

Franklin Lakes Public Schools 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 non-compliant must be addressed on the Comprehensive Equity Plan forms.

Table 1: Needs Assessment, Board Responsibility

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
<p>NJAC 6A:7-1.7; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX; U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard</p> <p>A. Adopt or re-adopt written equality and equity policies, requiring the following:</p>	Yes	Superintendent of schools oversees and assures implementation of all Board Policies.	
<p>1. Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following:</p> <p>a. Identify and address all forms of prejudice and discrimination in all district, charter and renaissance school project programs, practices, curricula, instructional materials and assessments.</p>	Yes	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16); 5145.4 Equal Educational Opportunity (adopted 5/8/18); 5145.7 Gender Identity and Expression (adopted 4/2019); 6121 Nondiscrimination/Affirmative Action (adopted 9/27/16)	
<p>b. Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>	Yes	5145.4 Equal Educational Opportunity (adopted 5/8/18); 6145 Extracurricular Activities (adopted 4/4/17); 6145.1/6145.2 Interscholastic/Intramural Competition (adopted 2/27/18)	
<p>c. Provide equitable treatment for pregnant and married students</p>	Yes	5134 Married and Pregnant Students (adopted 2/7/17); 5134 Married, Pregnant and Lactating Students (anticipated adoption 9/2020)	
<p>d. Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010, c122).</p>	Yes	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16); 4111.1/4211.1 Nondiscrimination/Affirmative Action (adopted 9/27/16); 5131.1 Harassment, Intimidation and Bullying (adopted 4/2020) ; 6121 Nondiscrimination/Affirmative Action (adopted 9/27/16)	
<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>	Yes	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16); 4111 Recruitment, Selection and Hiring (adopted 10/2018; anticipated re-adoption 9/2020); 4111.1/4211.1 Nondiscrimination/Affirmative Action (adopted 9/27/16); 4211 Recruitment, Selection and Hiring (adopted 10/2018)	

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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.	Yes	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16)	
4. Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	Yes	4131/4131.1 Staff Development (adopted 3/13/18); 4231/4231.1 Staff Development (adopted 3/13/18); 5145.4 Equal Educational Opportunity (adopted 5/8/18)	
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	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16)	
C. Collect and analyze Annual Yearly Progress (Progress Targets) data for underperforming subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant status, date of enrollment, student suspension, expulsion, child study team referrals; Pre-K-12 promotion/retention data; Pre-K-12 completion rates and re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data. Identify any school-level underperforming subgroups on Annual Yearly Progress (Progress Targets) reports for state assessments.	Yes	6142.2 Bilingual/ESL (adopted 9/27/16); 6147 Standards of Proficiency (adopted 9/27/16); 6146.2 Promotion/Retention (adopted 2/13/16); 6164.4 Child Study Team (adopted 4/4/17); 6171.4 Special Education (adopted 5/8/18)	

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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:	Yes	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16)	
Inform the school community the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Yes	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16); 4111.1/4211.1 Nondiscrimination/Affirmative Action (adopted 9/27/16; to be readopted in 9/2020); 5131.1 Harassment, Intimidation and Bullying (adopted 4/2020); 5145.4 Equal Educational Opportunity (adopted 5/8/18); 5145.7 Gender Identity and Expression (adopted 4/2019); 6121 Nondiscrimination/Affirmative Action (adopted 9/27/16); District web site includes training presentation on equity & equality in educational programs, HIB, and prohibition of bias and discrimination.	
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	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16)	
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	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16); 4111.1/4211.1 Nondiscrimination/Affirmative Action (adopted 9/27/16; anticipated readoption 9/2020); 5131.1 Harassment, Intimidation and Bullying (adopted 4/2020); 5145.4 Equal Educational Opportunity (adopted 5/8/18); 5145.7 Gender Identity and Expression (adopted 4/2019); 6121 Nondiscrimination/Affirmative Action (adopted 9/27/16); District web site includes training presentation on equity & equality in educational programs, HIB, and prohibition of bias and discrimination.	

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Table 1: Needs Assessment, Board Responsibility

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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	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16); 4111.1/4211.1 Nondiscrimination/Affirmative Action (adopted 9/27/16; anticipated readoption 9/2020); 5131.1 Harassment, Intimidation and Bullying (adopted 4/2020); 5145.4 Equal Educational Opportunity (adopted 5/8/18); 5145.7 Gender Identity and Expression (adopted 4/2019); 6121 Nondiscrimination/Affirmative Action (adopted 9/27/16); District web site includes training presentation on equity & equality in educational programs, HIB, and prohibition of bias and discrimination.	
Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap.	Yes	1120 Board of Education Meetings (adopted 10/2018); 2240 Research, Evaluation and Planning (adopted 12/13/16); School Performance Report data shared as required per NJAC.	
Authorize the AAO to conduct yearly equity training for all staff.	Yes	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16); Required annually for all staff.	
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.	N/A	(For County Vocational School Districts Only)	

