

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



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

Forms and Instructions

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

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

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

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

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## New Jersey State Board of Education

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**General Information**

**Purpose**

In January 2017, the State Board of Education re-adopted N.J.A.C. 6A:7, Managing for Equality and Equity in Education, which outlines responsibilities for achieving and maintaining compliance with all state and federal laws governing equity in educational programs. As a result, all school districts, including charter schools and renaissance school projects are mandated to develop a three-year Comprehensive Equity Plan (CEP). The responsibility of each board of education and board of trustees of every public school district, charter school and renaissance school project in New Jersey is to identify and correct all discriminatory and inequitable policies, programs, practices and conditions within or affecting its schools. The role of the New Jersey Department of Education (NJDOE) is to ensure that each district, charter school and renaissance school project complies with equality and equity requirements, and to provide guidelines to accomplish that result.

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

**Federal Laws**

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

**State Laws**

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

**Questions**

Questions regarding the development, submission, and implementation of the Comprehensive Equity Plan may be sent to [countyoffices@doe.nj.gov](mailto:countyoffices@doe.nj.gov). Additionally, questions may be directed to the county education specialist at the County Office of Education. The contact list for the county offices of education is available on the NJDOE [County Information and Services](#) webpage.

## **Submission Deadlines**

School districts, charter schools and renaissance school projects must submit the original Comprehensive Equity Plan and corresponding forms to the **County Office of Education** for review and approval no later than **Friday, May 31, 2019** for implementation of the 2019-2020 CEP to begin on September 1, 2019.

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

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

## **Instructions For Completion of the Comprehensive Equity Plan**

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

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

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

Each school district, charter school and renaissance school project board shall use the Appendix B entitled, “District, Charter School and Renaissance School Project Needs Assessment” to conduct a needs assessment of each school. This document is intended to be used as a checklist to assist the AAO and the AAT to identify and eliminate discriminatory practices and other barriers to achieving equity in educational programs. The completed Needs Assessment must be submitted to the county office as part of the documentation that accompanies the Comprehensive Equity Plan. When citing documentation in the Needs Assessment, you **must** include the document title, date of board of education or board of trustees’ adoption or page number in the document being provided. In conducting the needs assessment, the AAT will ascertain whether the school district (and each school within the district), charter school or renaissance school project is in compliance with each requirement in the checklist, and, whether there are internal monitoring procedures in place to ensure continuing compliance. Those items needing correction or requiring an internal monitoring procedure or system will form the basis for the improvement strategies that will be proposed in the CEP.

The school district, charter school or renaissance school project Needs Assessment checklist contains four sections:

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

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

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

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

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

The plan to correct or address each item that needs correction must be on the form covering the corresponding section (Board Responsibilities, Staff Development, School and Classroom Practices, and Employment and Contract Practices). Use the Needs Assessment categories and sub-categories as your guide. Each form contains space to include each of the elements of the plan. For each form:

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

**Develop Improvement Strategies** – List each identified need from the corresponding number in the Needs Assessment (e.g., I.D.1) together with the strategies/activities you will use to improve or correct the deficiency. A district, charter school or renaissance school project should ensure that its strategies are specific, measurable, achievable, realistic and time-bound (S.M.A.R.T.).

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

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

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

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

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

The Statement of Assurance is submitted with the Comprehensive Equity Plan to ensure district, charter school and renaissance school project compliance with statute and code. The Chief School Administrator or Charter School Lead Person must sign and date the Statement of Assurance in the space indicated at the bottom of the form.

#### **Step 5: Obtain the following Board Resolutions and attach them to the CEP**

The following Board resolutions must be attached to the CEP:

- Annual resolution appointing the Affirmative Action Officer for 2019-20 school year;
- Resolution authorizing the Affirmative Action Team to conduct the Needs Assessment and develop a Comprehensive Equity Plan; and
- Resolution authorizing the submission of the proposed Comprehensive Equity Plan.

#### **Step 6: Assemble the Submission Package in this order:**

1. Statement of Assurance (Appendix D)
2. Resolution appointing the Affirmative Action Officer
3. Resolution authorizing the Affirmative Action Team to conduct the Needs Assessment and develop a Comprehensive Equity Plan;
4. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.
5. List of Affirmative Action Team members (Appendix A)
6. District, Charter School and Renaissance School Project Needs Assessment (Appendix B)
7. Comprehensive Equity Plan forms, if applicable (Appendix C)

#### **Step 7: Submit the CEP**

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

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

### **Comprehensive Equity Plan**

#### **Accountability:**

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

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

#### **Sanctions:**

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

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



# Appendix A Affirmative Action Team Form

The Affirmative Action Team Form is a Word document available online: [Appendix A - Affirmative Action Team](#).

