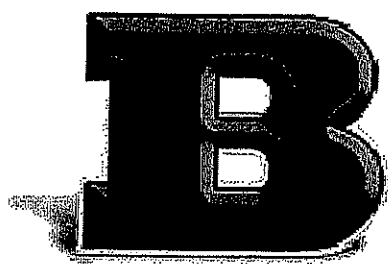


2019-2020-2021

**Bayonne Public
School District**



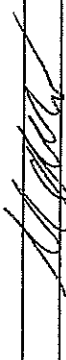
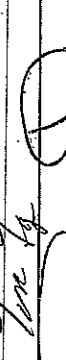
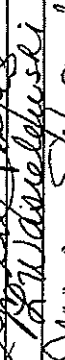
Comprehensive Equity Plan

3 year plan

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 three personnel and be comprised of diverse stakeholders.

SCHOOL DISTRICT, CHARTER SCHOOL AND RENAISSANCE SCHOOL PROJECT NAME:

NAME	TITLE	GRADE LEVEL (if APPLICABLE)	SIGNATURE
Dr. Michael A. Wanko	Interim Superintendent	Pre K-12	
Kenneth Kopacz	Affirmative Action Officer/ Assistant Superintendent	Pre K-12	
Dennis C. Degnan, Ed.D	Assistant Superintendent	Pre K-12	
Thomas Fogu Jr.	Acting Business Administrator	Pre K-12	
James Turner	Teacher of Students with Disabilities	5th	
Karee McAndrew, Ed.D	Acting Director of Technology	K-8	
Kathryn Cuttruff	Early Childhood Master Teacher	Pre K-3	
Tara Furmaniak	School Counselor	Pre K-8	
Gene Woods	Teacher of Facing History and Ourselves, African American History and BTA President	9-12	
Irene R. Pyke	Business Teacher	9-12	
Christopher Munoz	Board Member	District	
Lyndia Hayes	Dean of Students	9-12	
Lisa Wasielewski	Assistant Principal	Pre K-8	
Juana Saborido	ESL/Bilingual Coordinator	K-12	

I. Board Responsibility	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
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:	Yes	See Below	
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.	Yes	Board Policy #1523 Comprehensive Equity Plan dated 7-28-97, Revised Board Policy & Regulation #1550 --Equal Employment/Anti-Discrimination Practices dated 7-28-97, revised 5-30-18; Board Policy & Regulation #2260 -- Affirmative Action Program for School and classroom practices dated 7-28-97, Revised 11-30-16; Policy and Regulation #5750 Equal Ed. Opportunity dated 7-28-97, Revised 11-30-164; Policy #5755 -- Equity in Educational Programs & Services dated 7-28-97, revised 11-30-16	
b. Ensure equal access to all	Yes	Board Policy #1523 dated 7-28-97, Revised	

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.		11-30-2016, R6-30-2005- Comprehensive Equity Plan dated 3-21-15. Board Policy & Regulation#1550-Affirmative Action Program dated 7-28-97;Board Policy & Regulations #2260-Affirmative Action Program for School & Classroom Practices dates 7-28-97: Policy & Regulations #5750 Equal Ed. Opportunity dated 7-28-97, Revised 1-30-16: Policy #5750 Equal Ed. Opportunity dated 7-28-97	
c. Provide equitable treatment for pregnant and married students	Yes	Board Policy #2416 - Programs for Pregnant Pupils dated 7-28-97; Board Policy # 5752 - Marital Status & Pregnancy - Adopted 7-28-97	
d. Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).	Yes	Board Policy 1523 - - Comprehensive Equity Plan adopted 7/28/1997; Revision Date: Board Policy 5512 - Harassment, Intimidation, & Bullying - Dated Adopted 4/28/03; Revised 8/29/2018 Board Policy 5751 - Sexual Harassment Adopted 7/28/1997	
2. Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	Board Policy 1523 -- Comprehensive Equity Plan dated 7/28/1997; Revision: ; Policy & Regulation 5750 -- Equal Educational Opportunity -- Adopted 7-28-97	
3. The appointment of an	Yes	Board Policy 1510 - Rights of Persons with	

