

**NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF STUDENT SERVICES
OFFICE OF SPECIALIZED POPULATIONS**



**COMPREHENSIVE EQUITY PLAN
for the Academic Years
2007-2010**

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

Due Date: On or before Friday, March 30, 2007

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

Academic Years 2007-2008 through 2009-2010

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GENERAL INFORMATION

Purpose

On May 7, 2003 the State Board of Education 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 schools, including charter schools, are mandated to develop a three-year Comprehensive Equity Plan (CEP). The first CEP covered the school years 2004-2007. The responsibility of each board of education of every public school district and charter school in New Jersey is to identify and correct all discriminatory and inequitable policies, programs, practices and conditions within or affecting their schools. The role of the New Jersey Department of Education (DOE) is to ensure that each district and charter school complies with equality and equity requirements, and to provide guidelines to accomplish that result.

The CEP enables district/charter schools to comply with all applicable laws, codes, and regulations, including, but not limited to, the following:

Federal Law

- 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
- Equal Pay Act of 1973

State Law

- 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

Submission Requirements

Districts and charter schools must submit one (1) original Comprehensive Equity Plan to its **County Office of Education** and one (1) copy to the **Office of Specialized Populations** in Trenton. The address is:

Office of Specialized Populations/Equity
New Jersey Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500

The deadline for submission is on or before Friday, March 30, 2007.

Implementation of the 2007-2010 Plan begins in all districts and charter schools on July 1, 2007.

Questions and Technical Assistance

Questions regarding the development, submission, and implementation of the Comprehensive Equity Plan may be directed to the county office of education serving the district/charter school, as listed below:

COUNTY	COUNTY EDUCATION SPECIALIST	OFFICE MAILING ADDRESS	COUNTY	COUNTY EDUCATION SPECIALIST	OFFICE MAILING ADDRESS
Atlantic	Mr. Michael Ryan 609-625-0004 fax #625-6539	Atlantic County Office 6260 Old Harding Highway Mays Landing, NJ 08330-1599	Middlesex	Ms. Suzanne Miskiewicz 732-745-3422 fax # 732-296-0683	Middlesex County Office 1501 Livingston Ave. North Brunswick, NJ 08902
Bergen	Dr. Geraldine O'Connor 201-336-6875 fax #336-6880	Bergen County Office One Bergen County Plaza 3 rd Floor, Room 350 Hackensack, NJ 07601	Monmouth	Ms. Marie Gdula Ms. Geo-Anne Dillman 732-431-7813 fax # 732-577-0679	Monmouth County Office 3680 State Highway 9 4 th floor, PO Box 1264 Freehold, NJ 07728-1264
Burlington	Ms. Joan Lake 609-265-5938 fax # 609-265-5932	Burlington County Office 2 Academy Drive Westampton, NJ 08060-	Morris	Ms. Ruth Anne Estler 973-285-8334 fax # 973-285-8341	Morris County Office Court House, PO Box 900 Morristown, NJ 07963-0900 <u>Office Location:</u> Cult. Ctr, 300 Mendham Rd. Morris Twp., NJ 07960
Camden	Ms. Genevieve Lumia 856-401-2400 fax # 856-401-2410	Camden County Office Forrest Hall 509 Lakeland Road Blackwood, NJ 08012	Ocean	Mr. Eddie Alvarez 732-929-2078 fax # 732-506-5336	Ocean County Office 212 Washington St. Toms River, NJ 08753
Cape May	Mr. Michael McKnight 609-465-1281 fax # 609-465-2094	Cape May County Office 4 Moore Road Cape May Court House, NJ 08210	Passaic	Ms. Diane Mosley-Whitt 973-569-2110 fax # 973-754-0241	Passaic County Office 501 River Street Paterson, NJ 07524
Cumberland	Ms. Janet Sfaelos 856-451-0211 x6018 fax # 856-455-9523	Cumberland County Office of Education 19 Landis Avenue Bridgeton, NJ 08302	Salem	Ms. Carol Mizrahi 856-339-8611 fax # 856-935-6290	Salem County Office 94 Market Street Salem, NJ 08079
Essex	Ms. Eileen Gavin 973-395-4677 fax # 973-395-4696	Essex County Office 7 Glenwood Ave., Suite 404 East Orange, NJ 07018	Somerset	Ms. Beverly Hetrick 908-231-7171 fax # 908-722-6902	Somerset County Office P.O. Box 3000 Somerville, NJ 08876 <u>Office Location:</u> 92 E. Main Street Somerville, NJ 08876
Gloucester	Carla Spates 856-468-6500- ex. 6018 fax # 856-468-9115	Gloucester County Office 1492 Tanyard Rd. Sewell, NJ 08080-4222	Sussex	Vacant 973-579-6996 fax # 973-579-6476	Sussex County Office 262 White Lake Road Sparta, NJ 07871
Hudson	Ms. Monica A. Tone 201-319-3850 fax #201-319-3650	Hudson County Office 595 Newark Ave., Jersey City, NJ 07306 <u>Office Location:</u> 595 County Ave., Bldg. 3 Secaucus, NJ 07094	Union	Vacant 908-654-9860 x2223 fax # 908-654-9869	Union County Office 300 No. Avenue, East Westfield, NJ 07090
Hunterdon	Ms. Christine Harttraft 908-788-1414 fax # 908-788-1457	Hunterdon County Office PO Box 2900 Flemington, NJ 08822- 2900 <u>Office Location:</u> 10 Court St., Flemington	Warren	Ms. Mary Jane Tanner 908-475-6327 fax # 908-475-6394	Warren County Office 537 Oxford St. Belvidere, NJ 07823
Mercer	Ms. Jackee Reuther 609-588-5883 fax # 609-588-5849	Mercer County Office 1075 Old Trenton Rd. Trenton, NJ 08690	For additional information regarding Charter Schools, contact Donna Best, phone: (609)-292-5850		