## **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
Ms. Anna Sciacca	Affirmative Action Officer/ Superintendent of Schools		
Mr. Giovanni Luciano	Affirmative Action Coordinator		
Ms. Jennifer Alfonso	Principal		
Mr. Chris Annibal	Principal		
Mr. Thomas Giuffre	Assistant Athletic Director		
Ms. Geri Ledford	Federal Programs Supervisor		
Ms. Beth Tecchio	Director of Special Services		
Ms. Kathy Mazzola	Vice Principal		

Ms. Nancy Kutsup	Vice Principal		
Ms. Dawn Donetz	Director of Guidance		
Ms. Linda Parzecki	Guidance Counselor		
Ms. Tana Raymond	Supervisor of Nurses		
Ms. Jessica Ribaud	Anti-Bullying Coordinator/ Guidance Counselor		
Ms. Danielle Faga	Teacher		
Ms. Allison Mayer	Teacher		
Ms. Shiloh Waldron	Teacher		
Ms. Ana Aguilar	Teacher		
Ms. Michael Raccioppi	Teacher		
Ms. Adelina Nasuta	Teacher		
Mr. Peter Santacrocce	Teacher		
Ms. Laura Phillips	Teacher		

Ms. Nadia Kotsev-Azzolino	Teacher		
Ms. Alexandra Talsma	Teacher		
Mr. Todd Williams	Teacher		
Ms. Michele Semanick	Teacher		
Mr. Jeff Devito	Teacher		

# Appendix B

## Comprehensive Equity Plan Needs Assessment

\*Specific, Measurable, Achievable, Reasonable, Time-Bound (S.M.A.R.T.)

The Comprehensive Equity Needs Assessment Form is a Word document available online: [Appendix B – Comprehensive Equity Plan Needs Assessment](#).

**District, Charter School and Renaissance School Project Comprehensive Equity Plan  
Needs Assessment**

*Directions:*

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

*Table 1: Needs Assessment, Board Responsibility*

<b>I. Board Responsibility</b>	<b>Compliant (Yes or No)</b>	<b>Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.</b>	<b>List name of noncompliant school(s) in the district</b>
<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:151.7; Castañeda v. Pickard</p> <p><b>A. Adopt or re-adopt written equality and equity policies, requiring the following:</b></p>			
<p>1. Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following:</p> <p style="padding-left: 20px;">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>In accordance with Board of Education Policy 1140-Affirmative Action Program (September- 2016), our Affirmative Action Program is continually executed by having Affirmative Action Officer, Affirmative Action Coordinator, as well as a representative for each school within the district. The district also provides yearly training for all staff members. The district is an equal opportunity employer as stated on all forms, applications, policies and the district website. Assessments and data are collected and used to identify and eliminate discriminatory practices and other barriers in achieving equality and equity in</p>	

		educational programs. The district also maintains and updates the Comprehensive Equity Plan as directed.	
b. Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	In accordance with Board of Education Policy 2260-Affirmative Action Program for School and Classroom Practices (September - 2016) and as required by Title IX of the Education Amendments of 1972 and NJAC6:41-11 et. Seq, notice of the Affirmative Action Policy is posted on <a href="http://www.gboe.org">www.gboe.org</a> website, available in the Middle and High School Student Handbook which is also available on <a href="http://www.gboe.org">www.gboe.org</a> , and displayed in each buildings' main office.	
c. Provide equitable treatment for pregnant and married students	Yes	In accordance with Board of Education Policy 2416-Programs for Pregnant Pupils (December- 2016), students are provided with an equitable education which is included to both in/out of school and during/post pregnancy.	
d. Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).	Yes	In accordance with Board of Education Policy 1530- Equal Employment Opportunities and Employment Contracts Policy (October 2018), the policy guide is in each building and accessible on the district website <a href="http://www.gboe.org">www.gboe.org</a> . A copy is available in each building upon request. Yearly training on sexual harassment is given to staff members via GCN Training services.	

