

	BOARD RESPONSIBILITYContinued	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
5)	Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap	√	Assessment presentations at a Board of Education meeting annually	
6)	Authorize the AAO to conduct yearly equity training for all staff.	√	AAO authorized to develop appropriate ongoing training sessions and recommendations are also developed through the local Professional Development Committee	
II.	STAFF DEVELOPMENT AND TRAINING N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5			List name of noncompliant school(s) in the district
A.	Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status every school year , as follows:	Ongoing	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption. MANDATORY: Address this on page 17	
1)	To all certificated (administrative and professional) staff.	Ongoing	MANDATORY: Address this on page 17	
2)	To all non-certificated (non-professional) staff.	Ongoing	MANDATORY: Address this on page 17	

III.	SCHOOL AND CLASSROOM PRACTICES	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
A.	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			
1)	Ensure that the district/charter school's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. Areas covered include, but are not limited to, the following:	✓	District curriculum plan followed with revisions on a five-year cycle, new curricula adopted to meet these mandates annually at a Board of Education meeting in the spring.	
(a)	School climate/learning environment	✓	District-wide strategic action plan completed with review of these issues.	
(b)	Courses of study, including Physical Education	✓	Annual review of program of studies with oversight by district supervisors.	
(c)	Library materials/Instructional materials and strategies	✓	Materials are reviewed using established AA guidelines.	
(d)	Technology/software and audio-visual materials	ongoing	Materials are reviewed using established AA guidelines.	
(e)	Guidance and counseling, including sexual harassment & grievance procedures	✓	Guidance program addresses these issues, procedures published in counselor handbook; counselors trained by guidance director	
(f)	Extra-curricular programs and activities	ongoing	Activity advisors provide annual reports reviewed by district supervisors, principals and assistant superintendent.	
(g)	Testing and other assessments	✓	Oversight provided through building and district test coordinators.	
(h)	Reducing or preventing the under representation of minority, female and male students in all classes and programs	✓	Courses are reviewed to ensure balance representative of school population.	
2)	Include Multicultural Education content and practices across the curriculum.	✓	Curriculum guides.	
3)	Ensure that instruction on African-American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (NJSA 18A:35-1)	✓	Grade 6 Language Arts American Studies Global Studies English 3 – American Literature	

III.	SCHOOL AND CLASSROOM PRACTICEScontinued	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
4)	<p>Include instruction on the Holocaust and other genocides in the curriculum for elementary and secondary school students. (N.J.S.A. 18A:35-28)</p>	✓	<p>Grade 5 Social Studies American Studies Global Studies Holocaust & Genocide On-sight college-level teaching the Holocaust course offered.</p>	
B.	<p>Equality and Equity in Student Access N.J.A.C. 6A:7-1.7 & (g); Titles VI & VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education (1989), U.S. Supreme Court, 1982; Plyer v. Doe</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 or socioeconomic status, as follows:</p>			
1)	<p>Ensure equal and barrier-free access to all school and classroom facilities.</p>	✓	<p>Facilities plan</p>	
2)	<p>Attain minority representation, including racial and ethnic balance, within each school that approximates the district/charter school's overall minority racial and ethnic representation.</p>	✓	<p>Annual analysis of demographics for each school building</p>	
3)	<p>Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.</p>	✓	<p>No new facilities are planned based on enrollment projections</p>	
4)	<p>Ensure that students are not separated or isolated by race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status, resulting in inappropriate placement within schools, courses, classes, programs or extracurricular activities.</p>	✓	<p>Class rosters, athletic team rosters, club rosters reviewed annually</p>	
(a)	<p>Ensure that minority and female students are not disproportionately represented in gifted and talented or accelerated/advanced courses, including math and science.</p>	ongoing	<p>Class rosters indicate balance appropriate to student population.</p>	

III. SCHOOL AND CLASSROOM PRACTICEScontinued	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
(b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	√	Discipline report indicate balanced representation of student population.	
(c) Ensure equal and bias-free access for all students to computers, computer classes, vocational ed classes, and technologically-advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability or socioeconomic status.	√	All students receive computer instruction in grades one through eight. All students have access to computer labs and media centers at all schools.	
(d) Ensure that all limited English-proficient students have equal and bias-free access to all school programs and activities.	√	ESL supervisor and teachers ensure compliance.	
(e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	√	Accommodations are provided if necessary for equal access.	
(f) Ensure that all schools' registration procedures are in compliance with State and Federal regulations.	√	Registration procedures are reviewed annually by the superintendent of schools.	
5) Utilize a State approved language proficiency measure on an annual basis for determining the special needs of language-minority students.	√	District complies with State testing requirements.	
6) Utilize bias-free measures for determining the special needs of students with disabilities.	√	District uses nationally accepted instruments to determine individualized needs.	
7) Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including limited English-proficient students.	√	Programs available to all students are published in parent and student handbooks and posted on district and school websites.	
8) Ensure that all pregnant students are permitted to remain in the regular school program and activities. If not permitted to attend school by her doctor, ensure that equivalent instruction is provided the student.	√	Established policy.	
C. Equality and Equity in Guidance Programs and Services N.J.A.C. 6A:7-1.7(c) Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998 Ensure that the district/charter school's guidance program provides the following:			
1) Access to adequate and appropriate counseling services for all students, including females, minority students, limited English proficient students, non-college bound students, and students with disabilities.	deficient	Guidance services available to all students PreK-12.	district