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SUPERINTENDENT

July 1, 2019

TO: Chrys Harttraft, Chief School Administrator  
Somerset County Vocational and Technical Schools

FROM: Mr. Roger A. Jinks, Executive County Superintendent  
Somerset County

SUBJECT: Approval of Comprehensive Equity Plan for 2019-2022

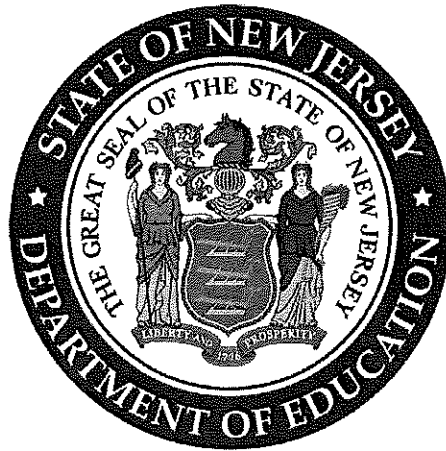
We are pleased to inform you that your Comprehensive Equity Plan (CEP) for 2019-2022 is approved. Please retain all documentation for your self-assessment in a centralized file.

N.J.A.C. 6A:7, *Managing for Equality and Equity* in Education, outlines the responsibilities for achieving and maintaining compliance with all state and federal laws governing equity in educational programs. The responsibility of each district/charter/renaissance project school is to identify and correct all discriminatory and inequitable policies, programs, practices and conditions within or affecting its schools. The role of the New Jersey Department of Education is to ensure district/charter/renaissance project school compliance of N.J.A.C. 6A:7.

If you have any questions, please contact your county education specialist at 908-541-5700. Best wishes to you throughout the school year.

c: Paula Bloom

**New Jersey State Department of Education  
Division of Field Services**



**Comprehensive Equity Plan  
for School Years 2019-20 through 2021-22**

Somerset County Vocational & Technical School  
Approved: 5/20/2019

Forms and Instructions  
To Assist School Districts, Charter Schools and Renaissance Schools in Developing  
A Comprehensive Equity Plan to Provide  
Equality and Equity in Educational Programs

**Due Date: On or before June 14, 2019**

**“Managing for Equality and Equity in Education”  
Three Year Comprehensive Equity Plan**

**School Years 2019-2020 through 2021-2022**

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# New Jersey State Board of Education

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## General Information

### Purpose

In January 2017, 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 all 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 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 its 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 CEP 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

- 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.nj.gov](mailto:countyoffices@doe.nj.gov). 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 is available on the NJDOE [County Information and Services](#) webpage.

### 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, June 14, 2019** for implementation of the 2019-2020 CEP to begin on September 1, 2019.

## Resources for more Information About Equity and Equality in Education

- [NJ State Division on Civil Rights website](#)
- [U.S. Dept. of Education Office for Civil Rights website](#)
- [U.S. Commission on Civil Rights website](#)
- [U.S. Dept. of Justice Civil Rights Division website:](#)

## Instructions For Completion of the Comprehensive Equity Plan

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

Each district, charter schools and renaissance school projects 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 (Appendix A)—Affirmative Action Team.

### Step 2: Conduct Needs Assessment (Appendix B)

Each school district, charter school and renaissance school project board shall use the Appendix B entitled, “District, Charter School and Renaissance School Project Needs Assessment” to conduct a needs assessment of each school. This document is intended to be used as a checklist to assist the AAO and the AAT to identify and eliminate discriminatory practices and other barriers to achieving equity in educational programs. The completed Needs Assessment must be submitted to the county office as part of the documentation that accompanies the Comprehensive Equity Plan. When citing documentation in the Needs Assessment, 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), charter school or 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 needing correction or requiring an internal monitoring procedure or system will form the basis for the improvement strategies that will be proposed in the CEP.

The school district, charter school or renaissance school project 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 and Contract Practices - This section outlines the basic practices that must be observed to comply with equity requirements in this area.