Table 2: Needs Assessment, Staff Development and Classroom Practices

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
<p>A. Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year, as follows:</p>	Yes	1120 Board of Education Meetings (adopted 10/2018); 2240 Research, Evaluation and Planning (adopted 12/13/16); 6171.3 Title I (adopted 2/27/18)	
To all certificated (administrative and professional) staff.	Yes	4131/4131.1 Staff Development (adopted 3/13/18); 4231/4231.1 Staff Development (adopted 9/27/16); 5145.4 Equal Educational Opportunity (adopted 5/8/18); District web page: Assuring Equality & Equity in Education - provides links to training presentations on Culturally Responsive Teaching and Assuring Equality and Equity in Education. All staff are required to review training presentations in SafeSchools annually. In 2018-19 a cohort of teachers representing a cross-section of schools and teaching responsibilities in the District was trained in Sheltered Instruction to support language learners. 2020- PreK-8 "Unit Zero" curriculum addressing all NJ curricular mandates (i.e., Amistad, Disabilities/ LGBTQ+, Holocaust, etc.) was developed. Training will be provided to all certificated and non-certificated staff to support implementation of "Unit Zero Curriculum" across grades PreK-8 with emphasis on diversity, representation, and inclusion, of a variety of groups in addition to attention to social injustice via direct instruction.	

Table 2: Needs Assessment, Staff Development and Classroom Practices

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
To all non-certificated (non-professional) staff.	Yes	4131/4131.1 Staff Development (adopted 3/13/18); 4231/4231.1 Staff Development (adopted 9/27/16); 5145.4 Equal Educational Opportunity (adopted 5/8/18); District web page: Assuring Equality & Equity in Education - provides links to training presentations on Culturally Responsive Teaching and Assuring Equality and Equity in Education. All staff are required to review training presentations in SafeSchools annually. 2020- PreK-8 "Unit Zero" curriculum addressing all NJ curricular mandates (i.e., Amistad, Disabilities/ LGBTQ+, Holocaust, etc.) was developed. Training will be provided to all certificated and non-certificated staff to support implementation of "Unit Zero Curriculum" across grades PreK-8 with emphasis on diversity, representation, and inclusion, of a variety of groups in addition to attention to social injustice via direct instruction.	

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
<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>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>	Yes	5145.4 Equal Educational Opportunity (adopted 5/8/18); 6142.2 Bilingual/ESL (adopted 9/27/16); 6140 Curriculum Adoption (Readopted June 23, 2020); 6141 Curriculum Design/ Development (Readopted March 2017); 6161.1 Guidelines for Evaluation and Selection of Instructional Materials (Readopted June 23, 2020)	
<p>a. School climate and culture, safe and positive learning environment.</p>	Yes	5131.1 Harassment, Intimidation and Bullying (adopted 4/2020); 6121 Nondiscrimination/Affirmative Action (adopted 9/27/16) WAS: Sunshine Slips, Star Student, All About Me Posters, Read Alouds, Class Novels, "Best Part of Me" Project, Sunshine Assemblies, Character Education Class Meeting, Change the World Assembly, Start With Hello, Mix-it-Up at Lunch, Week of Respect. FAMS: Student/Patriot of the Month, FAMS Rock, PLC, FAMS Clubs, Mix-it-Up at Lunch Day, Week of Respect, Start with Hello Letters, Patriot Points which encourage students to participate and support students and FAMS overall. CRS: Panda Point Positive Behavior System, Monthly Panda Character Assemblies, Class Meeting 3x/wk, Mix-it-Up at Lunch Day, Week of Respect, Start with Hello Letters, Helping Hands 5th Grade Leadership Committee. HMR: HMR celebrates Red Ribbon Week, Week of Respect, Mix-it-Up at Lunch, Start with Hello (letters across schools to FAMS to create ties and break down barriers). Class meetings occur weekly with classroom lessons, counselor visits classrooms with specific topics related to social skills as well as diversity, acceptance and tolerance. Continual conversations occur classwide with a variety of assemblies, including utilization of the book 'Wonder' and speakers from the organization. Principal has a school-wide 'Bucket Filler' event - students place compliments and indications of bucket fillings - where a note is read over the intercom and notes go home. Counselor implements 'Caught being Good' where a child goes out of their way to show respect, they are given a reward and a post card home. Posters align the walls encouraging acceptance and communication and in general - reaching out and being kind at all times. Our lunch and recess staff continuously monitor and foster inclusion, Read alouds about kindness/friendship, class read alouds during class meeting (Hundred Dresses), The Skin You Live In Self Portrait Project, Read Alouds about respect, bullying, kindness, friendship and celebrating differences, Classroom Bucket Fillers, OLWEUS,	
<p>b. Courses of study, including Physical Education</p>	Yes	Students partake in a variety of curriculum of instruction in compliance with NJCCCS K-8 6142.4 Physical Education and Health (adopted 3/2017). Speak Up Meetings - curriculum. The entire school participates one Wednesday per month.	