SUMMARY STATEMENT

COMPREHENSIVE EQUITY PLAN ACHIEVEMENTS & BARRIERS - FY 2004-2007

School Code:	0390
District/Charter Name:	Black Horse Pike Regional School District
City:	Blackwood, NJ
County:	Camden

DIRECTIONS: Review the implementation strategies listed in your 2004-2007 Comprehensive Equity Plan (Please refer to pages 17 through 22 of the 2004-2007 plan) to bring the district/charter school into compliance and indicate whether these strategies were implemented and the accomplishments achieved. In addition, please outline any barriers to the implementation or success of these strategies.

BOARD RESPONSIBILITIES:

In 2006, all of our board policies were updated, re-numbered and adopted to align with NJSBA recommendations. We plan to further revise our policy on *Bullying, Harassment and Intimidation* to include an anonymous reporting mechanism, as required by *N.J.S.A. 18A:37-15(3)(c)*. Although we achieved AYP in all three schools last year, we will devise and implement additional strategies to more formally analyze and address disparities among subgroups in such areas as achievement, discipline referrals, suspensions, expulsions, alternative placements, dropouts, and class enrollment. We have recently reviewed the number of suspensions issued to our students with disabilities, and are enacting a practice to assign more Saturday detentions so that students don't miss as many instructional days.

STAFF DEVELOPMENT:

Annual training for all staff has been conducted on the impact and consequences of Sexual Harassment/Hostile Work Environments. All three schools have a World of Difference program in which students research and present workshops to peers and staff on issues relevant to promoting equity and tolerance, including anti-bullying initiatives. Each school also established a Human Relations Committee to identify areas of concern and to propose and coordinate appropriate activities and programs. However, we need to put a concerted effort toward reviving and sustaining the momentum of this initiative. The Renaissance program and People's Choice Award have enabled students to be recognized for various achievements, promoting a more inclusive teaching and learning environment. Content area inclusion teachers have been trained in strategies to assist special needs students. This year, we are piloting the acclaimed "Challenge Day" program at Timber Creek High School. This program will offer training to both staff and students on skills and strategies to stem youth violence, and to build safer, more inclusive school environments. Through turnkey training techniques, we hope to spread the benefits of this program throughout our other schools in the coming years.

SCHOOL AND CLASSROOM PRACTICES:

---EQUALITY AND EQUITY IN CURRICULUM

Some of the recent highlights of our efforts to promote equality and equity in the curriculum include establishing a Gay Straight Alliance (Triton), the World Cultures Clubs, and the World of Difference Clubs. Our schools have conducted assemblies and constructed various library displays for Black History Month, Gay/Lesbian History Month, and Women's History Month. Two new courses were also introduced:-African History and Holocaust and Genocide.

– EQUALITY AND EQUITY IN STUDENT ACCESS

School-level pupil performance objectives included in our QAAR reflect our efforts to analyze achievement gaps and patterns of disparity in opportunities afforded to students of various subgroups. Most of these objectives have been met. However, we need to devise and implement additional strategies to continue raising the achievement of certain subgroups. Student enrollment in honors and advanced placement courses needs to be further analyzed and addressed, so as to ensure that a disproportionate representation of subgroups does not persist. We have been successful in providing our Students with Disabilities with more inclusive learning environments, hallmarked by the establishment of in-district MD and BD programs. Over the past 3 years, we have reduced our number of out-of district placements from 131 to 99.

--EQUALITY AND EQUITY IN GUIDANCE PROGRAM SERVICES

All students are afforded equitable guidance and counseling services. Our district has conducted Career Days and a Women in Engineering program to encourage student exposure to information on a wide range of career and professional possibilities..

--EQUALITY IN PHYSICAL EDUCATION AND ATHLETIC PROGRAMS

Our district's sports teams have equitable facilities, schedules and salaries for both boys and girls teams. Although the condition of the facilities among the three high schools may differ depending on the age of the buildings, the opportunities and access are equitable for all students in each building. Our district's two failed Bond Referendums were slated to renovate the athletic facilities, particularly at Triton and Highland, which are 50 and 40 years old, respectively. We plan to conduct a districtwide "Zoomerang" survey to assess student interest in athletic participation.

EMPLOYMENT AND CONTRACT PRACTICES:

Our employment and contract practices adhere to our Board's policies for non-discrimination. However we need to develop and implement a plan to recruit more persons of color to our district staff. Recently, we revised the job title, "Foreman," to a less gender-biased title: "Night Facilities Maintenance Supervisor"

Strategies: Each year, schools should collect documentation that can help them analyze and refine their implemented strategies based upon their desired impact. Good evaluation starts with a set of important questions that can be answered about the corrective action. In large part, those questions may be

determined through a careful analysis of the goals of the CEP.

INSTRUCTIONS FOR COMPLETION OF THE COMPREHENSIVE EQUITY PLAN

Step 1: Complete the Summary Statement for the Comprehensive Equity Plan 2004-2007 (page 5)

Step 2: Formation of the Affirmation Action Team

Appointment of Affirmative Action Officer and Affirmative Action Team– (N.J.A.C. 6A:7-1.5)

Each district board of education and charter school shall annually designate a member of its staff as the affirmative action officer (AAO) and 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 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 on page 21—Affirmative Action Team Membership Form.

