
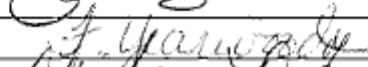
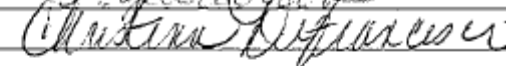

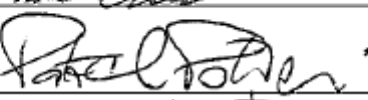
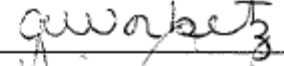

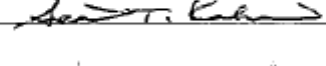



APPENDIX A: AFFIRMATIVE ACTION TEAM

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: Pitman School District

NAME	TITLE	GRADE LEVEL (if applicable)	SIGNATURE
Rebecca Moody	Affirmative Action Officer	PK-12	
Frances Yearwood	ES principal	PK-5	
Christina DeFrancesco	HS counselor	9-12	
Vince Chiaro	MS general ed teacher/community member	6-8	
Patrick Polimeni	HS media specialist/parent/community member	9-12	
Alyssa Worbetz	HS coach/HS general ed teacher	9-12	
Gina Campbell	parent/community member	PK-5	
Sean Kahoun	MS special ed teacher	6-8	
Deborah Roncace	School Business Administrator/Board Secretary	PK-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. <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
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 A. Adopt or re-adopt written equality and equity policies, requiring the following:			
1) Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following: a) Identify and address all forms of prejudice and discrimination in all district, charter and renaissance school project programs, practices, curricula, instructional materials and assessments.	Y	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 2/2011 • Policy 1523 – Comprehensive Equity Plan 2/2011 • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy & Regulation 5750 – Equal Educational Opportunity 1/2010 • Policy 5755 – Equity in Educational Programs and Services 1/2010 	
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.	Y	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 2/2011 • Policy 1523 – Comprehensive Equity Plan 2/2011 • Policy & Regulation 5750 – Equal Educational Opportunity 1/2010 • Policy 5755 – Equity in Educational Programs and Services 1/2010 	
c) Provide equitable treatment for pregnant and married students.	Y	<ul style="list-style-type: none"> • Policy 2416 – Programs for Pregnant Students 1/2010 • Policy 5752 – Marital Status and Pregnancy 1/2010 	
d) Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).	Y	<ul style="list-style-type: none"> • Policy 1523 – Comprehensive Equity Plan 2/2011 • Policy & Regulation 5512 – Harassment, Intimidation, and Bullying 10/2014 • Policy & Regulation 5751 – Sexual Harassment 1/2010 	

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
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.	Y	<ul style="list-style-type: none"> • Policy 1523– Comprehensive Equity Plan 2/2011 • Policy 1550 – Affirmative Action Program for Employment and Contract Practices 2/2011 	
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.	Y	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 2/2011 • Ongoing re-appointed each May during re-organization 	
4) Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6.	Y	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 2/2011 	
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.	Y	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 2/2011 • AAT meeting for 2016-2019 CEP held 3/14/2016 • Annual SOAs 2010-2015 	
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	Y	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 2/2011 • Policy 2415.01 – Academic Standards, Academic Assessments, and Accountability 2/2011 • Policy & Regulation 2423 – Bilingual and ESL Education 2/2011 • Policy 2610 – Educational Program Evaluation 1/2010 • Policy 2622 – Student Assessment 4/2015 • Collected during PARCC cycle reporting December-March 2015/2016 	

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
stakeholder satisfaction data. Identify any school-level underperforming 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 the following actions:	Y	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 2/2011 • Policy 1523 – Comprehensive Equity Plan 2/2011 • To be adopted at 3/16/2016 BOE meeting • Annual SOAs 2010-2015 	
1) Inform the school community about the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Y	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 2/2011 • Posted and disseminated on district calendar annually • Policies available on district webpage 	
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.	Y	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 2/2011 • Professional development training/workshop descriptions, purchase orders, and/or agendas 	
3) Provide students, staff and the community with contact information for the AAO and publicize the location and availability of the CEP, policy(ies), grievance procedures and annual reports.	Y	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 2/2011 • Policy & Regulation 1510 – Rights of Persons With Handicaps or Disabilities/Policy on Non-Discrimination 1/2010 • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices • documented on school website and school calendar printed for families/community 2/2011 • covered at New Teacher Orientation documentation and training in August each summer 	
4) Investigate and resolve discrimination complaints, grievances and incidents between students and staff or among	Y	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 2/2011 • Policy & Regulation 1510 – Rights of Persons With Handicaps or Disabilities/Policy on Non- 	