Affirmative Action Officer (AAO) who can also serve as, or coordinate with, the district, charter and renaissance school project and school's Section 504 Officer and/or the district, charter and renaissance school project's Title IX Coordinator.		Disabilities - Adopted 7/28/1997; Revised 10/19/2017 Board 1523 - Comprehensive Equity Plan - Adopted 7/28/1997; Revised	
4. Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	Yes	Board Policy 1523 - Comprehensive Equity Plan dated 7/28/1997; Revision Principal Meeting Agenda	
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.	Yes	Board Policy 1523-Comprehensive Equity Plan Policy Adopted 7/28/1997; Revision	
C. Collect and analyze Annual Yearly Progress (Progress Targets) data for underperforming	Yes	Yes the superintendent reviews the federal annual school profile reports with all principals and directors. Office of Assessment disseminates all disaggregated data to building	Lincoln Community School ELA- White

subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant status, date of enrollment, student suspension, expulsion, child study team referrals; Pre-K-12 promotion/retention data; Pre-K-12 completion rates and re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data. Identify any school-level underperforming subgroups on Annual Yearly Progress (Progress Targets) reports for state assessments.		principals. School Data Teams analyze and create action plans to address underperforming students. The Assistant Superintendent presents district performance data to the board of ed and all stakeholders at the September public meeting. All elementary school create annual student plan. • Annual School Plans • Individual School Action Plans • Student Learning Plans • Board of Education NJSLA Presentation • NJSLA On Demand Reports • NJSLA Evidence Tables • Board Minutes • Resolutions • Board policy 2415.01 Adopted July 28, 1997 • Board Policy 2415 Adopted July 28, 1997 • Board Regulation 2418 Adopted October 19, 2017 • Board Regulation 2461.01-.12 Revised June 23, 2011	John M. Bailey School ELA-Special Ed.
D. Adopt the Comprehensive Equity Plan (CEP) by a board resolution, and facilitate and support implementation of the CEP, by undertaking or authorizing the following actions:	Yes	Board Policy 1523 - Comprehensive Equity Plan - Adopted 7/28/197; Revision April 30, 2019	
1. Inform the school	Yes	Board Policy 1523 - Comprehensive Equity	

community the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.		Plan - Adopted 7/28/1997; Revision April 30, 2019 Policy and Regulation 3362 - Sexual Harassment for Professional Staff - Adopted 7/28/1997; Policy and Regulation 5751 for Pupils dated 7/28/1997; Policy 5755 - Equity in Educational Programs and Services dated 7/28/1997; Board meetings; District Websites	
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	Board Policy & Regulation 2260 - Affirmative Action Program for School and Classroom Practices -Adopted 7/28/1997; Revised 11/30/2016 Board Resolution Date: June 20, 2019	
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.	Yes	Board Policy & Regulation 1550- Affirmative Action for Employment & Contract Practices/Employment Practice Plan Dated 7-28-97; Revised 5-30-18 Policy and Regulation 2260-Affirmative Action Program for School & Classroom Practices dated 7-28-97, Revised 3-24-11; Posting dated 9-1-06 Revised 11-30-16	

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.	Yes	Board Policy & Regulation 1550 - Affirmative Action Program for Employment and Contract Practices/Employment Practices Plan - - Adopted 7/28/1997; Revised 5/30/2018 Board Policy & Regulation 2260 - Affirmative Action Program for School and Classroom Practices -Adopted 7/28/1997; Revised 11/30/2016	
5. Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap.	Yes	Policy Regulation 1530 -- Equal Employment Opportunity -- Adopted 7-28-97 -- Revised 11-30-16; Policy and Regulation 2260 -- Affirmative Action Program for School and Classroom Practices dated 7-28-97, Revised 11-30-16; Policy and Regulation 5750 -- Equal Educational Opportunity dated 7-28-97, Revised 11-30-16; Policy 5755 -- Equity in Educational Programs & Services dated 7-28-9, Revised 11-30-16	
6. Authorize the AAO to conduct yearly equity training for all staff.	Yes	Board Policy 1523 - Comprehensive Equity Plan - Adopted 7/28/1997; Revision Policy and Regulation 2260 -- Affirmative Action Program for School and Classroom Practices dated 7-28-97, Revised 11-30-16	

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:19-2.3(b), Career and Technical Education Programs and Standards.	Yes	(For County Vocational School Districts Only)	
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Table 2: Needs Assessment, Staff Development and Classroom Practices