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c. Library materials/Instructional materials and strategies	Yes	6160 Instructional materials and resources (adopted 11/14/17); 6161.1 Guidelines for Evaluation and Selection of Instructional Materials (Readopted June 23, 2020) ; 6163.1 Media (adopted 4/4/17); 5145.4 Equal Educational Opportuntiy (adopted 5/8/18); 6121 Nondiscrimination/Affirmative Action (adopted 9/27/16) Elem - Resource lists for the Holocaust, African-American Civil Rights and Multicultural titles. Titles include "The last train : a Holocaust story," "King for a day: a story from Pakistan," and "Sit-in : how four friends stood up by sitting down." The on-line database PebbleGo has biographies on African Americans, Hispanic Americans, Asian Americans, and Native Americans. PebbleGo also has articles on Customs Around the World. FAMS - Library/Instructional materials selected from teacher and student input and aligned with standards and professional journals such as "School Library Journal." "How to Speak Dolphin," "Ugly," "Monster, "Beyond Courage," "Being Jazz," "Refugee," "The House on Mango Street" are examples of fiction titles. An extensive collection across various reading levels in non-fiction including multi-cultural biographies and memoires, social issues, multicultural topics, and civil rights. Databases (such as Ebsco) and current-event news subscriptions (such as Newsela) are provided for multi-cultural perspectives and issues on race. There is a DVD collection to supplement; titles such as "Hidden Figures," "The Trail of Tears," "America's Civil Rights Years" are examples. The library collection includes periodicals such as "The New York Times' Upfront" and the world language periodicals "Allons-Y" and "Que Tal?"	
d. Technology/software and audio-visual materials	Yes	6142.10 Internet Safety and Technology (adopted 4/4/17) 1:1 laptop initiative for all students in grades K-8 for school year 2020-21. All classrooms in the district have SmartBoards and many classrooms also have iPads. Other assistive technology/ software is utilized to support individual students' accomodations.	
e. Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, & grievance procedures	Yes	6164.2 Guidance Counseling (adopted 12/13/16) FAMS: Students participate in Speak Up curriculum one Wednesday per month which promotes age-appropriate discussions on subjects such as bullying, harrassment, discrimination, social concerns, etc. Students also reach out for counseling on said topics and are constantly told that they come come to see us at any time to discuss anything. Week of Respect promotes accepting differences and celebrating them. HMR: HMR has an open-door policy for counseling and interventions. Every classroom has appointment slips for students to complete if they need to see the counseling for an individual issue, a group issue, or to spend time/lunch to discuss various topics. Counselor is aware to ensure that each child has an opportunity to visit and talk. Counselor randomly sees every student, whether in private office or in the classroom, to ensure that every child has a relationship with the counselor in the event that a need arises. Counselor is responsible to handle any issues of unkind behavior or inappropriate comments / conversations. K-8: HIB Specialists consistently adhere to HIB Policy and Procedures under the Anti-Bullying Bill of Rights Act. All counselors are available to discuss any and all topics at all times.	
f. Extra-curricular programs and activities	Yes	6145 Extracurricular Activities (adopted 4/4/17); 6145.1/6145.2 Interscholastic/Intramural Competition (adopted 2/27/18) FAMS - ACES, Handbells, GT Art, Peer Leadership Corps, Band & Orchestra, FAMS Rock, Show Choir, FAMS Musical, Chorus, Art Club, Boy's Basketball, Girl's Basketball, Volleyball, Girl's Soccer, Boy's Soccer, Boys/Girls Track and Field, Intramural Basketball, Club CARE, Geography Club, Tennis Club, Bowling Club, Newspaper Club, Photography Club, Yearbook Club. At FAMS, students can initiate their own clubs with 10 members and securing a teacher chaperone.	