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
students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.		Discrimination 1/2010 <ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy & Regulation 5750 – Equal Educational Opportunity 1/2010 • HIB and other investigation files 	
5) Report on progress made in meeting the adequate yearly targets established for closing the achievement gap as set by the Department of Education.	Y	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 2/2011 • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy 2415.01 – Academic Standards, Academic Assessments, and Accountability 2/2011 • Reported each year at November or December BOE meeting presentation on Student Achievement 	
6) Authorize the AAO to conduct yearly equity training for all staff.	Y	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 2/2011 	
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) <ul style="list-style-type: none"> • Policy & Regulation 5111 – Eligibility of Resident/Nonresident Students 8/2010 	

II. <u>STAFF DEVELOPMENT AND TRAINING</u> 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.	List name of noncompliant school(s) in the district
A. Provide staff development, which will be open to parents and community members,		<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 2/2011 	

<p>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>Y</p>	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 2/2011 • Policy & Regulation 3240 – Professional Development for Teachers and School Leaders 9/2014 • Staff in-services/PD opportunities’ meeting agendas • Spectrum Diversity School Climate Surveys • HIB School Safety Team Meetings (SST) 	
<p>2) Non-certificated (non-professional) staff.</p>	<p>Y</p>	<ul style="list-style-type: none"> • Policy 1140 – Affirmative Action Program 2/2011 • Policy 4240 – Employee Training 1/2010 • Staff in-services/PD opportunities’ meeting agendas • Spectrum Diversity School Climate Surveys • HIB School Safety Team Meetings (SST) 	

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>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>	Y	<ul style="list-style-type: none"> • Policy & Regulation 2200 – Curriculum Content 1/2010 • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy 2415.01 – Academic Standards, Academic Assessments, and Accountability 2/2011 • Policy 5755 – Equity in Educational Programs and Services 1/2010 • OnCourse Curriculum and network drive curriculum maps and guides 	
<p>a) School climate and culture, safe and positive learning environment</p>	Y	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy & Regulation 5750 – Equal Educational Opportunity 1/2010 • Spectrum Diversity School Climate Surveys 	

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
		<ul style="list-style-type: none"> • HIB School Safety Team Meetings (SST) 	
b) Courses of study, including physical education	Y	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy 2425 – Physical Education 1/2010 • Policy & Regulation 5750 – Equal Educational Opportunity 1/2010 • OnCourse Curriculum and network drive curriculum maps and guides 	
c) Library materials/instructional materials and strategies	Y	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy & Regulation 5750 – Equal Educational Opportunity 1/2010 • OnCourse Curriculum and network drive curriculum maps and guides 	
d) Technology/software and audiovisual materials	Y	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy & Regulation 5750 – Equal Educational Opportunity 1/2010 • OnCourse Curriculum and network drive curriculum maps and guides 	
e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures	Y	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy & Regulation 2411 – Guidance Counseling 1/2010 • Policy & Regulation 5512 – Harassment, Intimidation, and Bullying 10/2014 • Policy & Regulation 5750 – Equal Educational Opportunity 1/2010 • OnCourse Curriculum and network drive curriculum maps and guides 	

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
f) Extra-curricular programs and activities	Y	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy & Regulation 5750 – Equal Educational Opportunity 1/2010 • Club/activity rosters and schedules 	
g) Tests and other assessments	Y	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy & Regulation 5750 – Equal Educational Opportunity 1/2010 • OnCourse Curriculum and network drive curriculum maps and guides 	
h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	Y	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy & Regulation 5750 – Equal Educational Opportunity 1/2010 • Policy 5755 – Equity in Educational Programs and Services 1/2010 • Class rosters 	
2) Incorporate multicultural aspects throughout the instructional content and practices across the curriculum.	Y	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy & Regulation 5750 – Equal Educational Opportunity 1/2010 • OnCourse Curriculum and network drive curriculum maps and guides 	
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)	Y	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy & Regulation 5750 – Equal Educational Opportunity 1/2010 • OnCourse Curriculum and network drive curriculum maps and guides 	

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) Include instruction on the Holocaust and other genocide curricula at all grade levels. (N.J.S.A. 18A:35-28)	Y	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy & Regulation 5750 – Equal Educational Opportunity 1/2010 • OnCourse Curriculum and network drive curriculum maps and guides 	
<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>		<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy & Regulation 5750 – Equal Educational Opportunity 1/2010 • Policy 5755 – Equity in Educational Programs and Services 1/2010 • Published student handbooks • Civil Rights Data Collection 	
1) Ensure equal and barrier-free access to all school and classroom facilities.	Y	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services 1/2010 	
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.	Y	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services 1/2010 	

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.	Y	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services 1/2010 	
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.	Y	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services 1/2010 	
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.	Y	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy 5755 – Equity in Educational Programs and Services 1/2010 • Gifted and Talented/Pitman Enrichment Program (PEP) rosters 	
b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Y	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services 1/2010 • HIB & Suspension Board of Education reports • EVVRS reports • PowerSchool discipline logs • CST rosters 	
c) Ensure equal and bias-free access for all students to computers, computer classes, career and technical education programs, and technologically-advanced	Y	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services 1/2010 • Course rosters 	