<p>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.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 1530- Equal Employment Opportunities and Employment Contracts Policy (October 2018), the policy guide and Garfield Federation of Teachers contract are posted on the district website <a href="http://www.gboe.org">www.gboe.org</a> . Other union contracts are also available in each building. Yearly data is recorded to ensure equitable hiring practices among all protected classes.</p>	
<p>3. The appointment of an Affirmative Action Officer (AAO) who can also serve as, or coordinate with, the district, charter and renaissance school project school's Section 504 Officer and/or the district, charter and renaissance school project's Title IX Coordinator.</p>	<p>Yes</p>	<p>In accordance with Board Resolution: 04-538-19, Board of Education Minutes are located in the Central Office and available on <a href="http://www.gboe.org">www.gboe.org</a></p>	
<p>4. Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 1140- Affirmative Action Program (September- 2016), the district provides annual updated school law training for all administration. Mandatory on-line training through Global Compliance Network for <b>all</b> district personnel is also available.</p>	



<p>B. Authorize the Affirmative Action Officer team to develop a Needs Assessment and a Comprehensive Equity Plan, implement the plan over a three-year period of time, submit an annual Statement of Assurance of its implementation and progress, and complete the District Performance Review in the NJQSAC. Charter schools will report annual progress in the Charter School Annual Report.</p>	<p>Yes</p>	<p>In accordance with Board of Education Board Resolution: 01-341-19, Board of Education minutes are located in the Central Office and available on <a href="http://www.gboe.org">www.gboe.org</a></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 reexamination 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</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5755-Equity in Educational Programs and Services (September- 2016), all schools have a designated data team which analyzes data pertaining to that specific school. Data analyzed includes, not limited to, limited English proficiency, special education, student suspension, child study team referrals.</p>	

subgroups on Annual Yearly Progress (Progress Targets) reports for state assessments.			
D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking or authorizing the following actions:			
1. Inform the school community the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Yes	In accordance with Board Policy 1140- Affirmative Action Program (September- 2016) specified board policies are displayed in all district buildings; included in all student handbooks and available on <a href="http://www.gboe.org">www.gboe.org</a>	
2. Define the responsibilities of the AAO (Affirmative Action Officer/504 Officer, and/or Title IX Coordinator); require that the AAO be a certificated staff person; and, train the AAO to handle the district, charter and renaissance school projects equity' responsibilities.	Yes	In accordance with Board of Education Policy 1140- Affirmative Action Program (September- 2016), job description, responsibilities, and training requirements are defined in the AAO job description available at central office and on the job posting sent to the all staff members.	

<p>3. Inform students, staff and the community of the name, office address, and phone number of the district, charter and renaissance school project's AAO, and publicize the location and availability of the district, charter and renaissance school project's CEP, policy(ies), grievance procedures and annual reports.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 1140-Affirmative Action Program (September- 2016), the Affirmative Action Officers' and Affirmative Action Coordinators' contact information is displayed in each district building. Contact Information is also available from the central office and main office of each school. CEP and annual reports are available through the BOE Central Office. Policies and grievance procedures are available at the central office and on the district web site.</p>	
<p>4. Investigate and resolve discrimination complaints, grievances and incidents between students and teachers or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 1140-Affirmative Action Program (September- 2016), policies and grievance procedures are available at the central office and on the district web site in which any person may obtain and file a report with the Affirmative Action Officer and/or the Affirmative Acton Coordinator. Investigations, interviews, and resolutions are done within a timely manner and are stored in the office of the Affirmative Action Officer.</p>	
<p>5. Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 2415.01-Academic Standards, Academic Assessments, and Accountability (December- 2016), information available through the main office is in all schools, documents and reports are available upon request. All schools have a designated data team which analyzes data pertaining to that specific school regarding the achievement gap.</p>	
<p>6. Authorize the AAO to conduct yearly equity training for all staff.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 1140-Affirmative Action Program (September- 2016), the AAO, AAC and representatives provide continuous training to all</p>	

		certified and non-certified school staff members to identify and resolve any problems in district associated with inequalities 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. All certified and non-certified staff members are also required to part take in a yearly professional development training.	
E. A county vocational school district shall admit resident students based on board-approved policies and procedures that ensure equity and access for enrollment that shall be posted on the school district, charter and renaissance school project's district's website. N.J.A.C. 6A:192.3(b), Career and Technical Education Programs and Standards.	N/A	(For County Vocational School Districts Only)	

Table 2: Needs Assessment, Staff Development and Classroom Practices

<b>II. Staff Development And Training</b> • N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
A. Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status <b>every school year</b> , as follows:			
1. To all certificated (administrative and professional) staff.	Yes	In accordance with Board of Education Policy 3240-Professional Development for Teachers and School Leaders (December- 2016), each certified staff member has a professional development plan, which includes Affirmative Action training, which needs to be updated yearly. Professional development plans are available in the office of the district Assistant Superintendent of Curriculum	
2. To all non-certificated (nonprofessional) staff.	Yes	In accordance with Board of Education Policy 3240-Professional Development for Teachers and School Leaders (December- 2016), each non-certified staff members have a professional development plan, which	

		includes Affirmative Action training, which needs to be updated each year. Professional development plans are available in the office of the Director of Curriculum	
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Table 3: Needs Assessment, School and Classroom Practices