Step 3: Conduct Needs Assessment

Each district and charter school board shall use the Appendix A entitled, “*District/Charter School Needs Assessment Checklist*,” to conduct a needs assessment of their individual schools. This document is intended to be used as a checklist to help the AAO and the AAT identify problem areas. **It must be submitted as part of the documentation that accompanies the Comprehensive Equity Plan.** When citing documentation, you **MUST** include the document title, date of adoption and page number, as applicable.

The district/charter school 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 – Please note that staff development and training on equity matters is required **annually** for **all** staff, certificated and non-certificated.

III. School and Classroom Practices -- This section sets forth the equity requirements for four categories: curriculum, student access, guidance, and physical education/athletics.

IV. Employment/Contract Practices – This section outlines the basic practices that must be observed to comply with equity requirements in this area.

In conducting the needs assessment, the AAT will ascertain whether their charter school or district (and each school within the district) 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.

Note that 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. Our office encourages the AAT preparing the CEP to refer to these sources of legal authority and become acquainted with the mandates they contain.

Step 4: Developing the Comprehensive Equity Plan (CEP)

After identifying the items that need correction, improvement strategies covering the next three years must be developed for each one of these identified items. For this purpose, forms specific to each assessment area are provided with this packet:

- **Board Responsibilities** (one form)
- **Staff Development** (one form)
- **School and Classroom Practices** (Four forms, one for each sub-area: Equality and Equity in Curriculum, Equality and Equity in Student Access, Equality and Equity in Guidance Programs, and Equality and Equity in Physical Ed/Athletic Programs)
- **Employment and Contract Practices** (one form)

The plan to correct/address each item that needs correction must be written in the form covering the corresponding topic area (Board Responsibilities, Staff Development, Equality and Equity in Student Access, etc). 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 Needs as Compliant or Non-Compliant – for ease of reference and agreement, the identified needs may mirror the language contained in the requirements in the needs assessment. Please note: A school within a district may NOT be compliant; please identify the school(s) by name if this is the case. If the district itself is not compliant, please say “district wide.” REMEMBER, if one school is out of compliance, the entire district is out of compliance.

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.

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

Plan the Implementation Timeline - Fill in the triangle(s) to indicate the year that the strategy or activity will take place, i.e. 07 is the 2007-2008 school year; 08 is 2008-2009 school year, etc.

Identify Indicator of Accomplishment – 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 is VERY important and will set forth the basis for approval of the CEP.

You may include more than one “**identified need as deficient or non-compliant**” and accompanying strategies to correct the problem in one form, or you may make copies of the form and submit a separate form for each.

Step 5: Complete the Statement of Assurances

Complete the required information about the district/charter school. Have the Chief School Administrator sign and date the Statement of Assurances in the space indicated at the bottom of the page.

Step 6: Obtain the following required Board Resolutions and attach them to the CEP:

The following Board resolutions must be attached to the CEP:

1. Resolution appointing the Affirmative Action Officer
2. Resolution authorizing the Affirmative Action Team to conduct the needs assessment and develop a comprehensive equity plan;
3. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.

Step 7: Assemble the Submission Package in this order:

1. Summary Page of 2004-2007 Implementation
2. Statement of Assurances
3. Resolution appointing the Affirmative Action Officer
4. Resolution authorizing the Affirmative Action Team to conduct the needs assessment and develop a comprehensive equity plan;
5. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.
6. List of Affirmative Action Team members
7. District/Charter School Needs Assessment Checklist
8. Comprehensive Equity Plan forms.

Step 8: Submit one (1) original to your County Office of Education and one (1) copy to the Office of Specialized Populations on or before Friday, March 30, 2007. For your convenience, a list of addresses of the County Offices of Education is on page 4 of this document. The Department of Education address is:

**Office of Specialized Populations/Equity
NJ Department of Education
P.O. Box 500
Trenton, NJ 08625-0500**

AFTER IMPLEMENTATION OF THE COMPREHENSIVE EQUITY PLAN, EACH DISTRICT/CHARTER SCHOOL IS REQUIRED TO SUBMIT THE ANNUAL YEARLY ASSURANCE TO THEIR RESPECTIVE COUNTY OFFICE OF EDUCATION AND THE OFFICE OF SPECIALIZED POPULATIONS AS NOTED ABOVE. (SEE APPENDIX D, PAGE 32).

COMPREHENSIVE EQUITY PLAN

for Academic Years 2007-2008 through 2009-2010

District/Charter School Information: (please type or print)

<u>Black Horse Pike Regional School District</u>	<u>0390</u>	<u>Camden</u>	<u>07</u>
Legal Name of District/Charter School	Code	County	Code

Address: 580 Erial Road Telephone #: (856) 227-4106

City: Blackwood NJ Zip: 08012 FAX #: (856) 227-6835

Affirmative Action Officer: Dr. Veronica Geyer Telephone #: (856) 227-4106 x8020

AAO Email: vgeyer@bhprsd.org

Contact Person: Dr. Veronica Geyer Telephone #: (856) 227-4106 x8020

STATEMENT OF ASSURANCES

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines 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; Guidelines for the Desegregation of Public Schools in New Jersey (1989); 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.
2. The district/charter school has conducted a comprehensive needs assessment of its equality and equity needs at each school within the district, if applicable. The attached Comprehensive Equity Plan is designed to meet the assessed equality and equity needs at each site, if applicable.
3. The local Board has authorized the submission of the Comprehensive Equity Plan, and will support full implementation of the plan on July 1, 2007 upon approval by the New Jersey State Department of Education.
4. The district/charter school will also correct any form of discrimination or non-compliance identified by the New Jersey State Department of Education.

CERTIFICATION:

By signing below, the Chief School Administrator certifies that all statements above are true and correct:

Name Ralph E. Ross
(Print or type name and title)

Title: Superintendent

Signature: _____ Date: _____

COMPREHENSIVE EQUITY PLAN

A. ACCOUNTABILITY:

1. Each district will review their approved comprehensive equity plan on an annual basis and submit a statement of assurance of its implementation to their respective county office of education and the Office of Specialized Populations no later than June 30 of each year. Statements of Assurance forms for each academic year are attached as Appendix D. Districts will also complete the *District Performance Review* in the New Jersey Quality Single Accountability Continuum (NJ QSAC). For charter schools, annual progress will be reported in the Charter School Annual Report.
2. A sampling of district/charter schools may be reviewed on an annual basis for compliance of the approved Comprehensive Equity Plan.

B. SANCTIONS

1. 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.”

APPENDIX A

COMPREHENSIVE EQUITY PLAN *DISTRICT/CHARTER SCHOOL*

NEEDS ASSESSMENT

CHECKLIST

DISTRICT/CHARTER SCHOOL NEEDS ASSESSMENT CHECKLIST
TO ACHIEVE EQUALITY AND EQUITY IN EDUCATIONAL PROGRAMS

Directions: Indicate compliance by checkmark. When a district is 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 or Non-compliant	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.	N.J.A.C. 6A:7-1.7; <i>Booker v. Plainfield</i> , 461 NJ, 1965; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX 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 school programs, practices, curricula, instructional materials and assessments.	Compliant	BOE Policy 6121-Non Discrimination/Affirmative Action adopted August 25, 2005	
(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.	Compliant	BOE Policy 6121-Non Discrimination/Affirmative Action adopted August 25, 2005	
(c)	Provide equitable treatment for pregnant and married students.	Compliant	BOE Policy 5134-Married/Pregnant Students; adopted June 23, 2005	
(d)	Prohibit or eliminate sexual harassment, and harassment.	Compliant	BOE Policy 2224 1-Non Discrimination/Affirmative Action- adopted December 15, 2005	
2)	Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Compliant	BOE Policy 4111 & 4111.1-Recruitment, Selection & Hiring (revised 1/28/93, 10/20/94; 2/24/05);	
3)	The appointment of an Affirmative Action Officer (AAO) who can also serve as, or coordinate with, the district/charter school's Section 504 Officer and/or the district/charter school's Title IX Coordinator.	Compliant	Board Resolution- August 24, 2006: BOE Policy 6121-Non Discrimination/Affirmative Action adopted August 25, 2005	
4)	Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	Compliant	BOE Policy 6121-Non Discrimination/Affirmative Action adopted August 25, 2005	

	BOARD RESPONSIBILITY.....Continued	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
B.	Authorize the Affirmative Action Officer team to develop 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 NJ QSAC. Charter schools will report annual progress in the Charter School Annual Report.	Compliant	Board resolution- January 2007	
C.	Collect and analyze AYP data for underperforming subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant, 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 AYP reports for state assessments.	Compliant	This data is collected and analyzed via: Fall Survey data NJ School Report Card data Assessment Data and NCLB reporting requirements Special Education Annual Report QAAR Violence and Vandalism Report (suspensions & expulsions) Although we made AYP in all three schools, we need to analyze achievement and demographic data more closely, and implement strategies to lessen disparities among subgroups	
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:	Compliant	Board Resolution-March 26, 2007	
1)	Publicize throughout the community the local Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Compliant	Newsletters Staff Meetings Student Assemblies Website & Channel 19 Program of Studies Booklets Employment Applications Agenda Books	
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 school's equity' responsibilities.	Compliant	BOE Policy 6121-Non Discrimination/Affirmative Action adopted August 25, 2005	
3)	Inform students, staff and the community of the name, office address, and phone number of the district/charter school's AAO, 'and publicize the location and availability of the district/charter school's CEP, 'policy(ies), grievance procedures and annual reports.	Compliant	Staff in-service trainings, District Policy Manual Staff meetings, Student Assemblies, Website, Principal's Weekly Bulletins BOE Policy 6121-Non Discrimination/Affirmative Action adopted August 25, 2005	

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, socio-economic status or disability.	Compliant	BOE Policy 6121-Non Discrimination/Affirmative Action adopted August 25, 2005	
	BOARD RESPONSIBILITYContinued	Compliant or Non-compliant	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)	Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap	Compliant	Assessment Data and NCLB reporting requirements Pupil Performance Objectives in QAAR However, we need to more formally devise and implement strategies to address yearly targets	
6)	Authorize the AAO to conduct yearly equity training for all staff.	Compliant	BOE Policy 6121-Non Discrimination/Affirmative Action adopted August 25, 2005	
II.	<u>STAFF DEVELOPMENT AND TRAINING</u> N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance	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 or socioeconomic status every school year , as follows:	Ongoing	MANDATORY: Address this on page 24	
1)	To all certificated (administrative and professional) staff.	Ongoing	MANDATORY: Address this on page 24	
2)	To all non-certificated (non-professional) staff.	Ongoing	MANDATORY: Address this on page 24	
III.	<u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance	List name of noncompliant school(s) in the district

A. 1)	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 Ensure that the district/charter school'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 reports 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 or socioeconomic status. Areas covered include, but are not limited to, the following:			
(a)	School climate/learning environment	Compliant Deficient	World of Difference, SADD, Transition, Renaissance, GSA, World Cultures Club, Challenge Day, Teen PEP, However, several survey respondents remarked that more student training on bullying & harassment is needed	District
(b)	Courses of study, including Physical Education	Compliant	Program of Studies, Curriculum	
(c)	Library materials/Instructional materials and strategies	Compliant	81% of survey respondents agreed; Library collections are vast and diverse- BOE Policy IIA	
(d)	Technology/software and audio-visual materials	Compliant	BOE Policy IIA	
(e)	Guidance and counseling, including sexual harassment & grievance procedures	Compliant Deficient	BOE Policy 2224 -; Peer Mediation; SAC's, Transition Project, COMPASS, World of Difference, Challenge Day- However, several survey respondents remarked that more student training on bullying & harassment is needed	District
(f)	Extra-curricular programs and activities	Compliant	All programs are open to everyone	
(g)	Testing and other assessments	Compliant	HSPA;	
(h)	Reducing or preventing the under representation of minority, female and male students in all classes and programs	Compliant Deficient	All classes are open to everyone, however, we need to examine enrollment in Tech Ed, honors and AP courses	District
2)	Include Multicultural Education content and practices across the curriculum.	Compliant	World History & Cultures; Multicultural Literature; African History course, (See Curriculum guides)	
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. (NJSA 18A:35-1)	Compliant	US History I and II; World History & Culture (See Curriculum Guides)	
4)	Include instruction on the Holocaust and other genocides in the curriculum for elementary and secondary school students. (N.J.S.A. 18A:35-28)	Compliant	Curriculum supplement infused into US History I and II and World History & Culture	

B.	Equality and Equity in Student Access N.J.A.C. 6A:7-1.7 & (g); 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; <u>Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education</u> (1989), U.S. Supreme Court, 1982; <u>Plyer v. Doe</u> 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 or socioeconomic status, as follows:			
1)	Ensure equal and barrier-free access to all school and classroom facilities.	Non-compliant	According to a recent staff survey, Triton is not fully handicapped or wheelchair accessible, and Highland's locker rooms are not accessible to wheelchair bound students.	Triton HS Highland HS
2)	Attain minority representation, including racial and ethnic balance, within each school that approximates the district/charter school's overall minority racial and ethnic representation.	Compliant	Our schools' minority populations are representative of the communities they serve	
3)	Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Compliant	Our school enrollments are racially and ethnically diverse	
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 or socioeconomic status, resulting in inappropriate placement within schools, courses, classes, programs or extracurricular activities.	Compliant	93% of respondents to our recent survey agreed our schools are compliant	
(a)	Ensure that minority and female students are not disproportionately represented in gifted and talented or accelerated/advanced courses, including math and science.	Compliant Deficient	Students are placed based on academic achievement; however, since only 66% of survey respondents agreed we are compliant, this issue needs to be monitored and addressed	District
(b)	Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Compliant Deficient	Disciplinary measures are directed by policy. We recently reviewed the number of suspensions issued to our students with disabilities, and are enacting a practice to assign more Saturday detentions so that students don't miss as many instructional days. However, dropout rates warrant further examination.	District
(c)	Ensure equal and bias-free access for all students to computers, computer classes, vocational ed classes, and technologically-advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability or socioeconomic status.	Compliant Deficient	All students have computer and technology access. However, survey respondents remarked that the larger "basic" classes have less access to computers and labs due to their size. This warrants further examination	District
(d)	Ensure that all limited English-proficient students have equal and bias-free access to all school programs and activities.	Compliant Deficient	LEP students have same access to all programs and activities; However, the practice of sending all LEP students to Triton may implicate inequities. Also, lack of interpreters may be an issue	District

(e)	Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	Compliant	Students with disabilities have the same access to programs as non-disabled peers. 86% of survey respondents agreed we are compliant	
(f)	Ensure that all schools' registration procedures are in compliance with State and Federal regulations.	Compliant	We adhere to all state and Federal guidelines in our registration processes	
5)	Utilize a State approved language proficiency measure on an annual basis for determining the special needs of language-minority students.	Compliant	We administer the Maculaitis II to LEP students	
6)	Utilize bias-free measures for determining the special needs of students with disabilities.	Compliant	Our measures are bias-free and are in compliance with State and Federal regulations. Our Supervisor of Special Services and district Child Study Teams continually monitor compliance to ensure equity.	
7)	Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including limited English-proficient students.	Compliant Deficient	All support services are provided equitably to all students. The issue of providing interpreting services to LEP students warrants further examination, as 34% of survey respondents were "unsure" about equity of services	District
8)	Ensure that all pregnant students are permitted to remain in the regular school program and activities. If not permitted to attend school by her doctor, ensure that equivalent instruction is provided the student.	Compliant	BOE Policy 5134-Married/Pregnant Students; adopted June 23, 2005 addresses this. Also, the district provides adaptive PE classes	
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 school's guidance program provides the following:			
1)	Access to adequate and appropriate counseling services for all students, including females, minority students, limited English proficient students, non-college bound students, and students with disabilities.	Compliant	All students have equitable access to counseling services. 88% of survey respondents agreed we are compliant	
2)	The presentation of a full range of possible career, professional, and/or vocational choices for all students, including careers in the science and technology industries and nontraditional careers.	Compliant Deficient	Although 67% of survey respondents agreed we are compliant; 10% said we were not, and 23% were unsure. Some commented that more needs to be done in this area	District
3)	Guidance Counselors are not using biased materials.	Compliant	Materials are reviewed by Guidance Directors and counselors to ensure they are bias-free	
D.	Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972 Ensure that the district/charter school's physical education program is co-educational, as follows:			
1)	All instructional activities are equitable and are co-educational.	Compliant	Class rosters and program of studies show that all physical ed classes are equitable in their activity offerings	