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g. Tests and other assessments	Yes	6147 Standards of Proficiency (adopted 9/27/16); State Standardized testing are UDL compliant; students with IEPs, I&RS plans, 504s, and ELs receive accommodations, as needed and or required. 2019-20: CogAT test/ testing procedures were revised to provide for testing/ G&T screening such that ELLs do not experience language-biased questions.	
h. Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	Yes	5145.4 Equal Educational Opportunity (adopted 5/8/18); Elem: Class Placement Meetings to balance classes for gender. Criteria for placement into specialized program relies on multiple measures of data.	
Include a multicultural curriculum in the instructional content and practices across the curriculum.	No	6010 Goals and Objectives of Instruction (adopted 4/4/17); 6140 Curriculum Adoption (Readopted June 23, 2020); 6141Curriculum Design/ Development (Readopted March 2017); 6161.1 Guidelines for Evaluation and Selection of Instructional Materials (Readopted June 23, 2020); WAS- Sing "Hello to All the Children" Song, "How we celebrate winter holidays" Book, 3rd Grade Country Units, Music instruction includes songs from all over the world, Folk Songs, multicultural play along. CRS- Multicultural lessons about holidays: traditions, food, dance, clothing, and religious celebrations. Parent presentaions on key multicultural holidays (Chinese New Year, Eid, Hanukkah, Christmas); Native American folktales, and family traditions. Social Studies study the cultures of Japan and Australia. Students shared holiday traditions. LA Unit -Tall Tales, Fables, and Myths. September- Hispanic History, November- Native Americans, January-February- African Americans History & New Year Around the World, March- Women's History, April- Autism Awareness, Holocaust, Biography Book Clubs, Argument and Advocacy Unit (involving social issues), Time for Kids magazine to review current events, Autism Awareness, Being mindful (reserved IMR for whole grade meditation), Women's History Month (integratation with Buehler field trip). In the library, display books for Asian American and Pacific Islander Heritage Month, Hispanic Heritage Month, and various holidays, read alouds of books with multicultural themes and characters HMR -Discussion of multicultural books, WW read aloud mentor texts/Chinatown, Whoever You Are, Families are Different, multicultural books read from around the world to explore different cultures, Native American History/Culture in Social Studies, Ellis Island in Social Studies and Language Arts, Spanish Class, Art projects that reflect various cultures, - Multicultural books read from around the world to explore different cultures (read alouds, biography book clubs, and Junior Great Books), Multicultural books, multicultural representation in the classroom environment (dolls, crayons, posters, etc.), The district's Art curriculum is centered on multiculturalism. Lesson units are organized by continent. Within a continent, for example, we teach art practices, mediums, genres, artists, and principles. With more of an emphasis on folk art (over fine art) it brings to life the culture, history, geography and traditions within different countries, multicultural station signs and posters for calming corner, explore careers in engineering around the world, exposure to diverse engineers, Robocup, videos, websites, and books featuring diverse people, art and music from other cultures, Spanish culture and traditions, educated videos, posters, books and centers in the classroom. FAMS - 7th grade & 8th Grade: annual use of multi-cultural texts and case studies for culturare awareness and sensitivity; 8th Grade Cycle course: "Global Citizenship" - units based on current events and focus on human rights, civil rights, landmark supreme court cases that deal with LBGTQ, national security balancing what keeps our nation safe while still honoring the importance of immigration.	CRS, HMR, WAS, FAMS

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<p>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)</p>	<p>Yes</p>	<p>6140 Curriculum Adoption (Readopted June 23, 2020); 6141 Curriculum Design/ Development (Readopted March 2017); 6161.1 Guidelines for Evaluation and Selection of Instructional Materials (Readopted June 23, 2020); District has developed "Unit Zero" curriculum which emphasizes diversity, representation, and inclusion, and addresses all curriculum mandates, i.e., Amistad, Holocaust, LGBTQ+/ Disabilities, etc. s in addition to attention to social injustice via direct instruction.</p> <p>WAS- MLK Jr. Scholastic News activities, Famous African Americans studied, Biographies, Read Aloud "The Other Side", "Little Leaders" MLK Video and speech analysis, SS Unit on enslaved Africans brought to Colonial America, National Geographic article "Out of Eden", Junior Great Books "In the Time of the Drums" focusing on African folktales. Music- spirituals, MLK songs, and folk tales. CRS- Biographies/lessons about M.L.King Jr., Ruby Bridges, Rosa Parks and Civil Rights, Scholastic News lesson articles which include activities on MLK, Black History Month & African American issues, Storyworks Jr.-Readers Theater play about the lesser-known sit-ins led by African-American children to protest segregation in Oklahoma City restaurants- BrianPop Black History Biographies , videos featuring significant people involved in the Civil Rights movement, European Exploration: Studying both perspectives between explorers and native inhabitants of conquered land. I.e. reading journal entries and discussing point of view.</p> <p>-English Colonization: Discussing various historical figures who stood up to unfair treatment during colonization times.</p> <p>-Flocabulary, Brain Pop to reinforce above concepts, supplied list of books displayed books for African American History Month, read alouds of books written by African American authors and books with African American characters, HMR - MLK Scholastic News, MLK read aloud and activities, MLK read aloud and activities, Hidden Figures read aloud and study of black women in NASA in history, Rosa Parks, Harriet Tubman, Rosa Parks/ Nelson Mandela, MLK and Black History Month Read Alouds and Activities, Scholastic News Articles and Activities, -MLK Activities, highlight a variety of people during black history month such as Maya Angelou, Jackie Robinson, Oprah Winfrey using Brain Pop and A-Z readers. Influence of Black history in Spanish Famous people (Roberto Clemente, Celia Cruz and Spanish speaking country in Africa)</p> <p>FAMS - 7th Grade Civics cycle course – Landmark Supreme Court Decisions (ie. "Brown vs. the Board of Education.) 8th Grade: trans-atlantic slave trade, colonization of Africa, how the impact of slavery was both negative and positive are all topic focused on in the social studies curriculum. In Global Citizenship, students break down cultural lines, and controversial topics brought up by students revolving around cultural awareness like the black lives matter movement are focused on. Constitution & 13th, 14th, 15th Amendments - who was included and who was not. 8th grade poetry unit includes Afro-American poems such as "Visible Ink" and "Birmingham 1963."/ FAMS – 7th grade ELA: "Night John" Unit: African-American culture, music, crafts; Poetry Unit (Langston Hughes, Maya Angelou, etc.) FAMS - 8th Grade ELA: Ted talks on current social issues (ie. Black Lives Matter, "Taking the Knee")</p>	