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
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.			
d) Ensure that all English language learners have equal and bias-free access to all school programs and activities.	Y	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services 1/2010 • Assessment documentation reports 	
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	Y	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services 1/2010 	
f) Ensure that all schools’ registration procedures are in compliance with State and Federal regulations and case law.	Y	<ul style="list-style-type: none"> • Policy & Regulation 5111 – Eligibility of Resident/Nonresident Students 8/2010 • Student registration documents posted on website 	
5) Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	Y	<ul style="list-style-type: none"> • Policy & Regulation 2423 – Bilingual and ESL Education 2/2011 • WIDA Access 2.0 test administration • Pre-LAS assessment; (planning WAFT assessment in 2016-2017) 	

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
6) Utilize bias-free measures for determining the special needs of students with disabilities.	Y	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy 2460 – Special Education 1/2010 • Regulation 2460.1 – Special Education - Location, Identification, and Referral 1/2010 • Regulation 2460.8 – Special Education - Free and Appropriate Public Education 1/2010 • Regulation 2460.9 – Special Education - Transition From Early Intervention Programs to Preschool Programs 1/2010 • Regulation 2460.16 – Special Education - Instructional Material to Blind or Print-Disabled Students 1/2010 • CST evaluation documentation 	
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.	Y	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • CST evaluation documentation • WIDA Access 2.0 assessment administration • Pre-LAS administration; (plan to use WAFT assessment in 2016-2017) 	
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.	Y	<ul style="list-style-type: none"> • Policy 2416 – Programs for Pregnant Students 1/2010 • Policy 5752 – Marital Status and Pregnancy 1/2010 • Policy 5755 – Equity in Educational Programs and Services 1/2010 	

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>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</p> <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>	Y	<ul style="list-style-type: none"> • Policy & Regulation 2411 – Guidance Counseling 1/2010 • Policy 5755 – Equity in Educational Programs and Services 1/2010 Counseling logs/schedules	
<p>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.</p>	Y	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Policy & Regulation 2411 – Guidance Counseling 1/2010 • Policy 5755 – Equity in Educational Programs and Services 1/2010 • No NJDOE-approved CTE program in our schools • Career exploration through curriculum maps and guides (general and special education instruction) and guidance classroom curriculum sessions 	
<p>3) Bias-free materials for use by counselors.</p>	Y	<ul style="list-style-type: none"> • Policy & Regulation 2411 – Guidance Counseling • Policy 5755 – Equity in Educational Programs and Services 1/2010 • Guidance curriculum materials • Career exploration through curriculum maps and guides (general and special education classroom instruction) and guidance classroom curriculum sessions 	

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>D. Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972</p> <p>Ensure that the physical education program and instructional activities are equitable.</p>	Y	<ul style="list-style-type: none"> • Policy 2425 – Physical Education 1/2010 • Policy 5755 – Equity in Educational Programs and Services 1/2010 • OnCourse Curriculum and network drive curriculum maps and guides • Facilities documentation 	
<p>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</p> <p>Ensure that the athletic program accomplishes the following:</p>			
<p>1) Relatively equal numbers of varsity and sub-varsity teams for male and female students.</p>	Y	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services 1/2010 • Team rosters 	
<p>2) Equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.</p>	Y	<ul style="list-style-type: none"> • Policy 5755 – Equity in Educational Programs and Services 1/2010 • Game and practice schedules 	
<p>3) Equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.</p>	Y	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Extra-service contracts in accordance with the CBA • team budget documentation • purchase orders 	
<p>4) Comparable facilities for male and female teams.</p>	Y	<ul style="list-style-type: none"> • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices 2/2011 • Facilities documentation 	

IV. EMPLOYMENT/CONTRACT PRACTICES 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.	Y	<ul style="list-style-type: none"> • Policy & Regulation 1510 – Rights of Persons With Handicaps or Disabilities/Policy on Non-Discrimination 1/2010 • Policy & Regulation 1530 – Equal Employment Opportunities 2/2011 • Policy & Regulation 1550 – Affirmative Action Program for Employment and Contract Practices 2/2011 	
2) Target recruiting practices for under-represented populations in every category of employment.	Y	Policy & Regulation 1530 – Equal Employment Opportunities 2/2011	
3) Compliance of employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.	Y	<ul style="list-style-type: none"> • Policy & Regulation 1510 – Rights of Persons With Handicaps or Disabilities/Policy on Non-Discrimination 1/2010 • Policy & Regulation 1530 – Equal Employment Opportunities 2/2011 Policy & Regulation 1550 – Affirmative Action Program for Employment and Contract Practices 2/2011	