<p>E.</p>	<p>Equality and Equity in Athletic Programs Athletic Guidelines 1986; N.J.A.C. 6A:7(d) and Title IX, Education Amendments of 1972</p> <p>Ensure that the district/charter school’s Athletic Program accomplishes the following:</p> <p>1) An interest survey has been completed in the last three years to ensure equitable opportunities for female and male students to participate in athletics.</p>	<p>Non-Compliant</p>	<p>A student interest survey needs to be conducted and analyzed</p>	<p>District</p>
<p>2)</p>	<p>Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.</p>	<p>Compliant</p>	<p>Team rosters provided by our coaches and athletic directors document equal number of teams for both genders</p>	
<p>3)</p>	<p>Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.</p>	<p>Compliant</p>	<p>Team schedules document equal scheduling and locations for all teams</p>	
<p>4)</p>	<p>Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.</p>	<p>Compliant</p>	<p>Athletic budgets and salary schedules document equitable salaries and equipment purchases for all teams</p>	
<p>5)</p>	<p>Provides comparable facilities for male and female teams.</p>	<p>Compliant</p>	<p>Facilities are comparable.</p>	
<p>IV.</p>	<p><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</p>	<p>Compliant or Non-compliant</p>	<p>Documentation or Evidence to Substantiate Compliance</p>	<p>List name of noncompliant school(s) in the district</p>
<p>A.</p> <p>1)</p>	<p>Ensure that the district/charter school provides equal and bias-free access to all categories of employment, as follows:</p> <p>Utilize equitable practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district/charter school’s certificated and non-certificated staff and within every category of employment, including administration.</p>	<p>Compliant</p>	<p>BOE Policy 4111 & 4111.1-Recruitment, Selection & Hiring (revised 1/28/93, 10/20/94; 2/24/05);</p>	
<p>2)</p>	<p>Target under-utilized groups in every category of employment.</p>	<p>Deficient</p>	<p>More efforts to recruit and retain underrepresented populations</p>	<p>District</p>
<p>3)</p>	<p>Ensure that the district/charter school’s employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.</p>	<p>Compliant</p>	<p>Our employment application asserts that we conform to all applicable guidelines</p>	
<p>4)</p>	<p>Monitor promotions and transfers to ensure non-discrimination.</p>	<p>Compliant</p>	<p>The Superintendent & Asst. Supt. For Personnel monitor promotions and transfers. We revised the gender-biased job title “Foreman”</p>	
<p>5)</p>	<p>Ensure equal pay for equal work among members of the district/charter school’s staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>	<p>Compliant</p>	<p>Salary guides and contracts indicate equal pay regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>	

B.	Ensure that the district/charter school 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 or socioeconomic status.	Compliant	Our School Business Administrator and Board Finance Committee ensure that all purchase bids are in compliance with non-discriminatory practices.	
C.	Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Compliant	BOE Policy 4111 & 4111.1-Recruitment, Selection & Hiring (revised 1/28/93, 10/20/94; 2/24/05);	

NJ State Division on Civil Rights website: <http://www.state.nj.us/lps/dcr/>

U.S. Dept. of Education Office for Civil Rights website: <http://www.ed.gov/about/offices/list/ocr/index.html?src=mr>

U.S. Commission on Civil Rights website: <http://www.usccr.gov/>

U.S. Dept. of Justice Civil Rights Division website: <http://www.usdoj.gov/crt/crt-home.html>

APPENDIX B

DISTRICT/CHARTER SCHOOL

COMPREHENSIVE EQUITY PLAN

*** FORMS ***

AFFIRMATIVE ACTION TEAM MEMBERSHIP FORM

The following Affirmative Action Team (AAT) members and other stakeholders participated in the development of the needs assessment and Comprehensive Equity Plan. PLEASE NOTE: The AAT must consist of a minimum of three personnel and is comprised of diverse stakeholders. FORMS WITHOUT SIGNATURES WILL BE RETURNED TO THE DISTRICT.

DISTRICT/CHARTER SCHOOL NAME: Black Horse Pike Regional School District

NAME	TITLE	GRADE LEVEL (if applicable)	GENDER	SIGNATURE
Dr. Veronica Geyer	Affirmative Action Officer		F	

Colby Winfield	Teacher		M	
Joe Sokolic	Teacher		M	
Stacy Kind	Teacher		F	
Anthony Tarsatana	Vice Principal		M	
Harold Little	Vice Principal		M	
Christian Barnes	Teacher		M	
Robert DiMaulo	Teacher		M	
Garry Saunders	Vice Principal		M	
Shamira Robinson	Student (Triton HS)	12	F	
Michael Martin	Student-Timber Creek HS	11	M	
Brian Smart, Esq.	Parent (Timber Creek)		M	
Bruce Rice	Parent (Triton HS)		M	
Julianne Bollettieri	Student (Highland HS)	11	F	
Clem Galligan	Parent (Highland)		M	

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

BOARD RESPONSIBILITIES

DISTRICT/CHARTER SCHOOL: Black Horse Pike Regional School District

OBJECTIVE: Describe the district/charter school’s plan to be implemented for Academic Years 2007-2010 to ensure that the Board of Education follows through with its responsibilities as defined on pages 12 and 13 of this document, 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.

NON-COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
			07	08	09	Ongoing	
			Δ	Δ	Δ	Δ	

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COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

STAFF DEVELOPMENT PROGRAM

DISTRICT/CHARTER SCHOOL: Black Horse Pike Regional School District

OBJECTIVE: Describe the plan to be implemented for Academic Years 2007-2010 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 or socioeconomic status.

STAFF DEVELOPMENT IS ONGOING (see above): Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
			07	08	09	Ongoing	
	Hold Challenge Day training on 5/7/06 at Timber Creek HS	Principal, VP, SAC	May	7,	2007		Contract with vendors, surveys, parent permission letters
	Turnkey Challenge Day training at other buildings		Δ	Δ			Parent permission letters, surveys
	Provide staff training on dealing with diverse student populations (such as Roby Payne's <i>Understanding Poverty</i> series)	Ass't Supervisors	Ongoing				Workshop participants sign-in sheets
	Provide staff and student training on Bullying/Sexual Harassment	Ass't Sup't	Ongoing				Workshop participants sign-in sheets
	Provide staff and student training on Gay and Lesbian issues (GLSEN)	Ass't Sup't	Ongoing				Workshop participants sign-in sheets
	Provide staff training on inclusion strategies and closing the achievement gap	Ass't Supervisors	Ongoing				Workshop participants sign-in sheets
	Infuse more opportunities for student interaction with adult role models and motivational speakers in the Saturday detention and Twilight Alternative school	Director of Alternative School, Assistant Sup't, Principals	Ongoing				Contacts with Big Brothers/Big Sisters Program, Speaker List

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

SCHOOL AND CLASSROOM PRACTICES: EQUALITY AND EQUITY IN CURRICULUM

DISTRICT/CHARTER SCHOOL: Black Horse Pike Regional School District

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2007-2010 for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students.

NON-COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
			07	08	09	Ongoing	
A1)(a) & (e)	Evaluate effectiveness of Challenge Day in promoting tolerance and anti-bullying (held on 5/7/07) at TC	Principal, VP, SAC Asst' Sup't	Δ				Follow-up surveys, analysis of results
	Turnkey successful portions of Challenge Day program at Triton & Highland	Principal, VP, SAC, teachers		Δ	Δ		Sign-in sheets, program evaluations
	Research other anti-bullying training initiatives	Ass't Sup't, SACs, Principals & VP's AAO team				ongoing	Lists of programs & initiatives
A1)(h)	Continue to emphasize anti-bullying/harassment issues in World of Difference, Transition program, Policy assemblies	Principals, Ass't Sup't, Club Coordinators				ongoing	Program objectives, activity descriptions, logs and narratives
	Collect and analyze data on Honors, AP and Tech Ed enrollments	Ass't Sup't Guidance Directors	Δ				Spreadsheets
	Establish committee to meet and make recommendations for reducing and preventing under representation of minorities based on analysis	Ass't Sup't, Guidance Directors, Supervisors, Principals, AAO team			Δ	ongoing	Meeting notes, recommendations

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

SCHOOL AND CLASSROOM PRACTICES: EQUALITY AND EQUITY IN STUDENT ACCESS

DISTRICT/CHARTER SCHOOL: Black Horse Pike Regional School District

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2007-2010 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 or disability

NON-COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 07 08 09 Ongoing	Indicator of Accomplishment
B1)	Dedicate capital project funds and/or pursue additional bond referendums to renovate sections of buildings that are not completely wheelchair accessible	Sup't, Business Administrator	ongoing	Budget line items
B4(a) & (b)	<p>Collect and analyze data on Honors, AP and Tech Ed enrollments, Investigate selection criteria</p> <p>Establish committee to meet and make recommendations for reducing and preventing under representation of minorities based on analysis- including raising parent awareness</p> <p>Collect and analyze data on suspensions, detentions, expulsions, dropouts and special needs classifications</p>	<p>Ass't Sup't Guidance Directors, Principals</p> <p>Ass't Sup't, Guidance Directors, Supervisors, Principals, AAO team</p> <p>Ass't Sup't, Guidance Directors, Special Ed Director, Supervisors, Principals, AAO team</p>	<p>Δ Δ</p> <p>Δ ongoing</p> <p>Δ</p>	<p>Spreadsheets,</p> <p>Meeting notes, recommendations</p> <p>Spreadsheets,</p>
SCHOOL AND CLASSROOM PRACTICES: <u>EQUALITY AND EQUITY IN STUDENT ACCESS (CONT).</u>				
B4c	<p>Establish committee to meet and make recommendations for reducing and preventing disproportionately represented sub populations</p> <p>Analyze and compare access to computers and labs among various class sizes</p> <p>Pursue funding opportunities for additional computers and labs</p>	<p>Ass't Sup't, Guidance Directors, Supervisors, Principals, AAO team</p> <p>Technology Coordinator, Supervisors, Asst Supt</p> <p>Technology Coordinator, Asst. Supt.</p>	<p>Δ ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Meeting notes, recommendations</p> <p>Survey results, Lab sign-up sheets</p> <p>Grant RFP's and applications</p>
B4d & B7	Survey LEP students and teachers to assess needs. Make recommendations to address areas of needs	Ass't Sup't, Guidance Directors, Supervisors	Δ Δ	Survey results, recommendation list

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

SCHOOL AND CLASSROOM PRACTICES: EQUALITY AND EQUITY IN GUIDANCE PROGRAM SERVICES

DISTRICT/CHARTER SCHOOL: Black Horse Pike Regional School District

OBJECTIVE: Describe the district/charter school’s plan to be implemented for Academic Years 2007-2010 to provide equitable treatment, adequate and appropriate counseling services for ALL students, including females, minority students, limited English-proficient students, non-college bound students, 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

NON-COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
			07	08	09	Ongoing	
C2	Coordinate career fairs, business partnerships and job shadowing opportunities representing non-traditional and expanded career options	Guidance Directors	Δ	Δ	Δ	Δ	Partnership agreements, Career Fair flyers, Posters, sign-in sheets

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

SCHOOL AND CLASSROOM PRACTICES: EQUITY IN PHYSICAL EDUCATION & ATHLETIC PROGRAMS

DISTRICT/CHARTER SCHOOL: Black Horse Pike Regional School District

OBJECTIVE: Describe the district/charter school’s plan to be implemented for Academic Years 2007-2010 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, socio-economic status or disability.

NON-COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
			07	08	09	Ongoing	
E1	Develop and administer an online Zoomerang survey to assess student interest in participating in various sports	Asst. Athletic Directors, principals Sup't,	Δ				Survey results

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

EMPLOYMENT AND CONTRACT PRACTICES

DISTRICT/CHARTER SCHOOL: Black Horse Pike Regional School District

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2007-2010 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, socio-economic status, or disability.

NON-COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
			07	08	09	Ongoing	
A2	Meet with AAO team to generate strategies to target and recruit diverse staff Advertise job postings in publications targeted to diverse populations Participate in minority job fairs	Assistant Sup't, AAO team Ass't Sup't Ass't Supervisors Sup't	Δ	Δ	Δ	Δ	List of strategies, meeting notes Job postings Job fair flyers, participation fee receipt, resumes gathered

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APPENDIX C

DESEGREGATION INFORMATION For Districts Under Orders By The NJ COMMISSIONER OF EDUCATION To Implement School Desegregation Plans

THE FOLLOWING SCHOOL DISTRICTS ARE REQUIRED TO SUMMARIZE ACTION(S) TAKEN TO IMPLEMENT SCHOOL DESEGREGATION PLANS (USE THE FOLLOWING PAGE).

List of the New Jersey Public School Districts Under Orders of the NJ Commissioner of Education to Implement School Desegregation Plans, as of 08/01/2001

COUNTY	School District	School District	COUNTY	School District	School District
Atlantic	Atlantic City	Pleasantville	Union	Elizabeth	Scotch Plains-Fanwood
Bergen	Hackensack			Linden	Summit
Burlington	NONE			Plainfield	Township of Union
Camden	Camden City	Camden County Voc			
Cumberland	Bridgeton	Millville			
Essex	Belleville	Irvington			
	Bloomfield	Newark			
	East Orange	Orange City			
	Essex County Voc	South Orange/Maplewood			
Gloucester	NONE				
Hudson	Bayonne	North Bergen			
	Hoboken	Union City			
	Jersey City				
Mercer	Hamilton Twp.	Trenton			
	Lawrence Twp.				
Middlesex	Carteret *	Perth Amboy			
	Edison Twp.	New Brunswick			
Monmouth	Neptune Twp.				
Morris	NONE				
Passaic	Passaic City	Paterson City			
Somerset	NONE				

*Denotes extenuating circumstances; never officially ordered to desegregate.

MDS/deseg/balanceddesegLEAs08/01/2001

THIS PAGE IS TO BE USED FOR THOSE DISTRICTS LISTED ON THE PREVIOUS PAGE THAT ARE UNDER ORDERS BY THE NJ COMMISSIONER OF EDUCATION TO IMPLEMENT SCHOOL DESEGREGATION PLANS.

District Name _____ **Year Deseg Plan Started** _____

List goals accomplished _____

Ongoing Activities to Achieve Desegregation _____

OTHER _____

APPENDIX D

DISTRICT/CHARTER SCHOOL COMPREHENSIVE EQUITY PLAN YEARLY STATEMENT OF ASSURANCE

2007-2008

2008-2009

2009-2010

COMPREHENSIVE EQUITY PLAN ANNUAL ASSURANCE

Academic Year 2009- 2010

Legal Name of District/Charter School

Code

County

Address: _____ Telephone # (_____) _____

City: _____ Zip: _____ FAX #: (_____) _____

Affirmative Action Officer: _____ Telephone #: (_____) _____

AAO Email _____

Contact Person: _____ Telephone #: (_____) _____ Ext. _____

STATEMENT OF ASSURANCE OF CEP IMPLEMENTATION – Year 2009-2010

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines 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; Guidelines for the Desegregation of Public Schools in New Jersey (1989); 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.
2. The district/charter school has reviewed its implementation strategies for academic year 2009-2010 and provides assurance that the implementation timeline has been met at each school within the district, if applicable. The mandated staff development training programs have been conducted and areas of noncompliance as indicated in the Plan have met specific indicators of achievement at each site, if applicable, during this academic year.

CERTIFICATION: By signing below, the Chief School Administrator certifies that all statements above are true and correct:

Name _____ Title: _____

signature: _____ Date: _____