain, contracts with persons, agencies, or organizations that discriminate in employment or in the provision of benefits or services, on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.	Yes	The Board has adopted policies 3420 and 4420 to ensure compliance. The policy was re-adopted in June 2014.	
C. Provide Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.	Yes	The Board has adopted policies 3124 and 4124 to ensure compliance. The policy was re-adopted in June 2014.	

Comprehensive Equity Plan Corrective Actions

I. Board Responsibility

School District, Charter School or Renaissance School Project Name:

Objective:

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22, 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.

Table 5: Corrective Actions, Board Responsibilities

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion
I,C	Review testing data for our Hispanic population in ELA, and utilize our Title I services for corrective action.	Principal/Director of Elementary Ed.	September of 2019 - September 2020	Meeting agendas, testing data, Title I rosters

II. Staff Development and Training

School District, Charter School or Renaissance School Project Name:

Objective:

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 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.

Table 6: Corrective Actions, Staff Development and Training

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline	Evidence of Completion
			2019 2020 2021 Ongoing	
II,A	Provide staff development opportunities in the area of identifying students affected by the achievement gap, and strategies to close the achievement gap.	Director of Elementary Education/Affirmative Action Officer	Ongoing	Meeting agendas, presentations

*III. School and Classroom Practices:
Equality and Equity in Curriculum*

School District, Charter School or Renaissance School Project Name:

Objective:

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students.

Table 7: Corrective Actions, School and Classroom Practices: Equality and Equity in Curriculum

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion
III, A,2	Develop an equity review panel to look at curriculum resources for diversity.	Director of Elementary Education/Affirmative Action Officer	September 2019-June 2020	Meeting Agendas, Presentations

*III. School and Classroom Practices:
Equality and Equity in Student Access*

School District, Charter School or Renaissance School Project Name:

Objective:

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 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

Table 8: Corrective Actions, School and Classroom Practices: Equality and Equity in Student Access

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion
III, B,4,b	Provide opportunities for male students to be mentored. Review and revise the student code of conduct.	Principals	Ongoing	Discipline data

*III. School and Classroom Practices:
Equality and Equity in Guidance Program Services*

School District, Charter School or Renaissance School Project Name:

Objective:

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 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

Table 9: Corrective Actions, School and Classroom Practices: Equality and Equity in Guidance Program Services

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion
	Compliant			

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*III. School and Classroom Practices:
Equity in Physical Education and Athletic Programs*

School District, Charter School or Renaissance School Project Name:

Objective:

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 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.

Table 10: Corrective Actions, School and Classroom Practices: Equity in Physical Education and Athletic Programs

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline	Evidence of Completion
			2019 2020 2021 Ongoing	
	Compliant			

IV. Employment/Contract Practices

School District, Charter School or Renaissance School Project Name:

Objective:

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 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.

Table 11: Corrective Actions, Employment/Contract Practices

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion
	Compliant			