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<p>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>	Yes	<p>6141 Curriculum Design and Adoption (adopted 3/2017); Eled: WAS 5th Grade Intensive Holocaust Unit in ELA intertwining historical fiction with non-fiction texts 5th grade Holocaust unit; CRS Biography read aloud on Anne Frank. / FAMS - 8th Grade Social Studies curriculum covers the history of Native Americans and their unfortunate reduction in numbers caused by settlers. HMR: ELA-Anne Frank read aloud and BrainPop, Social Studies-Covers Early Colonization and how Native Americans were forced into slavery by settlers. FAMS – 7th grade ELA: Holocaust Unit – lessons on genocides around the world (Serbia, Rwanda, etc.), “Pyramid of Hate” Vocabulary (prejudice, discrimination, violence, genocide), defining human rights, Literature Circles (“Breadwinner,” “Long Walk to Water,” Broken memory, etc.)</p>	
<p>B. Equality and Equity in Student Access · N.J.A.C. 6A:7-1.7; Titles VI & VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education (1989); U.S. Supreme Court, 1982; Plyler v. Doe; U.S. Supreme Court, 1974, Castañeda v. Pickard</p> <p>Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status, as follows:</p>	Yes	5145.4 Equal Educational Opportunity (adopted 5/8/18)	
<p>Ensure equal and barrier-free access to all school and classroom facilities.</p>	Yes	5145.4 Equal Educational Opportunity (adopted 5/8/18); 6121 Nondiscrimination/Affirmative Action (adopted 9/27/16)	
<p>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.</p>	Yes	5145.4 Equal Educational Opportunity (adopted 5/8/18). FAMS (2017-18) - Female: 46.4% / Male: 53.6% / Economically Disadvantaged Students 0.7% / Students with Disabilities 20.5% / English Learners 1.0% / White: 86.7% / Hispanic 2.1% / Black or African American 1.7% / Asian: 9.0% / Native Hawaiian or Pacific Islander: 0.5% / American Indian or Alaska Native 0.0% / Two or More Races 0.0%	
<p>Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.</p>	Yes	7110 Long Range Facilities Plan (adopted 5/2019)	
<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, immigration status, housing status or socioeconomic status, resulting in disproportionate placement within schools, courses, classes, programs or extracurricular activities.</p>	Yes	<p>5145.4 Equal Educational Opportunity (adopted 5/8/18); 6121 Nondiscrimination/Affirmative Action (adopted 9/27/16). Creating ability/strategy groups using LinkIT data Random grouping for classroom activities Flexible groups that change daily, FlipQuiz random group maker/ popsicle sticks, Grouping through number or table, Using LinkIt Data to Group, different partners or groups for each subject, randomly choosing groups/partners using Name Cup, male/female partners, rotating seats on the carpet, tables, mealtimes. Students choose Centers based on interest- not assigned, random grouping, student smart choice, teacher choice, number grouping, random grouping, rotating seats and name of countries. Using technology to group them in group activities. Random by Attribute, i.e. color of clothing, birthday month, pet, etc.; needs-based, skill-based, assessment-driven (DRA, Link It), dice or pins, Class Dojo Tool Kit, boy/girl pairings,</p>	

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
Ensure that minority and female students are not under-represented in gifted and talented or accelerated/advanced courses, including math and science.	Yes	6171.2 Gifted and Talented (adopted 12/13/16). WAS: 8% of 4th & 5th grade students (combined) are in ACES 71% male and 29% female (14% Asian 86% White); CRS: 24% of 4th & 5th grade students (combined) are in ACES 41% male and 59% female (5% African American, 68% White, 27% Asian) HMR: 20% of 4th & 5th grade students (combined) are in ACES 46% male and 54% female (85% White and 15% Asian). District is examining the language component of CoGAT to determine if it presents an obstacle for ELL entry into G&T program. If so, another tool should be used to assess learned reasoning ability.	
Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	No	5131 Conduct and Discipline (adopted 5/8/18); 5114 Suspension/Expulsion (adopted 9/27/16)	CRS, HMR, WAS, FAMS
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.	Yes	3510 Operation and Maintenance of Plant (adopted 9/26/17); 5145.4 Equal Educational Opportunity (adopted 5/8/18); 6142.10 Internet Safety and Security (adopted 4/7/17). Elem: All fifth grade students have a one-to-one laptop initiative. Additionally, grades K-4 have 4-5 laptop carts to share amongst class, as well as ipads	
Ensure that all English language learners have equal and bias-free access to all school programs and activities.	No	6142.2 Bilingual/ESL (adopted 9/27/16). District must ensure that ELLs are scheduled for required courses (including World Language) and that ELLs receive required ESL services (at least 1 period of ESL per day). Communication with parents of ELLs about these services should be provided in the home language (with translation of written material and interpretation during meetings). District process for identifying ELLs has been modified to comply with State guidance meant to standardize ELL identification throughout the State. 2020: District provided summer instruction for ELLs to support ongoing language practice and learning.	CRS, HMR, WAS, FAMS
Ensure that all students with disabilities have equal and bias-free access to all school programs and activities	Yes	5145.4 Equal Educational Opportunity (5/8/18); 6171.4 Special Education (adopted 5/8/18). All ELED: All students have access to all school programs and activities (special events, school concerts (etc), including assemblies and after school programs. CRS: When appropriate students from the CAPS program attend specials, class meetings, and assemblies. In upper CAPS classes, students from the gen ed population participate in reverse inclusion "CAPS PALS" WAS: Students from self-contained classes attend class meeting, lunch and specials with their general education homeroom peers. FAMS - Mainstreaming special education students into character education classes and giving them a choice of topic to study in these classes. Many lunch setting options are provided for students of varying abilities and comfort levels. They may go to a smaller classroom with teacher supervision, library, counselor's office, working lunch, etc.	
Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Yes	5111 Admission (adopted 4/2/2019); District has procedures to identify students with a native language other than English in compliance with NJ DOE requirement by July 2019.	
Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	Yes	6147 Standards of Proficiency (adopted 9/27/16); 6171.1 Remedial Instruction (adopted 12/13/16). All ELLs tested using ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs each spring	

