

Comprehensive Equity Plan 3 Year Statement of Assurance to be Submitted with the Three-Year CEP

School District, Charter School or Renaissance School Project Information School Year 2019-2020:

Name of County: Union County

Name of School District/Charter School/Renaissance School Project: Union County ESC

Address: 45 Cardinal Drive, Westfield, New Jersey 07090

Affirmative Action Office (AAO): Michael Kowalski Telephone #: 908-233-9317 x 262

AAO Email: mkowalski@ucesc.org

Alternate Contact Person: Carrie Dattilo Telephone #: 908-232-4181 x 409

Title: Director of Curriculum and Instruction

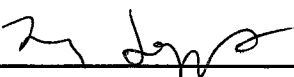
Email: cdattilo@ucesc.org

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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, 2019 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 and Title: Terry Foppert, Superintendent

Signature: 

Date: 6/11/19

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: Union County Educational Services Commission

Name	Title	Grade Level (If Applicable)	Signature
Michael Kowalski	Affirmative Action Officer/ Assistant Superintendent	All Grades	
Terry Foppert	Superintendent	All Grades	
Carrie Dattilo	Director of Curriculum and Instruction	All Grades	
John Marquet	High School Principal/ School Safety Specialist	All Grades	
Sara Gronert	High School Guidance Counselor	High School Grades 9-12	
Tom Van Cleef	Social Studies Teacher	High School Grades 9-12	
Reed Leibfried	Elementary Principal	Elementary School Grades PK-8	
Elaine Liggeri	Elementary School Social Worker	Elementary School Grades PK-8	

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/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
NIAC 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.			
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	• Policy 1140 – Affirmative Action Program (September, 2016) • Policy 1523 – Comprehensive Equity Plan (September, 2016) • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy & Regulation 5750 – Equal Educational Opportunity (September, 2016) • Policy 5755 – Equity in Educational Programs and Services (September, 2016) • UCESC High School Curriculum Framework (June 6, 2018)	
	Yes	• Policy 1140 – Affirmative Action Program (September, 2016) • Policy 1523 – Comprehensive Equity Plan (September, 2016) • Policy & Regulation 2260 – Affirmative Action Program (September, 2016) • Policy & Regulation 5750 – Equal Educational Opportunity (September, 2016) • Policy 5755 – Equity in Educational Programs and Services (September, 2016)	
c) Provide equitable treatment for pregnant and married students.	No	• Policy 2416 – Programs for Pregnant Students (September, 1998) • Policy 5752 – Marital Status and Pregnancy (September, 1998)	All District Schools

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes/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) Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L. 2010,c122).	Yes	• Policy 1523 – Comprehensive Equity Plan (September, 2016) • Policy 5512 – Harassment, Intimidation, and Bullying (September, 2018) • Policy & Regulation 5751 – Sexual Harassment (June, 2002)	
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	• Policy 1523 – Comprehensive Equity Plan (September, 2016) • Policy & Regulation 1530 – Equal Employment Opportunity (September, 2016) • Policy 1550 – Equal Employment/Anti-Discrimination Practices (October, 2018)	
3) The appointment of an Affirmative Action Officer (AAO) who can also serve, or coordinate with, the district, charter, and renaissance school project school's Section 504 Officer and/or the district, charter and renaissance school project's Title IX Coordinator.	Yes	• Policy 1140 – Affirmative Action Program (September, 2016) • Board Meeting Agenda (June 6, 2018) • Annual motion to approve AAO (June 6, 2018)	
4) Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	Yes	• Policy 1140 – Affirmative Action Program (September, 2016) • School District PDP Statement of Assurance (September, 2018)	
B. Authorize the Affirmative Action Officer Team to develop a Needs Assessment and a Comprehensive Equity Plan, implement the plan over a three-year period of time, submit an annual Statement of Assurance of its implementation and progress, and complete the District Performance Review in the NJQSAC. Charter schools will report annual progress in the Charter School Annual Report.	Yes	• Policy 1140 – Affirmative Action Program (September, 2016) • Policy 1523 – Comprehensive Equity Plan (September, 2016) • Motion to approve 2016-19 Comprehensive Equity Plan – Board Agenda (September, 2016) • Comprehensive Equity Plan Annual Statement of Assurance 2018-19 – Board Agenda (October, 2018) • Affirmative Action Team Roster (September, 2018) • Annual motion to approve AAO (June 6, 2018)	