**Note:** At the beginning of each section of the Needs Assessment, the laws and codes that specifically apply to the section have been provided for your convenience. 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 from the Needs Assessment, 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 section are provided with this packet.

- I. Board Responsibilities
- 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 Education/Athletic Programs)
- IV. Employment and Contract Practices

The plan to correct or address each item that needs correction must be on the form covering the corresponding section (Board Responsibilities, Staff Development, School and Classroom Practices, and Employment and Contract Practices). 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** - In the CEP, 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 in the Needs Assessment. If the district, charter school or renaissance school project itself is not compliant, write "district wide, charter school-wide or renaissance school project-wide." If one school is out of compliance, the entire district is out of compliance 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 you will use to improve or correct the deficiency. A district, charter school or renaissance school project should ensure that its strategies are 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 and activities.

**Plan the Implementation Timeline** - Indicate the year or specific timeframe that the strategy or activity will take place, i.e. 2019-2020 school year; 2020-2021 school year, ongoing, etc.

**Provide Evidence of Completion** – List the indicator(s) and/or documentation that will be made available for review, if requested, which will verify that the identified need is being or was corrected. Use qualitative or quantitative methods depending on the type of problem that is being corrected. This will set forth the basis for approval of the CEP. Omission of this information will result in disapproval of the CEP; it will be returned for revisions.

A district, charter school and renaissance school project may include more than one "identified item as deficient or non-compliant" and accompanying strategies to correct the problem in one form or submit a separate form for each.

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

The Statement of Assurance is submitted with the Comprehensive Equity Plan to ensure district, charter school and renaissance school project compliance with statute and code. The Chief School Administrator or Charter School 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:

- Annual resolution appointing the Affirmative Action Officer for 2019-20 school year;
- Resolution authorizing the Affirmative Action Team to conduct the Needs Assessment and develop a Comprehensive Equity Plan; and
- 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 Affirmative Action Team to conduct the Needs Assessment and develop a Comprehensive Equity Plan;
4. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.
5. List of Affirmative Action Team members (Appendix A)
6. District, Charter School and Renaissance School Project Needs Assessment (Appendix B)
7. Comprehensive Equity Plan forms, if applicable (Appendix C)

**Step 7: Submit the CEP**

Submit one (1) original CEP to the County Office of Education on or before Friday, June 14, 2019. The contact list for the county offices of education is available on the NJDOE [County Information and Services](#) webpage.

**\*\*After approval and implementation of the comprehensive equity plan, each school district, charter school or renaissance school project is required to submit the annual statement of assurance to their respective county office of education by September 1, 2019. (Appendix D).**



## **Comprehensive Equity Plan**

### **Accountability:**

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.

A sampling of school districts, charter school or renaissance school project may be reviewed by the New Jersey Department of Education on an annual basis for compliance of the approved Comprehensive Equity Plan.

### **Sanctions:**

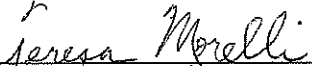
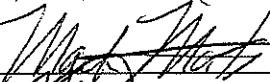
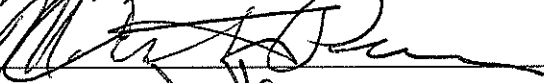

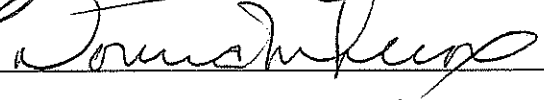
As noted in 6A:7-1.9(f), "If the district board of education or charter school does not implement the comprehensive equity plan within 180 days of the approval date of the plan, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or his/her designee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

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

## 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
Teresa Morelli	Affirmative Action Officer	High School	
Mark Mastrobattista	Culinary Instructor	High School	
M. Cristina Perrone	English Instructor	High School	
Duane Wallace	Supervisor of Technology-based Learning and Communications	High School	
Donna Lenox	SAC (Linkages School-Based Program)	High School	