IV. EMPLOYMENT/CONTRACT PRACTICES 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
4) Monitor promotions and transfers to ensure non-discrimination.	Y	<ul style="list-style-type: none"> • Policy & Regulation 1530 – Equal Employment Opportunities 2/2011 • Policy & Regulation 1550 – Affirmative Action Program for Employment and Contract Practices 2/2011 	
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.	Y	<ul style="list-style-type: none"> • Policy & Regulation 1530 – Equal Employment Opportunities 2/2011 • Policy & Regulation 1550 – Affirmative Action Program for Employment and Contract Practices 2/2011 • Payroll documentation 	
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.	Y	<ul style="list-style-type: none"> • Policy & Regulation 1530 – Equal Employment Opportunities 2/2011 • Policy & Regulation 1550 – Affirmative Action Program for Employment and Contract Practices 2/2011 • Statement of compliance on purchase orders for vendor signatures 	
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.	Y	<ul style="list-style-type: none"> • Policy & Regulation 1530 – Equal Employment Opportunities 2/2011 • Policy & Regulation 1550 – Affirmative Action Program for Employment and Contract Practices 2/2011 	

APPENDIX C: COMPREHENSIVE EQUITY PLAN CORRECTIVE ACTIONS

II. STAFF DEVELOPMENT AND TRAINING

SCHOOL DISTRICT NAME: Pitman School District

OBJECTIVE: Describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 to provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline <small>2016 2017 2018 Ongoing</small>	Evidence of Completion
II A 1-2	Continue to offer training for Certified/Non-Certified Staff as well as community members/parents on LGBT, HIB, and/or Social Media Safety topics. Find a creative approach to attract more parents/community members to attend.	Director of Curriculum and Instruction (AAO); guidance counselors; principals	ongoing	In-service and PD schedules; assembly schedules; district/school calendars

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

SCHOOL DISTRICT NAME: Pitman School District

OBJECTIVE: 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
III A 1b	Evaluate the health education curriculum to include LGBT topics. Look at the ways curriculum maps and guides address NJ CCCS 2.2(2-12).A.1; NJCCCS 2.1.(2-12).E.2; NJCCCS 2.4.(2-12).B.1-6; 2.4.2-12).A1-6. These reference human sexuality and relationships, interpersonal communication, and social and emotional health.	Director of Curriculum and Instruction; Physical Education and Health teachers; principals	ongoing	Curriculum maps and guides on OnCourse; teacher observations
III A 2-4	Increase opportunities for teachers to develop multi-cultural units and/or lessons; increase opportunities for assemblies/events related to multi-cultural diversity.	Director of Curriculum and Instruction; principals; club advisors; teachers	ongoing	In-service and assembly schedules; district calendar

**III. SCHOOL AND CLASSROOM PRACTICES:
EQUALITY AND EQUITY IN STUDENT ACCESS**

SCHOOL DISTRICT NAME: Pitman School District

OBJECTIVE: Describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 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.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2016 2017 2018 Ongoing	Evidence of Completion
III B f	Continue to offer professional development time for administrative staff to streamline/unify the school registration procedures.	Building Principals	ongoing	Meeting/PD agenda

**III. SCHOOL AND CLASSROOM PRACTICES:
EQUALITY AND EQUITY IN GUIDANCE PROGRAM SERVICES**

SCHOOL DISTRICT NAME: Pitman School District

OBJECTIVE: Describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 to provide equitable treatment, adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, migrant students, students experiencing homelessness and students with disabilities, and to ensure exposure and counseling services focused on careers in the science and technology industries, non-traditional career options and post-secondary opportunities for minority and female students.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2016 2017 2018 Ongoing	Evidence of Completion
III C 2	Explore career education course and curricular opportunities; increase real-world career exploration through possible sources like guest speakers, field trips, course development, online opportunities, etc. Increase STEM awareness/opportunities for female students across the district.	Guidance counselors; principals; teachers; Director of Curriculum and Instruction	Ongoing	Course description booklet; assembly agendas; district calendar; field trip approvals

Comprehensive Equity Plan Statement of Assurance
to be Submitted with the Three-Year CEP
School District, Charter School or Renaissance School Project Information:

County: Gloucester	
School District/Charter School/Renaissance School Project: Pitman School District	
Address: 420 Hudson Avenue Pitman, New Jersey 08071	
Affirmative Action Officer (AAO): Rebecca Moody	Telephone #: 856-589-2145
AAO Email: rmoody@pitman.k12.nj.us	
Alternate Contact Person: Dr. Patrick McAleer	Telephone #: 856-589-2145
Title: School Superintendent	Email: pmcaleer@pitman.k12.nj.us

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 Patrick McAleer Title Superintendent

Signature:  Date: 3/16/16