III.School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
<p>A. Equality and Equity in Curriculum</p> <ul style="list-style-type: none"> <li>• N.J.A.C. 6A:7-1.7(b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972, U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard</li> </ul> <p>1. Ensure that the district, charter school or renaissance school project’s curriculum and instruction are aligned to the State’s Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP (Progress Targets profiles) for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, English proficiency, housing status or socioeconomic status. Areas covered include, but are not limited to, the following:</p>			

<p>a. School climate and culture, safe and positive learning environment.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5512- Harassment, Intimidation, Bullying (October- 2016), frequently, district wide school management teams, parent teacher organizations, liaison committees, the Director of Curriculum, Assistant Curriculum Supervisors, and teacher unions assess the learning environment and school climate of each building and rectify any areas that may be non-compliant. Documentation of these actions will be available through meeting minutes, curriculum revisions, and climate assessments which is available on <a href="http://www.gboe.org">www.gboe.org</a></p>	
<p>b. Courses of study, including Physical Education</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 2200- Curriculum Content (September- 2016) and Board of education Policy 2260- Affirmative Action Program for School and Classroom Practices (September- 2016), all curricula is maintained and current throughout the district. Curricula review and revisions occur on a frequent basis to maintain compliance. All curricula is posted on the Garfield Board of Education website <a href="http://www.gboe.org">www.gboe.org</a></p>	
<p>c. Library materials/Instructional materials and strategies</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 2530- Resource Materials (December- 2016), listed on the Garfield School District website <a href="http://www.gboe.org">www.gboe.org</a> , materials represent the many religious, ethnic, and cultural groups and their contribution to American heritage.</p>	
<p>d. Technology/software and audiovisual materials</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 2360- Use of Technology (December- 2016). Technology/ software and audiovisual materials are maintained and updated by the District Technology Supervisor and technicians on a frequent to maintain compliance.</p>	



<p>e. Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, &amp; grievance procedures</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 2411- Guidance Counseling (September- 2016), each school building has an affirmative action/HIB specialist, guidance counselors, disciplinarians, principals, to handle grievance pertaining to sexual harassment, bullying, sexual harassment and grievance procedures. The Affirmative Action grievance procedure is also available for any one to access at <a href="http://www.gboe.org">www.gboe.org</a></p>	
<p>f. Extra-curricular programs and activities</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 2260- Affirmative Action Program for School and Classroom Practices (September- 2016), there are a multitude of clubs and activities available to all students. A list of some various clubs and activities are noted below. A complete list is available through each principal's office. Extra-curricular programs and activities include but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Asian Club</li> <li>2. Bible Club</li> <li>3. Diversity Awareness Club</li> <li>4. ESL Club</li> <li>5. GSA- Gay Straight Alliance</li> <li>6. Italian Club</li> <li>7. Spanish Club</li> <li>8. Polish Club</li> <li>9. Women's Empowerment Group</li> <li>10. Debate Club</li> <li>11. PARCC Tutoring</li> <li>12. Student Counseling</li> <li>13. National Honor Society</li> <li>14. Art Club</li> <li>15. Peer to Peer</li> <li>16. Chess Club</li> <li>17. Game Club</li> <li>18. Harry Potter Club</li> </ol>	

g. Tests and other assessments	Yes	In accordance with Board of Education Policy 2260-Affirmative Action Program for School and Classroom Practices (September- 2016), all students are required to take state mandated examinations with reasonable accommodations if noted.	
h. Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	Yes	In accordance with Board of Education Policy 5755-Equity in Educational Programs and Services (September-2016), scheduling of classes are done randomly by computers without restrictions. Each building administrator and guidance counselors have roosters which can be obtained through the Garfield School Districts portal entry.	
2. Include a multicultural curriculum in the instructional content and practices across the curriculum.	Yes	In accordance with Board of Education Policy 2260-Affirmative Action Program for School and Classroom Practices (September- 2016), the Assistant Curriculum Supervisors of Social Studies and English in conjunction with social studies and Language Arts teachers have included multicultural materials into the curriculum including but not limited to content which analyzes and describes various genders, races, religions, and other forms of denominations. All curricula is posted on the Garfield Board of Education website <a href="http://www.gboe.org">www.gboe.org</a>	
3. Ensure that instruction on African American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	Yes	In accordance with Board of Education Policy 2260-Affirmative Action Program for School and Classroom Practices (September- 2016) and Board of Education Policy 5750- Equal Educational Opportunity (September-2016), the Assistant Curriculum Supervisors of Social Studies and English in conjunction with social studies and Language Arts teachers have included African American history materials into the curriculum of all grade levels. All curricula is posted on the Garfield Board of Education website <a href="http://www.gboe.org">www.gboe.org</a>	