II. Staff Development And Training 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,	Yes	Board Policy 3240 Professional Development for Teachers and School Leaders Revised October 19, 2017	

marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year, as follows:	1. To all certificated (administrative and professional) staff.	Yes	Board Policy 3240 Professional Development for Teachers and School Leaders Revised October 19, 2017 - All administrators. Teachers and substitute teachers receive training each year. Evidence: Sign in sheets, agendas, powerpoint presentations - Title I parent workshops - Parents and community members will be engaged at Back to School Night events and at PTO meetings.	
2. To all non-certificated (non-professional) staff.	Yes	Board Policy 4240 EMPLOYEE TRAINING Adopted July 28, 1997 - All custodians, repair department, educational aides and transportation department employees receive training each year. Sign in sheets, agenda, powerpoint presentations - Parents and community		

		members will be engaged at Back to School Night events and at PTO meetings. Safe School onlines training	
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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 must include Board policy title, number and date of adoption and/or revision.	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, U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard 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	Yes	Policy & Regulation 2260- Affirmative Action Program for School & Classroom- Adopted 7-28-97, Revised 11-30-16 Policy & Regulation - 2415.01- Academic Standards, Academic Assessments & Accountability dated 2-27-07, Policy & Regulation -5750 Equal Education Opportunity Adopted 7-28-97 Revised 11-30-16, Policy & Regulation - 5752 Marital Status and Pregnancy Adopted 7-28-97, Policy & Regulation - 5756 Transgender Students Adopted 8-23-17,	

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:		Policy & Regulation - 5843 Religious Exercise by students Adopted 2-25-10	
a.School climate and culture, safe and positive learning environment.	Yes	Policy & Regulation 5750 -- Equal Educational Opportunity -- dated 7-28-97 Revised 11-30-16; Annual Inspection	
b.Courses of study, including Physical Education	Yes	Policy & Regulation 5750 -- Revised 11-30-16 same as above	
c.Library materials/Instructional materials and strategies	Yes	Policy & Regulation 5750 -- Revised 11-30-16 same as above	
d.Technology/software and audio-visual materials	Yes	Policy & Regulation 5750 -- Revised 11-30-16 same as above	
e.Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, & grievance procedures	Yes	Policy & Regulation 5750 -- Revised 11-30-16 same as above	
f.Extra-curricular programs and	Yes	Policy & Regulation 5750 --	

activities			Revised 11-30-16 same as above	
g. Tests and other assessments	Yes		Policy & Regulation 5750 -- Revised 11-30-16 same as above	
h. Reduction and/or prevention of under representation of minority, female and male students in all classes and programs.	Yes		Policy 5750 -- Equity in Educational Programs & Services dated 7-28-97 Revised 11-30-16	
2. Include a multicultural curriculum in the instructional content and practices across the curriculum.	Yes		Policy & Regulation 5750 -- Equal Educational Opportunity -- dated 7-28-97 Revised 11-30-16	
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		Policy & Regulation 5750 -- Equal Educational Opportunity -- dated 7-28-97 Revised 11-30-16	
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)	Yes		Policy & Regulation 5750 -- Equal Educational Opportunity -- dated 7-28-97 Revised 11-30-16	
B. Equality and Equity in Student	Yes		Policy and Regulation 2260 --	

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 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:			Affirmative Action Program for School -- Classroom Practices dated 7-28-97; Policy & Regulation 5750 -- Equal Educational Opportunity dated 7-28-97 Revised 11-30-16	
1. Ensure equal and barrier-free access to all school and classroom facilities.	Yes		Policy & Regulations 1510 -- Rights of Persons with Disabilities dated 7-28-97 and revised 10-19-17; Annual Inspection	
2. Attain minority representation of students within each school, including	Yes		Board Policy #1523 Comprehensive Equity Plan	

racial and ethnic balance, within each school which approximates the district, charter and renaissance school project's overall minority racial and ethnic representation.		dated 7-28-97, Revised 11-30-2016, R6-30-2005 -- Board Policy & Regulation #1550 -- Equal Employment/Anti-Discrimination Practices dated 7-28-97, Revised 5-30-2018; Board Policy & Regulation #2260 -- Affirmative Action Program for School & Classroom Practices dated 7-28-97, Revised 11-30-2016; Policy #5755 -- Equity in Educational Programs & Services dated 7-28-97, Revised 11-30-2016	
3. Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	Board Policy 1523 dated 7-28-97, Revised 11-30-16, R6-30-05 Comprehensive Equity Plan dated 3-21-15; Board Policy & Regulation 1550-Affirmative Action Program dated 7-28-97; Revised 5-30-18 Board Policy & Regulation 2260-Affirmative Action Program for School Classroom Practices dated 7-28-97 Revised 11-30-16; Policy & Regulation 5750-Equality Ed Opportunity dated 7-28-97, Revised 11-30-16; Policy 5755- Equity in Educational Programs &	

		Services dated 7-28-97 Revised 11-30-16		
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	Board Policy & Regulation 5750 – Equal Educational Opportunity dated 7-28-97; Revised 11-30-16		
a. Ensure that minority and female students are not under-represented in gifted and talented or accelerated/advanced courses, including math and science.	Yes	Board Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices dated 7-28-97, Revised 11-30-16		
b. Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Non-Compliant	Board Policy & Regulation 2260 – Affirmative Action Program for School & Classroom Practices dated 7-28-97 Revised 11-30-16, Board Policy 2460 – Special Education dated 7-28-97, Revised 4-26-2017, Board Policy 5512 – H.I.B dated 8-28-18	All Schools	
c. Ensure equal and bias-free access for all students to computers, computer classes, career and technical education programs, and technologically-advanced instructional assistance, regardless of race, creed, color, national origin,	Yes	Board Policy & Regulation 2361 – Acceptable Use of Computers/Computer Networks dated 7-28-97,		

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.		Revised 1-24-2013; Board Policy 2421 – Business/Vocational Education dated 7-28-97	
d. Ensure that all English language learners have equal and bias-free access to all school programs and activities.	Yes	Board Policy & Regulation 2423 – Bilingual and ESL Education Adopted 7-28-97, revised 8-23-17	
e. Ensure that all students with disabilities have equal and bias-free access to all school programs and activities	Yes	Board Policy & Regulation 2260 - Affirmative Action Program for School and Classroom Practices - Adopted 7/28/1997; Revised 11/30/2016	
F. Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Yes	Board Policy & Regulation 5111 - Eligibility of Resident/Non Resident Students Adopted 7-28-97, revised 8-24-2016	
5. Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	Yes	Board Policy & Regulation 2423 – Bilingual and ESL Education Adopted 7-28-97, revised 8-23-17	

6. Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	Board Policy 2460 - Special Education Adopted 7-28-97, Revised 11-23-04; Board Policy 2460 – Special Education Identification, Location and Referral Adopted 7-28-97, Revised 4-26-2017; Board Policy & Regulation 2460 - Spec. Ed. Participation in Statewide Testing Adopted 7-28-97, Revised 4-26-2017; Board Policy 2460 - Spec.Ed. Free & Appropriate Adopted 7-28-97, Revised 4-26-2017	
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.	Yes	Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices - Adopted 7-28-1997; Revised 11-30-2016 Policy & Regulation 2414 – Programs for Pupils at Risk dated 7-28-97; Policy & Regulation 2415 – No Child Left Behind dated 7-28-97, revised 5-29-13	
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	Board Policy 2416 – Programs for Pregnant Pupils dated 7-28-97; Board Policy 5752 – Marital Status & Pregnancy dated 7-28-97	

C.Equality and Equity in Guidance Programs and Services ·N.J.A.C. 6A:7-1,7(c)Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998 Ensure that the district, charter and renaissance school project's guidance program provides the following:	Yes	Board Policy 2411 Guidance Counseling Adopted 7-28-1997; Revised 11-30-2016	
1. Access to adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, and students with disabilities.	Yes	Board Policy 2411- Guidance Counseling - Adopted 7-28-1997; Revised 11-30-2016	
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 andnontraditional careers.	Yes	Board Policy 2421- Business/Vocational - Adopted 7-28-1997 Board Policy 2411- Guidance Counseling - Adopted 7-28-1997; Revised 11-30-2016	
3. Guidance counselors are using	Yes	Board Policy 2411- Guidance	

bias-free materials.		Counseling - Adopted 7-28-1997; Revised 11-30-2016 Board Policy & Regulation 2510 – Adoption of Textbooks dated 7-28-97 Policy & Regulation 2530 - Resource Materials Adopted 7-28-97	
- Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972 Ensure that the district, charter and renaissance school project's physical education program is co-educational, as follows: - All instructional activities are equitable and are co-educational.	Yes	Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices - Adopted 7-28-1997; Revised 3-30-2011; Revised 11-30-2016 Policy 5755 – Equity in Programs and Services Adopted - 7-28-1997; Revised - 11-30-2016 Policy 2425 – Physical Education adopted 7-28-97	
D. 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	Yes		

Ensure that the district, charter and renaissance school project's Athletic Program accomplishes the following:				
1. Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.	Yes	Policy 5755 – Equity in Programs and Services Adopted - 7-28-1997; Revised - 11-30-2016		
2. Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Yes	Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices - Adopted 7-28-1997; Revised 3-24-2011; Revised 11-30-2016 Policy 5755 – Equity in Programs and Services Adopted - 7-28-1997; Revised - 11-30-2016		
3. Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Yes	Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices - Adopted 7-28-1997; Revised 11-30-2016 Policy 5755 – Equity in Programs and Services		