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
Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	6171.4 Special Education (adopted 5/8/18). CST members assess students needs using psychological, educational, and social - emotional evaluations. Additionally students may be evaluated on O/T and P/T skills, as well as Speech and Language evaluations. **ESL students being evaluated must be evaluated in native language or with the support of an interpreter. Parents are offered an interpreter for meetings.	
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	5141 Health (adopted 2/7/17); 5141.21 Administration of Medication (adopted 11/10/15); 6171.1 Remedial Instruction (adopted 12/13/16); 6173 Home Instruction (adopted 4/4/17). Communication with parents of ELLs about these services should be provided in the home language (with translation of written material and interpretation during meetings).	
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	5134 MARRIED/PREGNANT STUDENTS (Readopted: February 7, 2017)	
<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>	Yes	6164.2 Guidance Counseling (adopted 12/13/16)	
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	6164.2 Guidance Counseling (adopted 12/13/16). K-8: Counselors can provide adequate and appropriate counseling services for all other students, including minority students, by being trained and educated in multicultural counseling and practices. Non-college bound students - N/A at the 6-8 grade level.	
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.	Yes	6142.12 Career and Technical Education (adopted 10/24/16); 6164.2 Guidance Counseling (adopted 12/13/16). District is Pre-K-8th grade.	
Guidance counselors are using bias-free materials.	Yes	5145.4 Equal Educational Opportunity (adopted 5/8/18); 6164.2 Guidance Counseling (adopted 12/13/16). K-8: Character Education materials are chosen based on multiple and varied criteria including but not limited to: -Engaging for all students taking into account different learning styles -Tangible for students of all classifications -Representative of students from multiple cultures, backgrounds, socio-economic statuses, genders, and gender identities. Counselor and Classroom teachers are consistently referring to and teaching inclusion, acceptance and diversity. An example of this is the publication Teaching Tolerance.	
<p>· 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 district, charter and renaissance school project's physical education program is co-educational, as follows:</p> <p>All instructional activities are equitable and are co-educational.</p>	Yes	5145.4 Equal Educational Opportunity (adopted 5/8/18); 6142.4 Physical Education and Health (adopted 3/2017). Physical Education curriculum is aligned with the NJSL. Students are provided with developmentally appropriate program that helps promote lifelong health and wellness. Instruction includes a variety of motor skills; promotion of physical activity; fitness education; and opportunities to improve upon social and cooperative skills.	

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
<p>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</p> <p>Ensure that the district, charter and renaissance school project's Athletic Program accomplishes the following:</p>	Yes	5145.4 Equal Educational Opportunity (adopted 5/8/18); 6142.4 Physical Education and Health (adopted 3/2017)	
Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.	Yes	5145.4 Equal Educational Opportunity (5/8/18); 6145.1/6145.2 Intramural and Interscholastic Competition (adopted 2/27/18). Fams: offers both boys & girls soccer, boys and girls basketball, baseball, softball, girls' volleyball and track and field	
Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Yes	5145.4 Equal Educational Opportunity (adopted 5/8/18); 6145.1/6145.2 Intramural and Interscholastic Competition (adopted 2/27/18). FAMS: All our programs participate in the NBIMSL (North Bergen Interscholastic Middle School League) Both our boys and girls teams play the same amount of games	
Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Yes	5145.4 Equal Educational Opportunity (adopted 5/8/18); 6145.1/6145.2 Intramural and Interscholastic Competition (adopted 2/27/18). FAMS: Our athletic programs are given what is needed for each season. We also alternate each year which program will receive new uniforms. Current Education Association Agreement requires updating to ensure stipends for coaching/ Athletic Director stipends are equitable. Currently, they vary per sport and per season.	
Provides comparable facilities for male and female teams.	Yes	5145.4 Equal Educational Opportunity (adopted 5/8/18); 6145.1/6145.2 Intramural and Interscholastic Competition (adopted 2/27/18). FAMS: Both our boys and girls athletic teams share the gym and soccer field, alternating home and away for their perspective programs. Our baseball and softball teams use the town turf fields in collaboration with the recreation department.	