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes/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. 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.	Yes	• Policy 1140 – Affirmative Action Program (September, 2016) • Policy & Regulation 2423 – Bilingual/ESL Education (September, 2016) • Policy 2610 – Educational Program Evaluation (March, 2019) • Policy 2622 – Student Assessment (October, 2017) • DEAC Meetings (5 times yearly) • Statewide Assessment Data Reports • Statewide Assessment Articulation Meetings • Student Safety Data System Reports, Periods 1 and 2 Board Agendas (February and July 2019) *Sending districts are responsible for the collection, analysis and reporting of data related to Child Study Team referrals, classifications and reevaluations.	
D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking or authorizing the following actions:	Yes	• Policy 1140 – Affirmative Action Program (September, 2016) • Policy 1523 – Comprehensive Equity Plan (September, 2016) • Motion to approve 2016-19 Comprehensive Equity Plan – Board Agenda (September, 2016) • Comprehensive Equity Plan Annual Statement of Assurance 2018-19 – Board Agenda (October, 2018)	
1) Informing the school community the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Yes	• Policy 1140 – Affirmative Action Program (September, 2016) • Policy 5512 – Harassment, Intimidation, & Bullying (September, 2018) • New Staff Orientation (August 28-29, 2018) • Annual Opening Day Districtwide Faculty Meeting (September, 2018) • Affirmative Action Online Training (March 4, 2019) • HIB Online and In Person Training (October 25, 2018) • District Web Site • Student/Parent Handbooks • Staff Manual	

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes/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) Define the responsibilities of the AAO (Affirmative Action Officer/504 Officer, and/or Title IX Coordinator); require that the AAO be a certificated staff person; and, train the AAO to handle the district, charter, and renaissance school projects equity responsibilities.	Yes	• Policy 1140 – Affirmative Action Program (September, 2016) • Comprehensive Equity Plan Annual Statement of Assurance 2018-19 – Board Agenda (October, 2018)	
3) Inform students, staff, and the community of the name, office address, and phone number of the district AAO, and publicize the location and availability of the district CEP, policy(ies), grievance procedures, and annual reports.	Yes	• Policy 1140 – Affirmative Action Program (September, 2016) • Policy & Regulation 1510 – Americans with Disabilities Act (April, 2017) • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • District Web Site • Student/Parent Handbooks • Staff Manual	
4) Investigate and resolve discrimination complaints, grievances, and incidents between students and teachers or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.	Yes	• Policy 1140 – Affirmative Action Program (September, 2016) • Policy & Regulation 1510 – Americans with Disabilities Act (April, 2017) • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy & Regulation 5750 – Equal Educational Opportunity (September, 2016) • Student/Parent Handbooks • Staff Manual	
5) Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap.	Yes	• Policy 1140 – Affirmative Action Program (September, 2016) • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • DEAC meetings • Motion to approve statewide assessment results – Board Meeting Agenda (October, 2018)	
6) Authorize the AAO to conduct yearly equity training for all staff.	Yes	• Policy 1140 – Affirmative Action Program (September, 2016) • Comprehensive Equity Plan Annual Statement of Assurance 2018-19 – Board Agenda (October, 2018)	

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes/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. A county vocational school district shall admit resident students based on board-approved policies and procedures that ensure equity and access for enrollment that shall be posted on the school district, charter, and renaissance school project's district's website. N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards.	N/A	(Applies to County Vocational School Districts Only)	

II. STAFF DEVELOPMENT AND TRAINING NJAC 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 , as follows:	No	• Policy 1140 – Affirmative Action Program (September, 2016) • Affirmative Action Training (March 4, 2019) • New Staff Orientation (August 28-29, 2018) • Annual Opening Day Districtwide Faulty Meeting (Yearly in September) • School District Professional Development Plan Statement of Assurance – Board Agenda (September, 2018) • HIB Online and In Person Training (October 25, 2018) • School District Professional Development Plan Statement of Assurance – Board Agenda (September, 2018)	
1) To all certificated (administrative and professional) staff.	Yes	• Policy 1140 – Affirmative Action Program (September, 2016) • Policy & Regulation 3240 – Professional Development for Teachers and School Leaders (October, 2017) • Affirmative Action Training (March 4, 2019) • School District Professional Development Plan Statement of Assurance – Board Agenda (September, 2018)	
2) To all non-certificated (non-professional) staff.	Yes	• Policy 1140 – Affirmative Action Program (September, 2016) • Policy 4240 – Employee Training (September, 1998) • New Staff Orientation (August 28-29, 2018) • Annual Opening Day Districtwide Faulty Meeting (Yearly in September) • Affirmative Action Training (October 8, 2018) • HIB Online Training (October 8, 2018) • In person HIB Training (October 25, 2018) • School District Professional Development Plan Statement of Assurance – Board Agenda (September, 2018)	

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 addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP (Progress Targets profiles) for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, English proficiency, housing status, or socioeconomic status. Areas covered include, but are not limited to, the following: a) School climate and culture, safe and positive learning environment	No	• Policy & Regulation 2200 – Curriculum Content (September, 2016) • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy 5755 – Equity in Educational Programs and Services (September, 2016) • Motion to approve UCESC High School Curriculum Framework (June 6, 2018) • Motion to approve curriculum guides – Annual Reorganization Meeting (June 5, 2019) • Bi-weekly Departmental Meetings • Daily Lesson Plans • Week of Respect • Building based Social Emotional Learning initiatives and course work	All District Schools
	Yes	• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy 5512 – Harassment, Intimidation, and Bullying (September, 2018)	

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
		• Policy & Regulation 5750 – Equal Educational Opportunity (September, 2016) • School Safety – School Climate Team Meetings (September 2018 and June 2019) • Week of Respect • Curriculum-Based Social Emotional Learning • District/School Professional Development Programs	
b) Courses of study, including physical education	Yes	• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy 2422 – Health and Physical Education (March, 2019) • Policy & Regulation 5750 – Equal Educational Opportunity (September, 2016) • UCESC High School Curriculum Framework (June 6, 2018) • Physical Education Department Meetings Bi-Weekly • Daily Lesson Plans	
c) Library materials/instructional materials and strategies	Yes	• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy & Regulation 5750 – Equal Educational Opportunity (September, 2016) • Department Meeting Instructional Material Review • Annual Curricular Materials Audit	

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
d) Technology/software and audiovisual materials	Yes	• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy & Regulation 5750 – Equal Educational Opportunity (September, 2016) • Department Meeting Instructional Material Review • Annual Curricular Materials Audit	
e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures	Yes	• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy & Regulation 2411 – Guidance Counseling (September, 2016) • Policy 5512 – Harassment, Intimidation, and Bullying (September, 2018) • Policy & Regulation 5750 – Equal Educational Opportunity (September, 2016) • Staff Manual • Student/Parent Handbooks • Week of Respect Activities • HIB Online Training (October 25, 2018) • In person HIB Training (October 25, 2018)	
f) Extra-curricular programs and activities	Yes	• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy & Regulation 5750 – Equal Educational Opportunity (September, 2016) * Sending School Districts are responsible for ensuring equitable access and participation rates in extra-curricular programs and activities.	