		Adopted - 7-28-1997; Revised - 11-30-2016	
4. Provides comparable facilities for male and female teams.	Yes	Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices - Adopted 7-28- 1997; Revised 11-30-2016 Policy 5755 – Equity in Programs and Services Adopted - 7-28-1997; Revised - 11-30-2016	

Table 4: Needs Assessment, Employment/Contract Practices

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 and/or revision.	List name of noncompliant school(s) in the district
A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows: 1. Utilize equitable hiring practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district, charter and renaissance school project's certificated and non-certificated staff and within every category of employment, including administration.	Yes	Policy & Regulation 1510 – Rights of Persons with Disabilities – dated 7-28-97, revised 10-19/2017 - Policy & Regulation 1530 – Equal Employment Opportunity dated 7-28-97, revised 11-30-16; Policy & Regulation 1550 – Affirmative Action Program for Employment & Contract Practices/Employment Practices Plan Adopted 7-28-97; Revised 5-30-2018	
2. Target recruiting practices for	Yes	Affirmative Action Team; recruitment, advertising,	

under-represented populations in every category of employment.		Frontline to streamline online application process	
3. Ensure that the district, charter and renaissance school project's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.	Yes	Policy & Regulation 1530 – Equal Employment Opportunity dated 7-28-97, revised 11-30-16; Policy & Regulation 1550 – Affirmative Action Program for Employment & Contract Practices/Employment Practices Plan Adopted 7-28-97; Revised 5-30-2018	
4. Monitor promotions and transfers to ensure non-discrimination.	Yes	Policy & Regulation 1530 – Equal Employment Opportunity dated 7-28-97, revised 11-30-16; Policy & Regulation 1550 – Affirmative Action Program for Employment & Contract Practices/Employment Practices Plan Adopted 7-28-97; Revised 5-30-2018	
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	Policy & Regulation 1530 – Equal Employment Opportunity dated 7-28-97, revised 11-30-16; Policy & Regulation 1550 – Affirmative Action Program for Employment & Contract Practices/Employment Practices Plan Adopted 7-28-97; Revised 5-30-2018	
B.Ensure that the district, charter and renaissance school project	Yes	Policy & Regulation 1530 – Equal Employment Opportunity dated 7-28-97, revised 11-30-16;	

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.		Policy & Regulation 1550 – Affirmative Action Program for Employment & Contract Practices/Employment Practices Plan Adopted 7-28-97; Revised 5-30-2018	
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.	Yes	Policy & Regulation 1530 – Equal Employment Opportunity dated 7-28-97, revised 11-30-16; Policy & Regulation 1550 – Affirmative Action Program for Employment & Contract Practices/Employment Practices Plan Adopted 7-28-97; Revised 5-30-2018	

Comprehensive Equity Plan Corrective Actions

I. Board Responsibility

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

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/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion

II. Staff Development and Training

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

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 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.

Table 6: Corrective Actions, Staff Development and Training

Section/sub-section 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 Curriculum

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

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 for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students.

Table 7: Corrective Actions, School and Classroom Practices: Equality and Equity in Curriculum

Section/sub-section 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: Bayonne School District

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

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/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019-2020 2021 Ongoing	Evidence of Completion
Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts or special needs classifications.	100 Book Challenge – Comprehensive Coordinated Early Intervening Services – Program will be offered to students in grades K-3 as an intervention program in the area of literacy development. Restorative Justice - Age appropriate healing, curative, recuperative practices (i.e. peer mentoring, life skills groups, research projects, skill building lessons in courtesy, tolerance, assertiveness and conflict management).	100 Book Challenge teaching staff Principals	Ongoing	School Pace Data, Sign in sheets, Professional Development Sign in sheets Elementary Code of School Conduct Manual, High School Handbook and Harassment, Intimidation and Bullying Regulation Board Policy 5512 Revised August 28, 2018

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 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

Table 9: Corrective Actions, School and Classroom Practices: Equality and Equity in Guidance Program Services

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

III. School and Classroom Practices: Equity in Physical Education and Athletic Programs

School District, Charter School or Renaissance School Project Name: Bayonne School District
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 there is gender equity in all physical education and athletic programs, and to ensure equitable opportunities for all students to participate in athletics regardless of race, national origin, gender, sexual orientation, religion, English proficiency, housing status, socio-economic status or disability.

Table 10: Corrective Actions, School and Classroom Practices: Equity in Physical Education and Athletic Programs

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

IV. Employment/Contract Practices

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

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 equitable practices in employment at all levels of responsibility, and to avoid engaging in business with firms that discriminate on the basis of race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status, or disability.

Table 11: Corrective Actions, Employment/Contract Practices

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