**District, Charter School and Renaissance School Project 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.

*Table 1: Needs Assessment, Board Responsibility*

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	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>	Yes	Policy 1523: Comprehensive Equity Plan (Updated July 25, 2016)	
<p>1. Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following:</p> <p>a. Identify and address all forms of prejudice and discrimination in all district, charter and renaissance school project programs, practices, curricula, instructional materials and assessments.</p>	Yes	<p>Policy 1523: Comprehensive Equity Plan (Updated July 25, 2016)</p> <p>Policy &amp; Regulation 1550: Affirmative Action for Employment. (Updated August 27, 2010)</p> <p>Policy &amp; Regulation 2260: Affirmative Action Program for School &amp; Classroom practices (Updated July 25, 2016)</p> <p>Policy &amp; Regulation 5750: Equal Education Opportunity (Updated July 25, 2016)</p> <p>Policy 5755: Equity in Educational Programs (Updated July 25, 2016)</p>	

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	List name of noncompliant school(s) in the district
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 1523: Comprehensive Equity Plan (Updated July 25, 2016) Policy & Regulation 2260: Affirmative Action Program for School & Classroom Practices (Updated July 25, 2016) Policy & Regulation 5750: Equal Education Opportunity - (Updated July 25, 2016) School Construction complies with all ADA rules Respect is provided for religious observances Policy 5756: Transgender Students (Created February 25, 2019)	
c. Provide equitable treatment for pregnant and married students	Yes	Policy 2416: Programs for Pregnant Pupils (Adopted June 25, 2007) Policy 5752: Marital Status & Pregnancy (Adopted June 25, 2007)	
d. Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).	Yes	Policy 1523: Comprehensive Equity Plan - (Updated July 25, 2016) Policy 5512.01 Harassment, Intimidation & Bullying (Updated November 28, 2012) Policy 5512.02 Cyber Bullying - (Updated November 28, 2012) Policy & Regulation 5751: Sexual Harassment of Pupils (Adopted June 25, 2007)	
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 (Updated July 25, 2016) Policy & Regulation 5750: Equal Education Opportunity (Updated July 25, 2016) All advertisements in print or online have the AAO statement Policy & Regulation 1550: Affirmative Action for Employment (Updated August 27, 2018)	

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	List name of noncompliant school(s) in the district
3. The appointment of an Affirmative Action Officer (AAO) who can also serve as, 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 & Regulation 1510: Rights of Persons with Handicaps or Disabilities (Adopted June 25, 2007) Policy 1523: Comprehensive Equity Plan - (Updated July 25, 2016) Policy 1523: Comprehensive Equity Plan - (Updated July 25, 2016) Policy & Regulation 5750: Equal Education Opportunity (Updated July 25, 2016) BOE minutes documented with AAO Officer Name 504 Officer appointed annually Title IX officer appointed annually	
4. Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	Yes	Policy 1523 Comprehensive Equity Plan (Updated July 25, 2016)	
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 1523: Comprehensive Equity Plan (Updated July 25, 2016) BOE minutes Team meetings NJQSAC developed	
C. Collect and analyze Annual Yearly Progress (Progress Targets) data for underperforming subgroups			

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	List name of noncompliant school(s) in the district
<p>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.</p>	Yes	<p>Policy 2415.01 Academic Standards, Academic Assessment &amp; Accountability (Adopted February 28, 2011) Underperforming groups of students are analyzed and remediation plans developed and implemented.</p>	
<p>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:</p>	Yes	<p>Policy 1523: Comprehensive Equity Plan BOE minutes (Updated July 25, 2016)</p>	
<p>1. Inform the school community the Board's policies prohibiting bias, harassment, discrimination and</p>	Yes	<p>Policy 1523: Comprehensive Equity Plan (Updated July 25, 2016) Policy &amp; Regulation 3362: Sexual Harassment (Adopted June 25, 2007) Policy &amp; Regulation 4352: Sexual Harassment (Adopted June 25, 2007) Policy &amp; Regulation 5751: Sexual Harassment Pupils (Adopted June 25, 2007) Policy 5755: Equity in Educational Programs &amp; Services (Updated July 25, 2016)</p>	

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	List name of noncompliant school(s) in the district
segregation; and ensuring equality in educational programs.		Practices published in student/parent handbook Policy 5512.01 Harassment, Intimidation & Bullying (Updated November 28, 2012)	
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 1532: Comprehensive Equity Plan (Updated July 25, 2016) Policy & Regulation 2260: Affirmative Action Program for school and classroom practices (Updated July 25, 2016) AAO receive in-service training, AAO addresses and monitors all Affirmative Action inquiries complaints.	
3. Inform students, staff and the community of the name, office address, and phone number of the district, charter and renaissance school project's AAO, and publicize the location and availability of the district, charter and renaissance school project's CEP, policy(ies), grievance procedures and annual reports.	Yes	Policy & Regulation 1550: Affirmative Action for Employment (Updated July 25, 2016) Policy & Regulation 2260: Affirmative Action program for school & classroom practices (Updated August 27, 2018) AAO, procedures and CEP identified in student handbook	
4. Investigate and resolve discrimination complaints, grievances and incidents between students and teachers or among students, based on race, national	Yes	Policy & Regulation 1550: Affirmative Action for Employment (Updated August 27, 2018) Policy & Regulation 2260: Affirmative Action for School & Classroom Practices. (Updated July 25, 2016) Complaints are addressed in a timely manner.	

<b>I. Board Responsibility</b>	<b>Compliant (Yes or No)</b>	<b>Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.</b>	<b>List name of noncompliant school(s) in the district</b>
origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.			
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 & Regulation 1530: equal Opportunity Complaint procedure (Updated July 25, 2016) Policy & Regulation 2260: Affirmative Action program for school & classroom practices (Updated July 25, 2016) Policy & Regulation 5750: Equal Education Opportunity (Updated July 25, 2016) Policy 5755: Equity in Educational Programs & Services (Updated July 25, 2016)	
6. Authorize the AAO to conduct yearly equity training for all staff.	Yes	Policy 1523: Comprehensive Equity Plan (Updated July 25, 2016) Policy & Regulation 2260: Affirmative Action Program for School & Classroom practices (Updated July 25, 2016) Training for all staff held annually	
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.	Yes	<b>(For County Vocational School Districts Only)</b>  Policy 1523: Comprehensive Equity Plan (Updated July 25, 2016) Policy & Regulation 5750: Equal Education Opportunity (Updated July 25, 2016) Policy 5111: Eligibility/Acceptance of Resident/Non-Resident Pupils (Updated December 21, 2015)	



Table 2: Needs Assessment, Staff Development and Classroom Practices

<b>II. Staff Development And Training</b> • 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 and/or revision.	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 <b>every school year</b> , as follows:	Yes	Annual in-service during the opening week of school Annual presentation at new student picnic Attendance sheet Online Moodle training for all staff	
1. To all certificated (administrative and professional) staff.	Yes	Policy 1523: Comprehensive Equity Plan (Updated July 25, 2016) Policy and regulation 2260: Affirmative Action Program for School & Classroom Practices (Updated July 25, 2016)	
2. To all non-certificated (non-professional) staff.	Yes	Annual in-service during the opening week of school, additional training for new hires	

Table 3: Needs Assessment, School and Classroom Practices

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 and/or revision.	List name of noncompliant school(s) in the district
<p>A. Equality and Equity in Curriculum</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>1. Ensure that the district, charter school or renaissance school project’s curriculum and instruction are aligned to the State’s Core Curriculum Content Standards and 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:</p>	<p>Yes</p>	<p>The following applies to A.1-</p> <p>Policy and regulation</p> <p>Policy 1523: Comprehensive Equity Plan (Updated July 25, 2016)</p> <p>Policy and Regulation 2260: Affirmative Action Program for School &amp; Classroom Practices (Updated July 25, 2016)</p> <p>Policy 2415.01: Academic Standards, Academic Assessments &amp; Accountability (Adopted February 28, 2011)</p> <p>All courses of study are prepared according to a district-adopted outline that incorporates the Core Standards, research, best practices and teaching pedagogy. There are also curricular and co-curricular reviews conducted through the Curriculum and Instruction Department.</p>	
<p>a. School climate and culture, safe and positive learning environment.</p>	<p>Yes</p>	<p>Policy and Regulation 2260: Affirmative Action Program for School &amp; Classroom Practices (Updated July 25, 2016)</p> <p>Policy and Regulation 5750: Equal Education Opportunity (Updated July 25, 2016)</p>	

III. School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
b. Courses of study, including Physical Education	Yes	Policy & Regulation 2415.01: Academic Standards, Academic Assessments, and Accountability (Adopted February 28, 2011)	
c. Library materials/Instructional materials and strategies	Yes	Courses of study are reviewed regularly. Courses of study exist for all courses, including PE and Health Students have regular and open access to all media	
d. Technology/software and audio-visual materials	Yes	(Continued) technology and materials. Through affirmative action	
e. Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, & grievance procedures	Yes	training, teachers are trained to recognize and work to eliminate bias, prejudice, and other related affirmative action/equal opportunity issues Students are provided regular access to technology/ appropriate software and related audiovisual materials. All technology and AV materials are for use by all students. No preference is given to any single group.	
f. Extra-curricular programs and activities	Yes	All co-curricular offerings are open to any interested student. Meeting notices are posted throughout the school. All SCVTHS students are members of SkillsUSA,	
g. Tests and other assessments	Yes	a VSO organization. All eligible students take the PARCC and industry-connected end-of-program assessments.	
h. Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	Yes	Policy 5755: Equity in Educational Programs and Services (Updated July 25, 2016)	
2. Include a multicultural curriculum in the instructional content and practices across the curriculum.	Yes	All students study World Cultures. The English curriculum includes a review of contemporary, classic, and multicultural literature. In visual and performing arts, works of the great masters from all genres are studied across all grade levels.	
3. Ensure that instruction on African-American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	Yes	Policy & Regulation 5750: Equal Educational Opportunity (Updated July 25, 2016) In US I, students are required to study the origins of African American history, which includes the Amistad	

III. School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
<p>4. Include instruction on the Holocaust and other genocide curricula in the curriculum for elementary and secondary school students. (N.J.S.A. 18A:35-28)</p>	Yes	<p>Policy &amp; Regulation 5750: Equal Educational Opportunity (Updated July 25, 2016)            Students read varied literature on the holocaust.            Students travel on field trips to historical museums.            Holocaust education is articulated throughout the curriculum.</p>	
<p><b>B. Equality and Equity in Student Access</b></p> <ul style="list-style-type: none"> <li>N.J.A.C. 6A:7-1.7; Titles VI &amp; 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</li> </ul> <p>Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status, as follows:</p>	Yes	<p>Policy and Regulation 2260: Affirmative Action Program for School and Classroom practice (Updated July 25, 2016)            Policy and regulation 5750: Equal Education Opportunity (Updated July 25, 2016)            Policy 5756: Transgender Students (Created February 25, 2019)</p>	
<p>1. Ensure equal and barrier-free access to all school and classroom facilities.</p>	Yes	<p>The SCVTHS is a barrier free facility and complies with all of the ADA requirements.</p>	
<p>2. Attain minority representation of students within each school, including racial and ethnic balance, within each school which</p>	Yes	<p>Policy and Regulation 5750: Equal Educational Opportunity. (Updated July 25, 2016)            Although SCVTHS is comprised of 9 physical buildings due to the nature of career and technical schools, it is a one program school.</p>	

III.School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
approximates the district, charter and renaissance school project's overall minority racial and ethnic representation.			
3. Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	Policy and Regulation 5750: Equal Education Opportunity (Updated July 25, 2016) Policy and regulation 7100: Long Range Facilities Planning (Updated October 16, 2017)	
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 and regulation 5750: Equal Education Opportunity. (Updated July 25, 2016) All academic and CTE programs are open to all students. Students are appropriately placed in varied courses and activities by request, ability, or interest, without prejudice. Policy 5756: Transgender Students (Created February 25, 2016)	
a. Ensure that minority and female students are not under-represented in gifted and talented or accelerated/advanced courses, including math and science.	Yes	Policy & Regulation 2260: Affirmative Action Program for School and Classroom Practices.(Updated July 25, 2016) A bona fide effort is made to recruit students for the career academies in order to have equal distribution and opportunities for both males and females. All other CTE programs have appropriate distribution of students.	
b. Ensure that minority and male students are not disproportionately represented in detentions,	Yes	Policy 5755: Equity in Educational Programs and Service A review of the discipline reports indicates that there are no biases in this regard. This is verified through the annual violence and vandalism report. (Updated July 25, 2016)	

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 and/or revision.	List name of noncompliant school(s) in the district
suspensions, expulsions, dropouts, or special need classifications.			
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.	Yes	<p>Policy 2360: Use of Technology (Adopted June 25, 2007)</p> <p>Policy &amp; Regulation 2361: Acceptable Use of Computer Network and Resources (Updated November 19, 2012)</p> <p>Policy 2421: Career and Technical Education</p> <p>All technology (laptops, chromebooks, calculators, and school computers, for example) are available to all students. (Updated December 21, 2015)</p> <p>Students are provided regular access to technology and appropriate software and related audiovisual materials. These services are available throughout the building with several hundred computers available for use. Calculators are issued to students in the same manner that books are distributed.</p> <p>All students have equal and bias free access to technology.</p> <p>Policy 5756: Transgender Students (Created February 25, 2019)</p>	
d. Ensure that all English language learners have equal and bias-free access to all school programs and activities.	Yes	<p>Policy &amp; Regulation 2423: Bilingual &amp; ESL Education (Updated July 25, 2016)</p> <p>Foreign language is a graduation requirement for NJ students. ELL students receive additional instruction to practice reading and writing.</p>	
e. Ensure that all students with disabilities have equal and bias-free access to all school programs and activities	Yes	<p>Policy &amp; Regulation 2260: Affirmative Action Program for School and Classroom Practices. (Updated July 25, 2016)</p> <p>The buildings are ADA compliant. There are elevators around the school. Anyone with a visual, hearing, or other disability will receive reasonable accommodations.</p>	
f. Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Yes	<p>Policy &amp; Regulation 5111: Eligibility of Resident/Non Resident Pupils (Updated December 21, 2015)</p>	

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 and/or revision.	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 & ESL Education Counselors and teachers are vigilant in overseeing the needs of English language learners. (Updated July 25, 2016)  Policy 2460: Special Education Services (Updated April 24, 2017)	
6. Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	Regulations 2460.1, 2560.05, 2460.07, 2460.08, 2460.10, 2460.14 (revised and approved July 25, 2016, April 25, 2017) Policy 2461: Programs and Services for Pupils in High Poverty and in High Need Districts If District Receives Special Ed Students (revised May 31, 2011) Regulations 2461, 2461.1, 2461.02, 2461.03, 2460.05, 2460.08 (Updated May 31, 2011)	Need Districts
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 (Updated July 25, 2016) Policy & Regulation 2414 (Adopted June 25, 2007) Policy & Regulation 2415: No Child Left Behind (Updated March 25, 2013) Peer leadership, staff support, home instruction, the I&RS Team, in-class support teachers, health follow-ups	
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 Pupils (Adopted June 25, 2007) Policy 5752: Marital Status & Pregnancy (Adopted June 25, 2007) According to local BOE policy, students may remain in school for the length of time recommended by their physician. Home instruction may be provided if required by the physician.	
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	Yes	Policy and Regulation 2411: Guidance Counseling (Adopted June 25, 2007, Updated July 25, 2016) All students, regardless of gender or ethnicity, are assigned by CTE program to counselors. In addition, case managers are assigned to special education students. Counselors and case managers meet with students annually to plan and track their academic progress. Parents and sending districts (share-time students) are kept informed about the students' programs. At-risk students are monitored through the special programs department.	

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 and/or revision.	List name of noncompliant school(s) in the district
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	Policy & Regulation 2411: Guidance Counseling (Adopted June 25, 2007, Updated July 25, 2016)  Guidance Counselors and case managers provide post-secondary planning. A Cooperative Education person is employed to assist students in gaining employment in their career field. Staff members attend workshops on non-traditional careers. CTE instructors offer field experiences that provide authentic examples of the world of work.	
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 and regulation 2411: Guidance Counseling (Adopted June 25, 2007, Updated July 25, 2016)	
3. Guidance counselors are using bias-free materials.	Yes	Policy and regulation 2411: Guidance Counseling (Adopted June 25, 2007, Updated July 25, 2016)	
<ul style="list-style-type: none"> <li>Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972</li> </ul> <p>Ensure that the district, charter and renaissance school project's physical education program is co-educational, as follows:</p> <ol style="list-style-type: none"> <li>All instructional activities are equitable and are co-educational.</li> </ol>	Yes	Policy and Regulation 2510: Adoption of Textbooks (Adopted June 25, 2007) Policy and Regulation 2530: Resource Materials (Adopted June 25, 2007)	
D. Equality and Equity in Athletic Programs			



III.School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must include Board policy title, number and date of adoption and/or revision.</b>	List name of noncompliant school(s) in the district
<ul style="list-style-type: none"> <li>Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(d) and Title IX, Education Amendments of 1972</li> </ul> <p>Ensure that the district, charter and renaissance school project's Athletic Program accomplishes the following:</p>	Yes	Policy & Regulation 2260: Affirmative Action Program for School and Classroom Practices (Updated July 25, 2016) Policy 2425:Physical Education (Adopted June 25, 2007) Policy 5755: Equity in Educational Programs & Services (Updated July 25, 2016) Master class rosters reflect coeducational distribution. Health and PE activities are designed to further develop fine and gross motor skills, and life and wellness activities.	
1. Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.	Yes	Policy 5755: Equity in Educational Programs & Services <a href="http://www.scvths.org/athletics.cfm">www.scvths.org/athletics.cfm</a> (Updated July 25, 2016)	
2. Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Yes	Policy 2431: Athletic Competition (Updated June 27, 2016, September 24, 2019) Policy 5755: Equity in Educational Programs & Services (Updated July 25, 2016) Schedules are equal in terms of home and away games, as well as night games. Teams have equal facilities.	
3. Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Yes	Policy & Regulation 2260: Affirmative Action program for School and Classroom Practices (Updated July 25, 2016) Policy 5755: Equity in Educational Programs & Services (Updated July 25, 2016) Coaches' salaries are equal, based on a scale approved by collective bargaining.	
4. Provides comparable facilities for male and female teams.	Yes	Policy & Regulation 2260: Affirmative Action Program for School & Classroom Practices. Policy 5755: Equity in Educational Programs & Services (Updated July 25, 2016)	

Table 4: Needs Assessment, Employment/Contract Practices

<b>IV. Employment/Contract Practices</b> <ul style="list-style-type: none"> <li>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</li> </ul>	<b>Compliant (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.</b>	<b>List name of noncompliant school(s) in the district</b>
<p>A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows:</p> <p>1. Utilize equitable hiring practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district, charter and renaissance school project’s certificated and non-certificated staff and within every category of employment, including administration.</p>	<p>Yes</p>	<p>Policy &amp; Regulation 1510: Rights of Persons with Handicaps and Disabilities (Adopted June 25, 2007, Updated February 27, 2017)                      Policy &amp; Regulation 1530: Equal Opportunity Complaint Procedure (Updated July 25, 2016)                      Policy &amp; Regulation 1550: Affirmative Action for Employment (Updated July 25, 2016, August 27, 2018)                      The district posts all jobs in newspapers and online and accepts resumes from all qualified individuals. We also advertise outside of the local area in an effort to attract candidates from other areas to increase the diversity of the staff. Once hired, all new staff is provided the opportunity to participate in new staff orientation. Once hired, all employees are afforded multiple opportunities for training and professional development during district in-service days, and at other times. Every 3 years, the BOE enters into discussions with the collective bargaining unit. Both parties seek to maintain equity. A medical plan is offered according to contract.</p>	
<p>2. Target recruiting practices for under-represented populations in every category of employment.</p>	<p>Yes</p>	<p>Policy &amp; Regulation 1530: Equal Opportunity Complaint Procedure. (Updated July 25, 2016)                      The Affirmative Action statement is posted in all employment advertisements. The district makes every attempt to recruit diverse staff.</p>	
<p>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.</p>	<p>Yes</p>	<p>Policy &amp; Regulation 1530: Equal Employment Opportunity Complaint Procedure (Updated July 25, 2016)                      Policy &amp; Regulation 1550: Affirmative Action Program for Employment (Updated July 25, 2016, Updated August 27, 2018)</p>	

<b>IV. Employment/Contract Practices</b> <ul style="list-style-type: none"> <li>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</li> </ul>	<b>Compliant (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.</b>	<b>List name of noncompliant school(s) in the district</b>
<b>4. Monitor promotions and transfers to ensure non-discrimination.</b>	Yes	Policy & Regulations 1530 and 1550: (Updated July 25, 2016) Implementation of consistent posting procedure, AAO statement, written job descriptions, posting internally Policy and Regulation 1530: Equal Employment Opportunity Complaint Procedure (Updated July 25, 2016) Policy 1550 Updated August 27, 2018	
<b>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.</b>	Yes	Policy & Regulation 1550: Affirmative Action for Employment (Updated July 25, 2016, August 27, 2018)	
<b>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.</b>	Yes	Policy & Regulation 1530: Equal Employment Opportunity Complaint Procedure(Updated July 25, 2016) Policy & Regulation 1550: Affirmative Action Program for Employment (Updated July 25, 2016, August 27, 2018) This language is contained on all bids, purchase orders, and contracts.	
<b>C. Provide Equality in Employment and Contract Practices for all persons,</b>			

<b>IV. Employment/Contract Practices</b> <ul style="list-style-type: none"> <li>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</li> </ul>	<b>Compliant (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.</b>	<b>List name of noncompliant school(s) in the district</b>
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 Opportunity Complaint Procedure (Updated July 25, 2016) Policy & Regulation 1550 Affirmative Action Program for Employment (Updated July 25, 2016, August 27, 2018)	

**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

*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 2019 2020 2021 Ongoing	Evidence of Completion

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		Evidence of Completion
			2019-2020	2021 Ongoing	

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. 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

*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 2019-2020 2021 Ongoing	Evidence of Completion

*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

**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: Somerset

Name of School District/Charter School/Renaissance School Project: Somerset County Vocational & Technical

Address: 14 Vogt Drive Bridgewater, NJ 08807

Affirmative Action Office (AAO): Teresa Morelli Telephone #: 908.526.8900 x7157

AAO Email: tmorelli@scvts.net

Alternate Contact Person: Duane Wallace Telephone #: 908.526.8900 x7304

Title: Supervisor of Technology-based Learning and Communications

Email: dwallace@scvts.net

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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: Dr. Chrys Harttraff, Superintendent

Signature: Dr. Chrys Harttraff

Date: 5-21-19