<p>4. Include instruction on the Holocaust and other genocide curricula in the curriculum for elementary and secondary school students. (N.J.S.A. 18A:35-28)</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5750- Equal Educational Opportunity (September- 2016), students receive instruction at all grade levels concerning holocaust and other genocides. At the high school level, in addition to receiving this in their designated history class, students are provided the opportunity to enroll in a half year course entitled The Holocaust. Documentation of compliance is available through the district curriculum coordinator, teacher's plan books, and student's schedules.</p>	
<p>B. Equality and Equity in Student Access</p> <ul style="list-style-type: none"> <li>N.J.A.C. 6A:7-1.7; Titles VI &amp; VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education (1989); U.S. Supreme Court, 1982; Plyler v. Doe; U.S. Supreme Court, 1974, Castañeda v. Pickard</li> </ul> <p>Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status, as follows:</p>			
<p>1. Ensure equal and barrier-free access to all school and classroom facilities.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5750- Equal Educational Opportunity (September- 2016), all schools in the district are in compliance with handicapped accessibility requirements. Specific elementary students</p>	

		who are disabled, and according to their IEP's, are transported to a designated school within the district that can accommodate their specific needs. Middle and High Schools are handicapped accessible.	
2. Attain minority representation of students within each school, including racial and ethnic balance, within each school which approximates the district, charter and renaissance school project's overall minority racial and ethnic representation.	Yes	In accordance with Board of Education Policy 5750- Equal Educational Opportunity (September- 2016), documentation of minority representation is available in each buildings guidance and central office.	
3. Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	In accordance with Board of Education Policy 5755- Equality in Educational Programs and Services (September- 2016), new facilities will replace the location of old facilities which are racially balanced. School enrollment is based upon place of residency. A district residency map is available in central office.	
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	In accordance with Board of Education Policy 5755- Equality in Educational Programs and Services (September- 2016), students are placed in schools based on upon the location of their residence in relation to the school. A computer program randomly places students in classes and all students from all ethnicities are encouraged to participate in extracurricular activities. Students at the high school are given choices of elective classes they wish to take. Classes include, but are not limited to, Sociology, Wood Shop, Painting, Mechanical Drawing.	

<p>a. Ensure that minority and female students are not under-represented in gifted and talented or accelerated/advanced courses, including math and science.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5750- Equal Educational Opportunity (September- 2016), all student population is considered for inclusion in the Gifted and Talented program in our district. Placement criteria may include but is not limited to I.Q., grade point average, teacher/ guidance counselor recommendation, Renzulli scale, and/ or PARCC results. Documentation of compliance is included in class rosters which is available in each building's guidance offices.</p>	
<p>b. Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5755- Equality in Educational Programs and Services (September- 2016), all students who do not follow the code of conduct/ rules of their designated school/ district can be subjected to detention, suspension, and/or expulsion. Follow up has been accomplished by the Child Study Team, Case Managers, and Disciplinarians. All students are strongly discouraged from dropping out of school. All statistics are on file in Affirmative Action Officer's, Disciplinarian's, Director of Special Services', and Principals Offices.</p>	
<p>c. Ensure equal and bias-free access for all students to computers, computer classes, career and technical education programs, and technologically-advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability, English proficiency, immigration status, housing status or socioeconomic status.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5755- Equality in Educational Programs and Services (September- 2016), all students have equal and bias-free access to technology through classroom mobile labs, media centers, and computer labs. All students are required to take computer and technology classes at all grade levels. Compliance is demonstrated through class rosters sign in sheets in media centers, computer labs, and classroom mobile labs. All students have equal access to all educational software and computer devices.</p>	

