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SCHOOL BUSINESS ADMINISTRATOR

MICHAEL R. PICHOWICZ
Counsel

RESOLVED: By the Board of Education of the Town of Harrison, County of Hudson and concurring with the recommendation of the Superintendent of Schools,

That: Recommendation to approve/ratify and appoint Joan McNichol as Affirmative Action Officer for the 2015-2016 and 2016-2017 school years.

Further, recommendation approve/ratify and appoint the following individuals as Affirmative Action Team Members for the 2015-2016 and 2016-2017 school year as follows:

Matt Weber	Mike Landy
Kevin Stahl	JoAnn Botch
Steven Valente	Uril Parrish
Amy Morillo	Ray Lucas
Kevin Harris	

Date: March 24, 2016

Introduced by Commissioner Vincent Franco

Vincent L. Franco

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M. CHRISTINE GRIFFIN
BOARD SECRETARY
SCHOOL BUSINESS ADMINISTRATOR

MICHAEL R. PICHOWICZ
Counsel

RESOLVED: By the Board of Education of the Town of Harrison, County of Hudson
and concurring with the recommendation of the Superintendent of Schools,

That: Recommendation to approve/ratify the proposed Comprehensive Equity Plan (CEP)
for the Harrison School District for the 2016-2017 school year. *(Resolution Required)*

Date: March 24, 2016

Introduced by Commissioner Vincent Franco



**HARRISON PUBLIC SCHOOLS
OFFICE OF STUDENT LIFE AND SERVICES
401 KINGSLAND AVENUE
HARRISON, NEW JERSEY 07029
(973)482-5050 ext.1519
jmcnichol@harrisonschools.org**

Joan McNichol, MA, SAC
Director of Student Life and Services
Liaison for Homeless Students
Section 504 Coordinator
Anti Bullying Coordinator
Supervisor for School Social Workers

Affirmative Action Officer
Educational Stability Liaison
Student Assistance Coordinator
Title IX Coordinator & ADA Officer

Altina Osmani, M.Ed.
Crisis Intervention Counselor

March 15, 2016

James P. Doran, Ed.D.
Director of Personnel, Human Resources/
Compliance and Crisis Management
Harrison Public Schools
501 Hamilton Street
Harrison, NJ 07029

Dear Dr. Doran,

Please find attached, the completed **Comprehensive Equity Plan for 2016 through 2019 (CEP)**. Based upon the results of the *Comprehensive Equity Plan Needs Assessment Checklist*, conducted for every school within the district, the Harrison Public School district is presently in compliance with each requirement set forth within the checklist, provided as Appendix B of the CEP. Please forward the CEP, with your recommendation for approval, to the Board of Education. This plan must be submitted to the County Office of Education for review and approval, no later than April 1, 2016 and must include a board resolution appointing the district's Affirmative Action Officer as well as a resolution authorizing the submission of the proposed CEP.

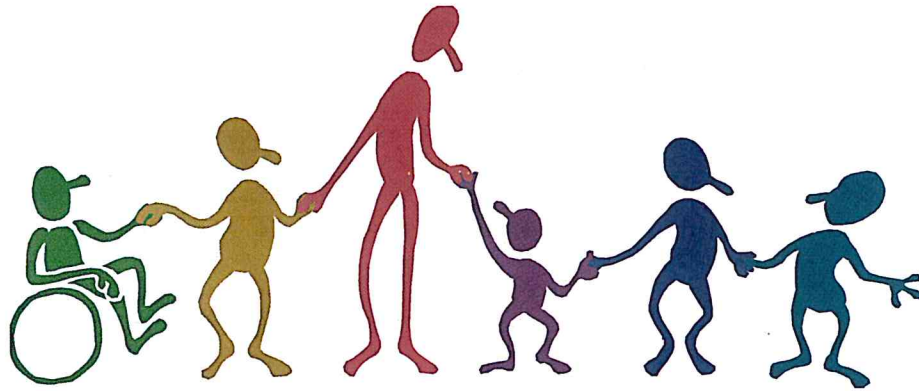
While reviewing each of the proscribed areas for assessment, the Affirmative Action Team engaged in open dialogue and exchanged honest feedback concerning each team member's experiences, opinions and perceptions. The team is confident that the district is in compliance with the requirements as set forth within needs assessment checklist. However, the Affirmative Action Team has also identified areas that they would like to address through the implementation

of PRIDE strategies. As proposed, PRIDE will serve as an acronym for Promoting Respect, Inclusion, Diversity and Equity within our schools and community. The Affirmative Action Team is presently in the process of preparing these strategies for your review and I will submit them to you when they are completed and approved by the team for submission. Please contact me if you have any additional thoughts or concerns in this regard.

Respectfully,

Joan McNichol, MA, SAC

HARRISON PUBLIC SCHOOLS



COMPREHENSIVE EQUITY PLAN For School Year 2016-17

SUBMITTED: MARCH, 25 2016

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

School Years 2016-2017 through 2018-2019

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GENERAL INFORMATION

Purpose

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

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

Federal Laws

- Titles VI and VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Equal Pay Act
- The Americans with Disabilities Act of 1990
- Individuals with Disabilities Education Act (I.D.E.A.)

State Laws and Regulations

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

Questions

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

Submission Deadlines

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

Resources for more Information About Equity and Equality in Education

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

INSTRUCTIONS FOR COMPLETION OF THE COMPREHENSIVE EQUITY PLAN

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

Each district, charter school and renaissance school project shall annually designate a member of its staff as the affirmative action officer (AAO) and provide a resolution approving the AAO. The district, charter school and renaissance school project shall form an affirmative action team (AAT) – a minimum of three individuals – of whom the AAO is a member, to conduct a needs assessment and to develop the CEP. The Department encourages districts, charter schools and renaissance school projects to ensure a diverse stakeholder group and to invite a member of the community as part of the team. The members of the AAT must be identified on the form provided in this manual—Affirmative Action Team Membership Form.

Step 2: Conduct Needs Assessment (Appendix B)

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

The “Comprehensive Equity Plan Needs Assessment” checklist contains four sections:

- I. **Board Responsibility** - This section sets forth the types of policies and resolutions that the Board must adopt (create if nonexistent, revise if existing but deficient) in order to comply with applicable law. This section outlines specific areas that must be addressed in these policies and resolutions.
- II. **Staff Development** - Staff development and training on equity matters is required annually for all staff, certificated and non-certificated.
- III. **School and Classroom Practices** - This section sets forth the equity requirements for four categories: curriculum, student access, guidance and physical education/athletics.
- IV. **Employment/Contract Practices** - This section outlines the basic practices that must be observed to comply with equity requirements in employment contract regulations.

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

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

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

- I. **Board Responsibility**
- II. **Staff Development**
- III. **School and Classroom Practices** (One for each sub-area: Equality and Equity in Curriculum, Equality and Equity in Student Access, Equality and Equity in Guidance Programs and Equality and Equity in Physical Ed/Athletic Programs)
- IV. **Employment and Contract Practices**

The plan to correct/address each identified item must be contained in the form covering the corresponding assessment area. Use the needs assessment categories and sub-categories as your guide. Each form contains space to include each of the elements of the plan. For each form:

Identify items that were not compliant – Enter the section or subsection of noncompliance identified in the Needs Assessment. If a school within a district is not compliant; identify the school(s) by name. If the district, charter school or renaissance school project itself is not compliant, enter “district wide, charter school-wide or renaissance school project-wide.” If one school is out of compliance, the entire district is considered noncompliant and a plan to address the noncompliant schools must be developed.

Develop improvement strategies – List each identified need from the corresponding number in the Needs Assessment (e.g., I.D.1) together with the strategies/activities to improve or correct the deficiency. Strategies must be specific, measurable, achievable, realistic and time-bound (S.M.A.R.T.).

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

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

Provide evidence of completion – List the indicator(s) and/or documentation that will be made available for review, if requested, to verify that the identified need is being or was corrected. Use qualitative or quantitative methods depending on the type of problem that is being corrected. This will set forth the basis for approval of the CEP.

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

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

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

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

The following Board resolutions must be attached to the CEP:

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

Step 6: Assemble the submission package in this order:

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

Step 7: Submit the CEP

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

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

COMPREHENSIVE EQUITY PLAN

A. ACCOUNTABILITY:

1. Each school district, charter school and renaissance school project must review the approved Comprehensive Equity Plan (CEP) on an annual basis and submit a statement of assurance regarding the CEP implementation to the County Office of Education no later than September 1 of each year. Statements of Assurance forms for each school year are attached as Appendix D.
2. The New Jersey Department of Education will review a sampling of CEPs annually.

B. SANCTIONS:







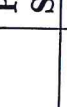



As noted in N.J.A.C. 6A:7-1.9(f), “If the district board of education or charter school does not implement the comprehensive equity plan within 180 days of the approval date of the plan, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or his/her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

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

APPENDIX A: AFFIRMATIVE ACTION TEAM

The following Affirmative Action Team (AAT) members that participated in the development of the needs assessment and Comprehensive Equity Plan. The AAT must consist of a minimum of three personnel and be comprised of diverse stakeholders.

SCHOOL DISTRICT, CHARTER SCHOOL AND RENAISSANCE SCHOOL PROJECT NAME:

NAME	TITLE	GRADE LEVEL (if applicable)	SIGNATURE
Jo Ann Botch	Principal, Lincoln School	Grades K-3	
Kevin Harris	Community Member and Parent		
Michael Landy	Principal, Washington Middle School	Grades 6-8	
Ray Lucas	Community Member and Parent		
Joan McNichol	Affirmative Action Officer	District	
Amy Morillo	Teacher	Grades 6-7-8	
Urril Parrish	Teacher	Grades 6-7-8	
Kevin Stahl	Hamilton Intermediate School	Grades 4-5	
Steven Valente	Vice Principal, Lincoln School	Grades K-3	
Matthew Weber	Principal, Harrison High School	Grades 9-12	

APPENDIX B: COMPREHENSIVE EQUITY PLAN NEEDS ASSESSMENT

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

I. BOARD RESPONSIBILITY	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>NJAC 6A:7-1.7; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX; U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard</p> <p>A. Adopt or re-adopt written equality and equity policies, requiring the following:</p>			
<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 #2224 Nondiscrimination/Affirmative Action Adopted May 16, 2015</p> <p>Policy #6121 Nondiscrimination/Affirmative Action Adopted May 16, 2015</p> <p>Policy #6140 Curriculum Adoption Adopted May 16, 2015</p>	
<p>b) Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>	Yes	<p>Policy #6121 Nondiscrimination/Affirmative Action Adopted May 16, 2015</p>	
<p>c) Provide equitable treatment for pregnant and married students.</p>	Yes	<p>Policy #2224 Nondiscrimination/Affirmative Action Adopted May 16, 2015</p> <p>Policy #5134 Married/Pregnant Pupils Adopted May 16, 2015</p>	

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
d) Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).	Yes	Policy #6121 Nondiscrimination/Affirmative Action Adopted May 16, 2015 Policy #5131.1 Harassment, Intimidation and Bullying Adopted May 16, 2015	
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 #4111 Recruitment, Selection and Hiring Adopted May 16, 2015 Policy #4111.1 Nondiscrimination/Affirmative Action Adopted May 16, 2015 Policy #4211 Recruitment, Selection and Hiring Adopted May 16, 2015	
3) Appoint an Affirmative Action Officer (AAO) who can also serve as or coordinate with the Section 504 Officer and/or the district, charter and renaissance school project's Title IX Coordinator.	Yes	Policy #2224 Nondiscrimination/Affirmative Action Board Resolution; Date of Adoption: March 24, 2016	
4) Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6.	Yes	Policy#4131 Staff Development Adopted May 16, 2015 Policy #4131.1 In-Service Education/Visitations/Conferences Adopted May 16, 2015	

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>B. Authorize the Affirmative Action Team to develop a Needs Assessment and a Comprehensive Equity Plan, implement the plan over a three-year period of time, submit an annual Statement of Assurance of its implementation and progress.</p>	Yes	<p>Board Resolution; Date of Adoption: March 24, 2016</p>	
<p>C. Collect and analyze Annual Yearly Progress (Progress Targets) data for underperforming subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant status, date of enrollment, student suspension, expulsion, child study team referrals; Pre-K-12 promotion/retention data; Pre-K-12 completion rates and re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data. Identify any school-level underperforming subgroups on Annual Yearly Progress (Progress Targets) reports for state assessments.</p>	Yes	<p>School Report Card Department of Ed. Website http://education.state.nj.us/rc Student Assessment Data on File No Child Left Behind (NCLB) Information Every Child Succeeds Act (ESSA) Information</p>	
<p>D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking the following actions:</p>			