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
<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>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.</p>	Yes	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16); Nondiscrimination/Affirmative Action (adopted 9/27/16; anticipated readoption 9/2020) ; 4111 Hiring, Recruitment, and Selection (adopted 10/2018); 4211 Hiring, Recruitment and Selection (adopted 10/2018). All applicants for employment must apply through Applitrack (online application service) as posted via the District's web site. Applitrack assures equal opportunity and compliance for all categories for non-certificated and certificated staff. Candidates (internal and external) are required to apply through Applitrack in order to be considered for employment. All positions are posted for a minimum of 10 days on Applitrack.	
Target recruiting practices for under-represented populations in every category of employment.	No	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16); Nondiscrimination/Affirmative Action (adopted 9/27/16; anticipated readoption 9/2020) ; 4111 Hiring, Recruitment and Selection (adopted 10/2018); 4211 Hiring Recruitment and Selection (adopted 10/2018). The district utilizes Applitrack for all job openings to reach a wide range of applicants.	CRS, HMR, WAS, FAMS
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	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16); Nondiscrimination/Affirmative Action (adopted 9/27/16; anticipated readoption 9/2020) ; 4111 Hiring, Recruitment and Selection (adopted 10/2018); 4211 Hiring Recruitment and Selection (adopted 10/2018). All applicants for employment must apply through Applitrack (online application service) as posted via the District's web site. Applitrack assures equal opportunity and compliance for all categories for non-certificated and certificated staff. Candidates (internal and external) are required to apply through Applitrack in order to be considered for employment. All positions are posted for a minimum of 10 days on Applitrack.	

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
Monitor promotions and transfers to ensure non-discrimination.	Yes	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16); Nondiscrimination/Affirmative Action (adopted 9/27/16; anticipated readoption 9/2020) ; 4111 Hiring Recruitment and Selection (adopted 10/2018); 4211 Hiring, Recruitment and Selection (adopted 10/2018); 4113/4213 Assignment and Transfer (adopted 12/13/16). All applicants for employment must apply through Applitrack (online application service) as posted via the District's web site. Applitrack assures equal opportunity and compliance for all categories for non-certificated and certificated staff. Candidates (internal and external) are required to apply through Applitrack in order to be considered for employment. All positions are posted for a minimum of 10 days on Applitrack. Per Education Association agreement, employees may request transfers between school buildings/ positions. All transfers are placed on a BOE agenda for approval ahead of the transfer.	
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	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16); Nondiscrimination/Affirmative Action (adopted 9/27/16; anticipated readoption 9/2020) ; 4111 Hiring, Recruitment and Selection (adopted 10/2018); 4211 Hiring, Recruitment and Selection (adopted 10/2018). Collective Bargaining Agreement (CBA) in place that sets forth the	
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.	Yes	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16); Nondiscrimination/Affirmative Action (adopted 9/27/16; anticipated readoption 9/2020) ; 4111 Hiring, Recruitment and Selection (adopted 10/2018); 4211 Hiring Recruitment and Selection (adopted 10/2018)	
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	2224 Nondiscrimination/Affirmative Action (adopted 9/27/16); Nondiscrimination/Affirmative Action (adopted 9/27/16; anticipated readoption 9/2020) ; 4111 Hiring, Recruitment and Selection (adopted 10/2018); 4211 Hiring Recruitment and Selection (adopted 10/2018)	

Comprehensive Equity Plan Corrective Actions

I. Board Responsibility

Franklin Lakes Public Schools

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.

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
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II. Staff Development and Training

Franklin Lakes Public Schools

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
<p>A. Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year, as follows:</p>		1120 Board of Education Meetings (adopted 10/2018); 2240 Research, Evaluation and Planning (adopted 12/13/16); 6171.3 Title I (adopted 2/27/18)	ongoing	
To all certificated (administrative and professional) staff.	Provide ongoing training to staff to support elimination of the achievement gap across general and special education. Provide teachers with ongoing training and support on issues related to discrimination and acceptance. 2020-Implement "Unit Zero Curriculum" across grades PreK-8 which emphasizes diversity, representation, and inclusion, of a variety of groups in addition to attention to social injustice via direct instruction.	Superintendent, Director of C & I, Supervisor of C&I, Director of Special Services and Counseling, Principals	2020	Completion of Annual Training as required policy and or statute. Improved school culture & climate. Ongoing and sustained professional development in support of "Unit Zero" implementation within and across disciplines, PreK-8. Documentation: Sign-in sheets from professional trainings.
To all non-certificated (non-professional) staff.	Provide ongoing training to support elimination of the achievement gap across general and special education. Provide non-certificated staff with training and support on issues related to discrimination and acceptance. Implement "Unit Zero Curriculum" across grades PreK-8 which emphasizes diversity, representation, and inclusion, of a variety of groups in addition to attention to social injustice via direct instruction.	Superintendent, Director of C & I, Supervisor of C&I, Director of Special Services and Counseling, Principals	2020	Completion of Annual Training as required policy and or statute. Improved school culture & climate. Documentation: Sign-in sheets from professional trainings.