<p>d. Ensure that all English language learners have equal and bias-free access to all school programs and activities.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5755-Equality in Educational Programs and Services (September- 2016), all students have equal and bias-free access to all programs within the district. Extra-curricular programs are available to all students include, but are not limited to, the Extended School Day and Mentoring Program. Programs specifically designated to ensure English Language learners success include, but not limited to, the ESL Extended Day Program, and the ESL Extended Year Program. Enrollment documentation is available at central office.</p>	
<p>e. Ensure that all students with disabilities have equal and bias-free access to all school programs and activities</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5755-Equality in Educational Programs and Services (September- 2016) and Board of Education Policy 2260- Affirmative Action Program for School and Classroom Practices (September- 2016), all students with disabilities have an Individual Education Program (IEP) utilized by the Garfield Child Study Team. This document addresses decision making relative to participation in school programs and activities. Individual IEPs are on file in the Director of Special Services Office and accessible online via Realtime.</p>	
<p>f. Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5755-Equality in Educational Programs and Services (September- 2016) and Board of Education Policy 2260- Affirmative Action Program for School and Classroom Practices (September- 2016), the Garfield School District registrars are responsible for implementing the regulations required by state and federal law. Registration documentations are in the offices of the two registrars.</p>	

<p>5. Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5755-Equality in Educational Programs and Services (September- 2016) and Board of Education Policy 2260- Affirmative Action Program for School and Classroom Practices (September- 2016), the district has always used the New Jersey state approved multiple measures. The Teacher Oral Rating Scale is the initial screening assessment and the W-APT, which is aligned to the NJDOE's ACCESS 2.0 assessment, are the screening instruments for placement into an ELL program, the New Jersey state ACCESS 2.0 assessment is administered annually to all ELL students.</p>	
<p>6. Utilize bias-free measures for determining the special needs of students with disabilities.</p>	<p>No</p>	<p>In accordance with Board of Education Policy 2417- Student Intervention and Referral Services (October 2014), all students with disabilities have an Individual Education Program (IEP) utilized by the Garfield Child Study Team. This document address decision making relative to participation in school programs and activities. Individual IEPs are on file in each school building, the Director of Special Services office, and through real-time.</p>	<p>1)Garfield Early Childhood Learning Center  2) Garfield Public Preschool Annex  3) Garfield Pubic Preschool Annex 3  4) Washington Irving School #4  5) Woodrow Wilson School # 5  6) Abraham Lincoln School #6  7)Theodore Roosevelt School # 7  8) Christopher Columbus School # 8  9)Thomas Jefferson School # 9  10) James Madison School # 10  11) Garfield Middle School  12) Garfield High School</p>
<p>7. Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including English language learners.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 2423-Bilingual and ESL Education (September- 2016), all students have access to support services including but not limited to guidance services both in and out of school, Care Plus, and behaviorists. The district also offers specialized programs and activities to LEP</p>	

		students. Special parent meetings are conducted within the local elementary buildings. The district also has a supplemental Title III extended day program for ESL and/or immigrant students which entail letters to the parents in the native language-specifically Spanish and Polish. There are various other translations which are sent to parents throughout the year. These include Family Care Food Stamp, and Blood Pressure, invitations to various school events, ESL report cards, and parent teacher notes. Document is available in ESL and Affirmative Action Offices.	
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	In accordance with Board of Education Policy 5755-Equality in Educational Programs and Services (May 2006) and Board of Education Policy 2260- Affirmative Action Program for School and Classroom Practices May 2006), students are permitted to attend and participate in any and all school functions unless not permitted by a doctor. Students stay in school until a doctor signs them out which students are then placed on home instruction until medically cleared to return to school . Records are available in the Affirmative Action, nurse, and guidance office.	
<p>C. Equality and Equity in Guidance Programs and Services</p> <ul style="list-style-type: none"> <li>N.J.A.C. 6A:7-1,7(c)Title IX, Education Amendments of 1972, &amp; Carl D. Perkins Vocational &amp; Technical Education Act of 1998</li> </ul> <p>Ensure that the district, charter and renaissance school project's guidance program provides the following:</p>			



<p>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.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5755-Equality in Educational Programs and Services (September- 2016), all students receive individual scheduling and are counseled by need. Each school counselor is responsible for all grade levels and appropriately divided where needed. A list of guidance counselors are available on the Garfield School District website <a href="http://www.gboe.org">www.gboe.org</a></p>	
<p>2. The presentation of a full range of possible occupational, professional, and Career and Technical Education choices for all students, including careers in the science and technology industries and nontraditional careers.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5755-Equality in Educational Programs and Services (September- 2016), students are exposed to career days, career weeks, frequent visits from professionals, college, and military services. Vocational education is available to students who wish to enroll. All courses at Garfield High School are college bound by nature. All students can request/ enroll in all courses offered.</p>	
<p>3. Guidance counselors are using biasfree materials.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5755-Equality in Educational Programs and Services (September- 2016), materials used by school counselors are available in guidance offices for students to utilize. Counselors follow the NJ School Counselors Association framework. Garfield High school has also invested in Career Cruising; a career development software program that is available to all students. The Garfield school district has invested in Care Plus and behaviorists which are housed at the middle school but available to all students in the district. All materials used, and programs hired follow our Affirmative Action Policies.</p>	