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
g) Tests and other assessments	Yes	• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy & Regulation 5750 – Equal Educational Opportunity (September, 2016) • English and Social Studies Common Assessments	
h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	Yes	• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy & Regulation 5750 – Equal Educational Opportunity (September, 2016) • Policy 5755 – Equity in Educational Programs and Services (September, 2016) *Sending School Districts are responsible for ensuring equitable referral of students to UCESC schools and programs.	
2) Incorporate a multicultural curriculum in aspects in the instructional content and practices across the curriculum.	Yes	• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy & Regulation 5750 – Equal Educational Opportunity (September, 2016) • UCESC High School Curriculum Framework • Department Meetings	
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	• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy & Regulation 5750 – Equal Educational Opportunity (September, 2016) • UCESC High School Curriculum Framework (June 6, 2018) • Department Meetings	

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
4) Include instruction on the Holocaust and other genocide curricula for elementary and secondary school students. (N.J.S.A. 18A:35-28)	Yes	• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy & Regulation 5750 – Equal Educational Opportunity (September, 2016) • UCESC High School Curriculum Framework	
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:		• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy & Regulation 5750 – Equal Educational Opportunity (September, 2016) • Policy 5755 – Equity in Educational Programs and Services (September, 2016) • Student application, screening, and acceptance procedures.	
1) Ensure equal and barrier-free access to all school and classroom facilities.	No	• Policy 5755 – Equity in Educational Programs and Services (September, 2016)	Hillcrest Academy - North Campus
2) Attain minority representation of students within each school, including racial and ethnic balance, within each school which approximates the district, charter, and renaissance school project's overall minority racial and ethnic representation.	Yes	• Policy 5755 – Equity in Educational Programs and Services (September, 2016) *Sending School Districts are responsible for ensuring equitable referral of students to UCESC schools and programs.	

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
3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	• Policy 5755 – Equity in Educational Programs and Services (September, 2016)	
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	• Policy 5755 – Equity in Educational Programs and Services (September, 2016)	
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses, including math and science.	Yes	• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy 5755 – Equity in Educational Programs and Services (September, 2016) *UCESC does not offer Advanced Placement and/or Gifted and Talented programs.	
b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Yes	• Policy 5755 – Equity in Educational Programs and Services (September, 2016) • Student Safety Data System Reports, Periods 1 and 2 Board Agendas (February and July 2019) • School Safety – School Climate Team Meetings (September, 2018 and June, 2019)	
c) Ensure equal and bias-free access for all students to computers, computer	Yes	• Policy 5755 – Equity in Educational Programs and Services (September, 2016)	

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
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, or socioeconomic status.		• UCESC schools consistent assign Chromebooks on a 2 student to 1 device ratio to ensure equitable access.	
d) Ensure that all English language learners have equal and bias-free access to all school programs and activities.	Yes	• Policy 5755 – Equity in Educational Programs and Services (September, 2016) *Sending School Districts are responsible for the identification and placement of ELL students. *	
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	Yes	• Policy 5755 – Equity in Educational Programs and Services (September, 2016) *Sending School Districts are responsible for the identification, classification and placement of students with disabilities.	
f) Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Yes	• Policy 5755 – Equity in Educational Programs and Services (September, 2016)	

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
5) Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	Yes	• Policy & Regulation 2423 – Bilingual and ESL Education (September, 2016) *Sending School Districts are responsible for administering State approved language proficiency assessments to ELL students.	
6) Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy 2460 – Special Education (May, 2017) • Regulation 2460.1 – Special Education - Location, Identification, and Referral (September, 2017) • Regulation 2460.8 – Special Education - Free and Appropriate Public Education (May, 2017) • Regulation 2460.9 – Special Education - Transition From Early Intervention Programs to Preschool Programs (May, 2017) • Regulation 2460.15 – Special Education – In-Service Training Needs for Professional and Paraprofessional Staff (May, 2017) • Regulation 2460.16 – Special Education - Instructional Material to Blind or Print-Disabled Students (May, 2017) Sending School Districts are responsible for the identification, classification and placement of students with disabilities.	