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
1) Inform the school community about the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Yes	<p>Policy #1100 Communicating with the Public Adopted May 16, 2015</p> <p>Policy #1312 Community Complaints and Inquiries Adopted May 16, 2015</p> <p>Open Public Records Act (Board Minutes)</p> <p>Open Public Records Act (Board Meetings Public)</p>	
2) Define the responsibilities of the AAO (Affirmative Action Officer/504 Officer, and/or Title IX Coordinator); require that the AAO be a certificated staff person; and, train the AAO to handle the equity responsibilities.	Yes	<p>Policy #2224 Nondiscrimination/Affirmative Action Adopted May 16, 2015</p> <p>Review job description for the Affirmative Action Officer</p>	
3) Provide students, staff and the community with contact information for the AAO and publicize the location and availability of the CER, policy(ies), grievance procedures and annual reports.	Yes	<p>Policy #1100 Communicating with the Public Adopted May 16, 2015</p> <p>Policy #2224 Nondiscrimination/Affirmative Action Adopted May 16, 2015</p> <p>Review district website</p> <p>Review building Notice Posting, for the AAO</p>	
4) Investigate and resolve discrimination complaints, grievances and incidents between students and staff or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.	Yes	<p>Policy #2224 Nondiscrimination/Affirmative Action Adopted May 16, 2015</p> <p>Review composite list of complaints, grievances and incidents maintained in AAO file.</p>	

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
5) Report on progress made in meeting the adequate yearly targets established for closing the achievement gap as set by the Department of Education.	Yes	School Report Card Department of Ed. Website http://education.state.nj.us/rc Student Assessment Data on File No Child Left Behind (NCLB) Data Every Student Succeeds Act (ESSA) Data	
6) Authorize the AAO to conduct yearly equity training for all staff.	Yes	Policy #2224 Nondiscrimination/Affirmative Action Adopted May 16, 2015 Policy #4131 Staff Development Adopted May 16, 2015 Policy #4131.1 In-Service Education/ Visitations/Conferences Adopted May 16, 2015	
E. A county vocational school district shall admit resident students based on board-approved policies and procedures that ensure equity and access for enrollment that shall be posted on the school district, charter and renaissance school project's website. N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards.	N/A	(For County Vocational School Districts Only) N/A	

<p>II. <u>STAFF DEVELOPMENT AND TRAINING</u> N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5</p>	<p>Compliant (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</p>	<p>List name of noncompliant school(s) in the district</p>
<p>A. Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year to:</p>			
<p>1) Certificated (administrative and professional) staff.</p>	<p>Yes</p>	<p>Policy #2224 Nondiscrimination/Affirmative Action Adopted May 16, 2015</p> <p>Policy # 4231 Staff Development Adopted May 16, 2015</p> <p>Policy #4231.1 In-Service Education/Visitation/Conferences Adopted May 16, 2015</p> <p>Staff Development In-Service Sign-in Sheet and Agenda New Teacher Consortium Sign-in Sheet & Agenda</p>	
<p>2) Non-certificated (non-professional) staff.</p>	<p>Yes</p>	<p>Policy #2224 Nondiscrimination/Affirmative Action Adopted May 16, 2015</p> <p>Policy #4231 Staff Development Adopted May 16, 2015</p>	

		Policy #4231.1 In-service Education/ Visitations/Conferences Adopted May 16, 2015 Staff Development In-Service Sign-in Sheet & Agenda	
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III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>A. Equality and Equity in Curriculum N.J.A.C. 6A:7-1.7(b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972, U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard</p> <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 that they address the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP (Progress Targets profiles) for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, English proficiency, housing status or socioeconomic status. Areas covered include, but are not limited to, the following:</p> <p>a) School climate and culture, safe and positive learning environment</p> <p>b) Courses of study, including physical education</p>	<p>No Child Left Behind Applications</p> <p>Every Student Succeeds Act Applications</p> <p>Harrison Public Schools Curriculum Guide; Adopted: May 16, 2015</p> <p>Common Plan Staff Meetings</p> <p>Professional workshops</p> <p>Policy #5131.1 Harassment/Intimidation and Bullying Adopted May 16, 2015</p> <p>Anti-Bullying Bill of Rights mandated Week of Respect Activities</p> <p>School Violence Awareness Week Activities</p> <p>Policy #5131.1 Harassment/Intimidation and Bullying Adopted May 16, 2015</p> <p>Character Education Activities</p>	
Compliant (Yes or No)	Yes	
	<p>Review school schedules for equity in class times scheduled for courses of study</p>	
	Yes	
	Yes	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
c) Library materials/instructional materials and strategies	Yes	Common Planning Meetings Review of research based data, accessed on district website	
d) Technology/software and audiovisual materials	Yes	Common Planning Meetings Review of research based data, accessed on district website	
e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures	Yes	Policy #5131.1 Harassment, intimidation and Bullying Adopted May 16, 2015 Policy #2224 Nondiscrimination/Affirmative Action Adopted May 16, 2015	
f) Extra-curricular programs and activities	Yes	Grievance Procedures Review of student selection sheets, and student sign-ups, Review of Schedules; Posting Notices	
g) Tests and other assessments	Yes	State Mandated Tests Testing Schedule	
h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	Yes	Review of schedules for classes Review of schedules and class trips approved for STEM and Culinary Arts programs	
2) Incorporate multicultural aspects throughout the instructional content and practices across the curriculum.	No	Review of LOTI teacher evaluation rubric, domain # III Review of Curriculum Guides and lesson plans; Review Intervention Central data	Lincoln School Hamilton School Washington School Harrison High School
3) Ensure that instruction in African-American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	Yes	Review of LOTI teacher evaluation rubric, domain # III Review of curriculum guides and lesson plans	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>4) Include instruction on the Holocaust and other genocide curricula at all grade levels. (N.J.S.A. 18A:35-28)</p>	Yes	<p>Review of scheduled class trips, guests speakers and curriculum guides Review of Lesson Plans</p>	
<p>B. Equality and Equity in Student Access N.J.A.C. 6A:7-1.7; Titles VI & VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education (1989); U.S. Supreme Court, 1982; Plyler v. Doe; U.S. Supreme Court, 1974; Castañeda v. Pickard</p> <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>			
<p>1) Ensure equal and barrier-free access to all school and classroom facilities.</p>	Yes	<p>Ongoing SCC Review Plans on file in compliance with Section 504 of the Federal Rehabilitation Act of 1973</p>	
<p>2) Attain minority representation of students within each school, including racial and ethnic balance, that approximates the district, charter and renaissance school project's overall minority racial and ethnic representation.</p>	Yes	<p>Only one school building per grade level</p>	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	N/A	Only one school building per grade level	
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	Only one school building per grade level Review of class schedules Review of class rosters Common Planning Meetings	
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.	Yes	Review of the Identification Process Criteria for selected students. Review of Course Rosters Review list of class trips offered for non-traditional classes, i.e.: Culinary Arts Program and STEM	
b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Yes	Principal Review EVRS Data Review Code of Conduct Review Review of Child Study Team IEP data base Review of CST data for Manifestation Determination Hearings	
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,	Yes	Technology Statement; Adopted May 16, 2015	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability, English proficiency, immigration status, housing status or socioeconomic status.			
d) Ensure that all English language learners have equal and bias-free access to all school programs and activities.	Yes	ESL Plan	
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	Yes	Review of CST after school program (CHIP) Review of after school program rosters Review of school handbook	
f) Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Yes	Residency Office Review	
5) Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	Yes	Policy #6142.2 English As A Second Language; Bilingual Programs Adopted May 16, 2015 ESL Plan	
6) Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	Policy #6171.4 Special Education Adopted May 16, 2015 Review of CST assessment measures	
7) Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including	Yes	Policy #5145.4 Equal Educational Opportunity School Policies Review School Based Youth Services Program personnel for of bilingual staff	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
English language learners.		Review of school staff rosters for bilingual staff	
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 # 5134 Married/Pregnant Students School Policies	
C. Equality and Equity in Guidance Programs and Services N.J.A.C. 6A:7-1.7(c) Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998 Ensure that the district, charter and renaissance school project's guidance program provides the following:			
1) Access to adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, and students with disabilities.	Yes	Policy #6164.2 Guidance Services Review of Guidance Handbook Review of staff roster for bilingual counselors and support staff.	
2) A full range of possible occupational, professional, and Career and Technical Education choices for all students, including careers in the science and technology industries and nontraditional careers.	Yes	Review of Culinary Arts and STEM Program curriculum guides, field trips and service projects Policy #6164.2 Guidance Services Review of posted career fairs Review of posted scholarship opportunities	
3) Bias-free materials for use by counselors.	Yes	Review of Guidance Materials Policy #6164.2 Guidance Services	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
D. Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972 Ensure that the physical education program and instructional activities are equitable.	Yes	District Curriculum Guide Class Schedules	
E. Equality and Equity in Athletic Programs Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(d) and Title IX, Education Amendments of 1972 Ensure that the athletic program accomplishes the following:			
1) Relatively equal numbers of varsity and sub-varsity teams for male and female students.	Yes	Review of Athletic Director's Field Schedule Review postings for Fall, Winter and Spring Sports Review of Team Schedules	
2) Equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Yes	Review of Athletic Director's Field Schedule Review of Team Schedules	
3) Equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Yes	Review of Team Schedules Review of Purchase Orders Review of Agreement entered into between the Harrison Board of Education and the Harrison Education Association	

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
4) Comparable facilities for male and female teams.	Yes	Review of Practice Times, rest room facilities and practice schedules Review postings for Fall, Winter and Spring Sports	

IV. <u>EMPLOYMENT/CONTRACT PRACTICES</u> N.J.A.C. 6A:7-1.8: Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows: 1) Utilize equitable hiring practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district, charter and renaissance school project's certificated and non-certificated staff and within every category of employment, including administration.	Yes	Policy # 4111 Recruitment, Selection and Hiring Adopted May 16, 2015 Policy #4111.1 Nondiscrimination/Affirmative Action Adopted May 16, 2015 Policy #4211 Recruitment, Selection and Hiring Adopted May 16, 2015 Review of Employment Posting Files	
2) Target recruiting practices for under-represented populations in every category of employment.	Yes	Policy #4111 Recruitment, Selection and Hiring Adopted May 16, 201r Policy #4111.1Nondiscrimination/Affirmative Action Adopted May 16, 2015 Review of Employment Posting Files	

<p><u>IV. EMPLOYMENT/CONTRACT PRACTICES</u> N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973</p>	<p>Compliant (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</p>	<p>List name of noncompliant school(s) in the district</p>
<p>3) Compliance of employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.</p>	<p>Yes</p>	<p>Policy #4111 Recruitment, Selection and Hiring Adopted May 16, 2015 Policy #4111.1 Nondiscrimination/Affirmative Action Adopted May 16, 2015 Review of Employment Posting Files Policy #4111 Recruitment, Selection and Hiring Adopted May 16, 2015 Policy #4111.1 Nondiscrimination/Affirmative Action Adopted May 16, 2015 Policy #4211 Recruitment, Selection and Hiring Adopted May 16, 2015 Review of Board of Education meeting minutes for patters and trends among promotions and staff transfers.</p>	
<p>4) Monitor promotions and transfers to ensure non-discrimination.</p>	<p>Yes</p>	<p>Policy #2224 Nondiscrimination/Affirmative Action Adopted May 16, 2015 Policy #4111 Recruitment, Selection and Hiring Adopted May 16, 2015 Policy #4111.1 Nondiscrimination/Affirmative Action Adopted May 16, 2015 Policy #4211 Recruitment, Selection and Hiring Adopted May 16, 2015 Review of Board of Education meeting minutes for patters and trends among promotions and staff transfers.</p>	
<p>5) Provide equal pay for equal work regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>	<p>Yes</p>	<p>Policy #2224 Nondiscrimination/Affirmative Action Adopted May 16, 2015 Policy #4111 Recruitment, Selection and Hiring Adopted May 16, 2015 Policy #4111.1 Nondiscrimination/Affirmative Action Adopted May 16, 2015 Policy #4211 Recruitment, Selection and Hiring Adopted May 16, 2015</p>	

<p><u>IV. EMPLOYMENT/CONTRACT PRACTICES</u> N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973</p>	<p>Compliant (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</p>	<p>List name of noncompliant school(s) in the district</p>
<p>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.</p>	<p>Yes</p>	<p>Policy #4111 Recruitment, Selection and Hiring Adopted May 16, 2015 Policy #4111.1 Nondiscrimination/Affirmative Action Adopted May 16, 2015 Policy #4211 Recruitment, Selection and Hiring Adopted May 16, 2015</p>	
<p>C. Provide Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.</p>	<p>Yes</p>	<p>Policy #4111 Recruitment, Selection and Hiring Adopted May 16, 2015 Policy #4111.1 Nondiscrimination/Affirmative Action Adopted May 16, 2015 Policy #4211 Recruitment, Selection and Hiring Adopted May 16, 2015 Review of Agreement entered into between the Harrison Board of Education and the Harrison Education Association</p>	

**III. SCHOOL AND CLASSROOM PRACTICES:
EQUITY AND EQUITY IN CURRICULUM**

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

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

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2016 2017 2018 Ongoing	Evidence of Completion
A.2)	<p>In order to incorporate multicultural aspects throughout the curriculum, district wide, teachers shall be provided with a “Tool for Selecting Diverse Texts” and with “Perspectives for a Diverse America: A Literacy-based Anti-bias Curriculum”.</p> <p>These tools will be accessed from the <i>Teaching Tolerance</i> website. <i>Teaching Tolerance</i> is a project of the Southern Poverty Law Center</p>	<p>Director of Curriculum Affirmative Action Officer</p>	<p>X X X X</p>	<p>Review of Teaching Tolerance materials Review of curriculum guide for inclusion of materials Review of in-service agenda</p>

**APPENDIX D: COMPREHENSIVE EQUITY
PLAN**

**YEARLY STATEMENTS OF ASSURANCE
2016-2017
2017-2018
2018-2019**

Comprehensive Equity Plan Statement of Assurance

to be Submitted with the Three-Year CEP

School District, Charter School or Renaissance School Project Information:

County: Hudson	
School District/Charter School/Renaissance School Project: Harrison Public Schools	
Address: 501 Hamilton Street Harrison, NJ 07029	
Affirmative Action Officer (AAO): Joan McNichol	Telephone #: (973)482-5050 ext. 1519
AAO Email: joan.mcnichol@staff.harrisonschools.org	
Alternate Contact Person: James P. Doran, Ed.D.	Telephone #: (973)483-4627
Title: Director of Personnel, Human Resources/Compliance and Crisis Management	Email: james.doran@staff.harrisonschools.org

1. The school district, charter school or renaissance school project has conducted a comprehensive needs assessment of its equality and equity needs at each school within the district, charter school or renaissance school project, if applicable. The attached Comprehensive Equity Plan is designed to meet the assessed equality and equity needs at each site, if applicable.
2. The local Board has authorized the submission of the Comprehensive Equity Plan, and will support full implementation of the plan on September 1, 2016 upon approval by the New Jersey State Department of Education.
3. The school district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

CERTIFICATION:

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

Name Frederick G. Confessore Title: Acting Superintendent of Schools

Signature:  Date: 4/6/16

**COMPREHENSIVE EQUITY PLAN
ANNUAL STATEMENT OF ASSURANCE
School Year 2017-2018**

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

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

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

Name _____ Title _____

Signature: _____ Date: _____

**COMPREHENSIVE EQUITY PLAN
ANNUAL STATEMENT OF ASSURANCE
School Year 2018-2019**

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

-
1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2017-18 and provides assurance that the implementation timeline has been met at each school within the district, charter school or renaissance school project, if applicable. The areas of noncompliance as indicated in the CEP have met specific indicators of achievement at each site, if applicable, during this previous school year.

 2. The school district, charter school or renaissance school project will continue to fully implement the NJDOE approved Comprehensive Equity Plan.

 3. The district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes, and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

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

Name _____ Title _____

Signature: _____ Date: _____