<ul style="list-style-type: none"> <li>Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972</li> </ul> <p>Ensure that the district, charter and renaissance school project's physical education program is co-educational, as follows:</p> <ol style="list-style-type: none"> <li>All instructional activities are equitable and are co-educational.</li> </ol>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5755-Equality in Educational Programs and Services (September- 2016), all Pre K-8 and 9-12 curriculum, grade books and lesson plans will indicate the equitability for all instructional activities</p>	
<p>D. Equality and Equity in Athletic Programs</p> <ul style="list-style-type: none"> <li>Athletic Guidelines 1986; N.J.A.C. 6A:71.7(d) and Title IX, Education Amendments of 1972</li> </ul> <p>Ensure that the district, charter and renaissance school project's Athletic Program accomplishes the following:</p>			
<ol style="list-style-type: none"> <li>Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.</li> </ol>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5755-Equality in Educational Programs and Services (September- 2016), rosters of varsity and sub-varsity teams ensure compliance and are on file in Affirmative Action Officer's and Athletic and Assistant Athletic Director's Office.</p>	
<ol style="list-style-type: none"> <li>Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.</li> </ol>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5755-Equality in Educational Programs and Services (September- 2016), practice and game schedule displays equitable scheduling. They are available to the public at <a href="http://www.gboe.org">www.gboe.org</a> and are on file in Affirmative Action Officer's and Athletic and Assistant Athletic Office.</p>	

<p>3. Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 3125- Employment of Teaching Staff Members (September- 2016), coaching salaries are negotiated contractually and are found within the teacher's contract stipends. Every coach, for every sport, is allotted monies for supplies. Purchase orders are on file in Affirmative Action Officer's, Athletic and Assistant Athletic Director's, Principals, and Superintendent's Office</p>	
<p>4. Provides comparable facilities for male and female teams.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 5755- Equality in Educational Programs and Services (September- 2016), Garfield Middle and High school have two Physical Education Locker Rooms: Boys and Girls, 2 Team Locker Rooms: Boys and Girls, are also available. Gymnasiums throughout the district are coed.</p>	

Table 4: Needs Assessment, Employment/Contract Practices

<p><b>IV. Employment/Contract Practices</b></p> <ul style="list-style-type: none"> <li>N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973</li> </ul>	<p>Compliant (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.</p>	<p>List name of noncompliant school(s) in the district</p>
<p>A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows:</p> <p>1. Utilize equitable hiring practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district, charter and renaissance school project’s certificated and noncertificated staff and within every category of employment, including administration.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 1530- Affirmative Action Program for Employment and Contract Practices/ Employment Practices Plan (September- 2016), with Board of Education Policy 3125- Employment of Teaching Staff Members (September- 2016), all employee practices are equitable. Throughout the district, every school has a diverse cross section of educators.</p>	
<p>2. Target recruiting practices for under-represented populations in every category of employment.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 1530- Affirmative Action Program for Employment and Contract Practices/ Employment Practices Plan (September- 2016), staff is hired based on skill.</p>	
<p>3. Ensure that the district, charter and renaissance school project’s employment applications and preemployment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.</p>	<p>Yes</p>	<p>In accordance with Board of Education Policy 1530- Affirmative Action Program for Employment and Contract Practices/ Employment Practices Plan (September- 2016), staff is hired based on skill.</p>	

<b>IV. Employment/Contract Practices</b> <ul style="list-style-type: none"> <li>N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973</li> </ul>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
4. Monitor promotions and transfers to ensure non-discrimination.	Yes	In accordance with Board of Education Policy 3125- Employment of Teaching Staff Members (September-2016), postings are listed for all open positions on district website & within all district buildings. Anyone interested in the position may apply. All interviews are held by administrators. Recommendations are forwarded to the Superintendent for final approval & then submitted for vote to the Board of Education. All transfers are recommended by building administrators to the Superintendent for final approval & then submitted for vote to the Board of Education.	
5. Ensure equal pay for equal work among members of the district, charter and renaissance school project's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	In accordance with Board of Education Policy 3125- Employment of Teaching Staff Members (September-2016), all employees work under a specified contract. The organization of which they belong have selected salary guides based upon years of service and levels of education. Copies of employee's contracts are available on line to all employees and available in every building in the district.	