III. School and Classroom Practices:

Equality and Equity in Curriculum

Franklin Lakes Public Schools

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
Include a multicultural curriculum in the instructional content and practices across the curriculum.	1) Ensure all curriculum adoptions incorporate multicultural aspects throughout instructional content and practices. 2) Disaggregate teacher evaluation data to monitor for improvements in the area of multicultural instructional practices. 3) Coordinate and design professional development to support improvement in this area. 4) 2020- Implement "Unit Zero Curriculum" and identify/ procure instructional materials/ resources across grades PreK-8 which emphasizes diversity, representation, and inclusion, of a variety of groups in addition to attention to social injustice via direct instruction.	Superintendent, Director of C&I , Supervisor of C&I, Director of Special Services & Counseling, Principals	Ongoing	1) Include multicultural content and practices as criteria for future curriculum adoptions. 2) ScIPs and/ or DEAC to analyze and make recommendations in response to teacher evaluation data for this area. 3) Professional development/ ScIP/ DEAC meeting agendas Documentation: Board approved curriculum documents inclusive of multicultural curriculum content. 4) Addition of "Unit Zero" connections within each content area curriculum; 5) Sustained Implementation of Unit Zero Curriculum across the PreK-8 Schools.
Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Develop a school-level process to monitor and centralize information regarding detentions/ discipline by student demographics. Monitor this annually.	Director of Special Services & Counseling, Principals	2020	Creation and implementation of documentation to support school-level processes with respect to the monitoring of discipline by demographic.
Ensure that all English language learners have equal and bias-free access to all school programs and activities.	Develop a list of translators and interpreters to support all staff in communicating to parents/ guardians on behalf of students when language is a barrier.	ESL teacher/ Supervisor of C, I, & PD	Ongoing	Documentation: Creation of a translator and interpreter list for use within the district.

III. School and Classroom Practices: Equality and Equity in Guidance Program Services

Franklin Lakes Public Schools

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 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
e. Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, & grievance procedures	Provide affirmative action training to counselors and administrators by District attorney.	Director of Special Services & Counseling, Affirmative Action Officer, Principals	Ongoing	Completion of training by guidance counselors. Documentation: Sign-in sheets for counselor training on HIB and Affirmative Action.
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.	Provide counselors with opportunities to collaborate with ESL teacher and develop a list of resources in support of ELs. Administrators, counselors, child study team members to review internal processes regarding policies and procedures for students with disabilities.	Director of Special Services & Counseling, Supervisor of C,I, & PD, Supervisor of C&I, ESL teacher	Ongoing	Conduct evaluation of counseling services for ELs and students with disabilities. Create corrective actions as deemed necessary and appropriate. Documentation: Creation of Resources and Protocols to support counselors with special populations of students, i.e., English Learners and Students with Disabilities.

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

Franklin Lakes Public Schools

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
Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Those responsible for Negotiations of Collective Bargaining agreements to review stipends for coaching/ Athletic Director to ensure equity in pay. .	Superintendent, Business Administrator, BoE Negotiations, Education Association Negotiators	Ongoing	Settlement of FLEA Employment contract with fair and equitable stipends for coaches across athletic programs . Documentation: Settled Ed. Association employment contract with equitable coaching stipends.

IV. Employment/Contract Practices

Franklin Lakes Public Schools

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
Target recruiting practices for under-represented populations in every category of employment.	Increase attendance and participation at recruitment events that target diversity in employment.	Superintendent, Administrative Team (B.A., Technology Coordinator, Supervisor of Curriculum & Instruction, Director of Special Services, Principals, etc.)	Ongoing	Improved representation of under-represented populations across employment categories in the following areas: Male and Non-white. Documentation of Improvement Efforts: Participation records at recruitment events.

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.

Franklin Lakes Public Schools			
Name	Title	Grade Level (If Applicable)	Signature
Liesel Steines	Affirmative Action Officer, Director of Curriculum & Instruction	District	
Kris Gonzalez	Assistant to the Superintendent	District	
Trenae Lambkin	Assistant to the Business Administrator	District	
Meagan Yorio	Special Education Teacher	WAS	
Christine Higgins	Elementary Teacher	WAS, Gr. 4	
Alexis Pawlowski	Special Education Teacher	CRS	
Allison Larson	Guidance Counselor	FAMS	
Jennie Ballas	Guidance Counselor	CRS	
Melanie DeFazio	Guidance Counselor	HMR	
Cory Banta	PE Teacher/ Athletic Director	FAMS	
Heather Perin	ESL Teacher	K-8	
Tom Vranesich	FAMS Media/ Library Specialist	FAMS	
Denise Liedel	Elementary Teacher	HMR, Gr. 5	
Kathleen DeRosa	Supervisor Curriculum and Instruction	District	
Gregorio Maceri	Superintendent of Schools	District	