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
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	• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Student/Parent Handbook * UCESC provides equal access to health care, tutoring, mentoring, and other special services to all students enrolled in district schools and programs.	
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	• Policy 2416 – Programs for Pregnant Students (September, 1998) • Policy 5752 – Marital Status and Pregnancy (September, 1998) • Policy 5755 – Equity in Educational Programs and Services (September, 2016) *Sending School Districts are responsible for providing alternative educational programs and/or home instruction for pregnant students unable to attend a UCESC school.	
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:			

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
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	• Policy & Regulation 2411 – Guidance Counseling (September, 2016) • Policy 5755 – Equity in Educational Programs and Services (September, 2016) • School Counseling services are provided in an equitable manner across all UCESC schools.	
2) The presentation of a full range of possible occupational, professional, and Career and Technical Education choices for all students, including careers in the science and technology industries and nontraditional careers.	Yes	• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (September, 2016) • Policy & Regulation 2411 – Guidance Counseling (September, 2016) • Policy 5755 – Equity in Educational Programs and Services (September, 2016) • Exposure to a full range of professional and occupational careers is accomplished through Job Academy, Structured Learning Experiences, and Success Seminar courses) • Participation in Junior Achievement	
3) Guidance counselors are using bias-free materials.	Yes	• Policy & Regulation 2411 – Guidance Counseling (September, 2016) • Policy 5755 – Equity in Educational Programs and Services (September, 2016) • All materials used by district guidance counselor are reviewed and approved by building and district level administrators.	
• Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972	Yes	• Policy 2422 – Health and Physical Education (March, 2019) • Policy 5755 – Equity in Educational Programs and Services (September, 2016)	

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
Ensure that the district, charter, and renaissance school project's physical education program is co-educational, as follows: 1. All instructional activities are equitable and are co-educational.		• Policy 5755 – Equity in Educational Programs and Services (September, 2016) • All Health/Physical Education classes in UCESC schools are scheduled on a co-educational basis.	
D. 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 district, charter, and renaissance school project's Athletic Program accomplishes the following:	N/A	*Sending School Districts are responsible for ensuring equitable participation, treatment and access to comparable facilities for students participating in athletic programs.	
1) Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.	N/A		
2) Ensures equitable scheduling of night games, practice times, locations, and numbers of games for male and female teams.	N/A		
3) Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase, and maintenance of equipment, etc.	N/A		
4) Provides comparable facilities for male and female teams.	N/A		

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
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	• Policy & Regulation 1510 – Americans with Disabilities Act (April, 2017) • Policy & Regulation 1530 – Equal Employment Opportunities (September, 2016) • Policy & Regulation 1550 – Equal Employment/Anti-Discrimination Practices (October, 2018) • UCESC participates in several job fairs and advertises job postings across multiple sources in order to promote equitable recruitment practices.	
2) Target recruiting practices for under-represented populations in every category of employment.	Yes	• Policy & Regulation 1530 – Equal Employment Opportunities (September, 2016) • District participates in several job fairs and advertises job postings across multiple sources of media in order to promote equitable recruitment practices.	
3) Ensure that the district, charter, and renaissance school project's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.	No	• Policy & Regulation 1510 – Americans with Disabilities Act (April, 2017) • Policy & Regulation 1530 – Equal Employment Opportunities (September, 2016) • Policy & Regulation 1550 – Equal Employment/Anti-Discrimination Practices (October, 2018) • UCESC Job Applications contain Equal Opportunity Statement as required by law	All District Schools

IV. <u>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
4) Monitor promotions and transfers to ensure non-discrimination.	Yes	• Policy & Regulation 1530 – Equal Employment Opportunities (September, 2016) • Policy & Regulation 1550 – Equal Employment/Anti-Discrimination Practices (October, 2018) • Superintendent and HR Director meet weekly to discuss employee assignments and ensure equity in promotions and transfers.	
5) Ensure equal pay for equal work among members of the district, charter, and renaissance school project's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	• Policy & Regulation 1530 – Equal Employment Opportunities (September, 2016) • Policy & Regulation 1550 – Equal Employment/Anti-Discrimination Practices (October, 2018) • District employees are placed on salary guide based on certification, education, and experience.	
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	• Policy & Regulation 1530 – Equal Employment Opportunities (September, 2016) • Policy & Regulation 1550 – Equal Employment/Anti-Discrimination Practices (October, 2018) • All purchasing is done in compliance with the New Jersey Public Purchasing Laws.	

IV. <u>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
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	• Policy & Regulation 1530 – Equal Employment Opportunities (September, 2016) • Policy & Regulation 1550 – Equal Employment/Anti-Discrimination Practices (October, 2018)	

Comprehensive Equity Plan Corrective Actions

I. Board Responsibility

School District, Charter School or Renaissance School Project Name: Union County Educational Services Commission

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
A.C.	Revisions are required to the existing Board Policies to reflect current Administrative Code requirements and citations: Board Policy 2416 Programs for Pregnant Students Board Policy 5752 Marital Status and Pregnancy	Superintendent	July, 2019 (First Read) September, 2019 (Second Read & Board Approval)	Board Agendas

II. Staff Development and Training

School District, Charter School or Renaissance School Project Name: Union County Educational Services Commission

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 2019-2020 2021 Ongoing	Evidence of Completion
A.	Director of Curriculum and Instruction will meet with Building Administrators over the summer months to review the results of Statewide Assessment, identify patterns of inequity across student demographic groups and develop instructional goals for the year. Building Administrators will share information related to identified student achievement gaps with parents and community members at Fall Open House and Back-to-School Nights. Director of Curriculum and Instruction will utilize new Student Management System to analyze attendance and achievement data after each marking period and report patterns of inequity across demographic groups to Superintendent, School Administrators and Academic Departments for purposes of developing remedial strategies.	Director of Curriculum and Instruction Principals and Supervisors Director of Curriculum and Instruction	July – August, 2019 September – October, 2019 Ongoing	Monthly Report to Superintendent Fall Open-House and Back-to-School Night Agendas School and Department Meeting Agendas

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

School District, Charter School or Renaissance School Project Name: Union County Educational Services Commission

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
A.1.	The Director of Curriculum and Instruction will analyze Statewide assessment results to identify any achievement gaps in student demographic groups and utilize corresponding data to guide Department PLCs in the revision of existing curriculum outlines.	Director of Curriculum and Instruction Academic Departments	Ongoing	Board Approval of revised Curriculum Guides
	Principals and Supervisors will review weekly lesson plan submissions and conduct ongoing formal and informal observations to ensure adequate differentiation of instruction based on the learning needs of all identified underperforming demographic groups.	Principals and Supervisors	Ongoing	Lesson Plans, Classroom Observations, Summative Evaluations

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

School District, Charter School or Renaissance School Project Name: Union County Educational Services Commission

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
B.1.	UCESC is exploring options to support the relocation of Hillcrest Academy North Campus from an existing leased building located at 2630 Plainfield Avenue in Scotch Plains to a permanent educational facility that ensures equal and barrier-free access for all students. Students who currently require barrier-free access are able to attend a comparable program at Hillcrest Academy - South Campus located at 1571 Lamberts Mill Road in Westfield.	Superintendent Assistant Superintendent Business Administrator	Ongoing	Approval of School Facilities Submitted to the New Jersey Department of Education

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

School District, Charter School or Renaissance School Project Name: Union County Educational Services Commission

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
N/A	No Corrective Actions Required	N/A	N/A	N/A

III. School and Classroom Practices:

Equity in Physical Education and Athletic Programs

School District, Charter School or Renaissance School Project Name: Union County Educational Services Commission

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

[illegible]

IV. Employment/Contract Practices

School District, Charter School or Renaissance School Project Name: Union County Educational Services Commission

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
A.3.	Equal Employment/Anti-Discrimination statement will be included in district job postings to conform with guidelines developed by the New Jersey Division on Civil Rights.	Assistant Superintendent	Ongoing	Job Postings