<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>In accordance with Board of Education Policy 1530- Equal Employment Opportunity (October- 2018), all organizations associated with the Garfield School District are in compliance with all equity and employment laws. Copies of contracts are in the central office. Bid packages are given to contractors which include Affirmative Action compliancy notice.</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>In accordance with Board of Education Policy 1530- Equal Employment Opportunity (October- 2018) equal employment opportunities are available to all. Our district website, <a href="http://www.gboe.org">www.gboe.org</a>, has an employment opportunity tab which is accessible to anyone.</p>	

# Appendix C Comprehensive Equity Plan Corrective Actions

The Comprehensive Equity Plan Corrective Actions Form is a Word document available online: [Appendix C – Comprehensive Equity Plan Corrective Actions](#).

**Comprehensive Equity Plan Corrective Actions I.**

*Board Responsibility*

**School District, Charter School or Renaissance School Project Name:**

**Objective:**

For each noncompliant area of the district, charter school or renaissance school project’s Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22, to ensure that the Board of Education or Board of Trustees follows through with its responsibilities, including adoption or re-adoption of written equality and equity policies; the authorization of the AAO to develop a CEP; collection of disaggregated data; and adoption of the CEP and facilitate and support its implementation.

*Table 5: Corrective Actions, Board Responsibilities*

Section/subsection from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion







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

**School District, Charter School or Renaissance School Project Name:**

**Objective:**

For each noncompliant area of the district, charter school or renaissance school project’s Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status, immigration status, housing status or disability

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

Section/subsection from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion
<b>III.B.3.6.</b>	<b>Board of Education policies will be updated and or revised in accordance with the NJ State Division of Civil Rights and to reflect current compliance.</b>	<b>1. Superintendent of Schools/ Affirmative Action Officer- Ms. Anna Sciacca 2. Affirmative Action Coordinator- Mr. Giovanni Luciano 3. Garfield Board of Education Members</b>	<b>2019-2020</b>	<b>Garfield Board of Education policies will be updated on the Garfield District website as they are board approved.</b>







# Appendix D

District, Charter School and Renaissance School Project

Comprehensive Equity Plan

**Yearly Statements of Assurance**

[2019-2020 Comprehensive Equity Plan 3 Year Statement of Assurance](#)

[2020-2021 CEP Statement of Assurance](#)

[2021-2022 CEP Statement of Assurance](#)

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

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

Name of County: **Bergen**

Name of School District/Charter School/Renaissance School Project: **Garfield**

Address: **34 Outwater Lane, Garfield, New Jersey 07026**

Affirmative Action Office (AAO): **Ms. Anna Sciacca**

Telephone #: **973-340-5000 ext: 2334**

AAO Email: **asciacca@gboe.org**

Alternate Contact Person: **Mr. Giovanni Luciano**

Telephone #: **973-340-5000 ext: 2554**

Title: **Affirmative Action Coordinator**

Email: **gluciano@gboe.org**

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1. The school district, charter school or renaissance school project has conducted a comprehensive needs assessment of its equality and equity needs at each school within the district, charter school or renaissance school project, if applicable. The attached Comprehensive Equity Plan is designed to meet the assessed equality and equity needs at each site, if applicable.
2. The local Board has authorized the submission of the Comprehensive Equity Plan and will support full implementation of the plan on September 1, 2019 upon approval by the New Jersey State Department of Education.
3. The school district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

*Certification:*

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

Name and Title: **Ms. Anna Sciacca- Superintendent of Garfield Schools/ Affirmative Action Officer**

Signature:



Date:

## Comprehensive Equity Plan Statement of Assurance 2020-2021

*School District, Charter School or Renaissance School Project Information School Year 2020-2021:*

Name of County:

Name of School District/Charter School/Renaissance School Project:

Address:

Affirmative Action Office (AAO):

Telephone #:

AAO Email:

Alternate Contact Person:

Telephone #:

Title:

Email:

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1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2019-2020 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 and Title:

Signature:

Date:

## Comprehensive Equity Plan Statement of Assurance 2021-2022

*School District, Charter School or Renaissance School Project Information School Year 2021-2022:*

Name of County:

Name of School District/Charter School/Renaissance School Project:

Address:

Affirmative Action Office (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 2020-2021 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 and Title:

Signature:

Date: