

WEST ORANGE BOARD OF EDUCATION
Public Board Meeting February 10, 2020
6:30 P.M. Executive Session
7:30 P.M. Public Session
Liberty Middle School Auditorium
One Kelly Drive

Agenda

I. ROLL CALL OF THE MEMBERS

II. NOTICE OF MEETING: Please take notice that adequate notice of this meeting has been provided in the following manner:

- A. That a written notice was sent from the Office of the Secretary of the Board at 4:00 p.m. on January 7, 2020.
- B. That said notice was sent by regular mail to the West Orange Township Clerk and the Editors of the West Orange Chronicle and the Star-Ledger.
- C. That said notice was posted in the lobby of the Administration Building of the Board of Education.

III. WEST ORANGE BOARD OF EDUCATION RESOLUTION AUTHORIZING EXECUTIVE SESSION

WHEREAS, while the "Sen. Byron M. Baer Open Public Meetings Act" (N.J.S.A. 10:4-6 et seq.) requires all meetings of the West Orange Board of Education to be held in public, N.J.S.A. 10:4-12(b) sets forth nine (9) types of matters that may lawfully be discussed in "Executive Session," without the public being permitted to attend, and

WHEREAS, the Board has determined that two (2) issues are permitted by N.J.S.A. 10:4-12(b) to be discussed without the public in attendance and shall be discussed during an Executive Session to be held on Monday, February 10, 2020 at 6:30 P.M, and

WHEREAS, the nine (9) exceptions to open public meetings set forth in N.J.S.A. 10:4-12(b) are listed below, and next to each exception is a box which will be marked when the issues to be privately discussed fall within that exception, and after each exception is a space where additional information that will disclose as much information about the discussion as possible without undermining the purpose of the exception shall be written:

☐ "(1) Any matter which, by express provision of Federal law, State statute or rule of court shall be rendered confidential or excluded from public discussion." The nature of the matter, described as specifically as possible without undermining the need for confidentiality is:

☐ "(2) Any matter in which the release of information would impair a right to receive funds from the federal government." The nature of the matter, described as specifically as possible without undermining the need for confidentiality is:

- ☐ "(3) Any material the disclosure of which constitutes an unwarranted invasion of individual privacy such as any records, data, reports, recommendations, or other personal material of any educational, training, social service, medical, health, custodial, child protection, rehabilitation, legal defense, welfare, housing, relocation, insurance and similar program or institution operated by a public body pertaining to any specific individual admitted to or served by such institution or program, including but not limited to information relative to the individual's personal and family circumstances, and any material pertaining to admission, discharge, treatment, progress or condition of any individual, unless the individual concerned (or, in the case of a minor or incompetent, his guardian) shall request in writing that the same be disclosed publicly." The nature of the matters, described as specifically as possible without undermining the need for confidentiality are: _____.
- ☐ "(4) Any collective bargaining agreement, or the terms and conditions of which are proposed for inclusion in any collective bargaining agreement, including the negotiation of terms and conditions with employees or representatives of employees of the public body." The collective bargaining contract(s) discussed are between the Board and _____.
- ☐ "(5) Any matter involving the purchase, lease or acquisition of real property with public funds, the setting of banking rates or investment of public funds where it could adversely affect the public interest if discussion of such matters were disclosed." The nature of the matter, described as specifically as possible without undermining the need for confidentiality is:
- ☐ "(6) Any tactics and techniques utilized in protecting the safety and property of the public, provided that their disclosure could impair such protection. Any investigations of violations or possible violations of the law." The nature of the matter, described as specifically as possible without undermining the need for confidentiality is:
- "(7) Any pending or anticipated litigation or contract negotiation in which the public body is, or may become a party. Any matters falling within the attorney-client privilege, to the extent that confidentiality is required in order for the attorney to exercise his ethical duties as a lawyer." The parties to and docket numbers of each item of litigation and/or the parties to each contract discussed are and the nature of the discussion, described as specifically as possible without undermining the need for confidentiality is: Student #1309056.
- "(8) Any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of the performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee employed or appointed by the public body, unless all individual employees or appointees whose rights could be adversely affected request in writing that such matter or matters be discussed at a public meeting." Subject to the balancing of the public's interest and the employee's privacy rights under South Jersey Publishing Co. v. New Jersey Expressway Authority, 124 N.J. 478 (1991), the employee(s) and nature of the discussion, described as specifically as possible without undermining the need for confidentiality is: Interim Personnel Director.
- ☐ "(9) Any deliberation of a public body occurring after a public hearing that may result in the imposition of a specific civil penalty upon the responding party or the suspension or loss of a license or permit belonging to the responding party as a result of an act of omission for which the responding party bears responsibility." The nature of the matter, described as specifically as possible without undermining the need for confidentiality is:

WHEREAS, the length of the Executive Session is estimated to be sixty (60) minutes after which the public meeting of the Board shall (select one) ☐ reconvene and immediately adjourn or ☒ reconvene and proceed with business where formal action will be taken.

NOW, THEREFORE, BE IT RESOLVED that the West Orange Board of Education will go into Executive Session for the above stated reasons only; and

BE IT FURTHER RESOLVED that the Board hereby declares that its discussion of the aforementioned subject(s) will be made public at a time when the public's interest in disclosure is greater than any privacy or governmental interest being protected from disclosure.

IV. PUBLIC SESSION AT 7:30 P.M.

V. PLEDGE OF ALLEGIANCE

VI. CONSIDERATION OF THE CLOSED AND PUBLIC MEETING MINUTES OF January 27, 2020
(Att. #1)

VII. STUDENT LIAISON REPORT

VIII. SUPERINTENDENT/ BOARD REPORTS

A. Student and Staff Recognition

- a. Denae Hill, WOHS Track & Field, Shot Put, Colgate Women's Games Champion
- b. Coach Flecia Blake, Coach of the Year, 46th Annual Colgate Games
- c. Virtual Enterprise Team Zo: Emily Baker, Samantha Rhew, Giovanna Winning, Rheanna Daniel, Samantha Rhew, Ismail Taylor, Andrea Kendrick, Iwinosa Obasuyi, Jonathan Salazar, Herva Kana, Samara Charles, Amiri Wilson, Mya Coleman, Justin Vera, Adam Portilla, Schmidt Norelus, Anne Innocent

B. Amistad Commission Presentation: Mr. Michael Figueiredo, Dr. Keri Orange, Mr. Gregory Saul, Ms. Eveny de Mendez

C. HIB Report

IX. QUESTIONS FROM THE PUBLIC ON AGENDA ITEMS

X. SECOND READING OF THE FOLLOWING BOARD POLICY:

9130 Public Complaints and Grievances (Att. #2)

XI. REPORTS, DISCUSSIONS, AND RECOMMENDATIONS

A. PERSONNEL

1. Resignations / Retirements

- a. Superintendent recommends approval to the Board of Education for the following certificated staff resignation(s) / retirement(s):

Name	Location	Position	Reason	Effective Date
Peter Tourian	WOHS	Lacrosse: Assistant Coach	Resignation	1/24/20

2. Appointments

- a. Superintendent recommends approval to the Board of Education for the following certificated staff appointment(s):

Name	Location	Position	Replacement / New	Guide	Step	Salary	Effective Dates
Kristina Estupinan	Mt. Pleasant	ESL	Marconi	MA amended	5	\$62,472 prorated amended	2/18/20 - 6/30/20
Dr. Gary McCartney	Central Office	Interim Director of Personnel	Palek	N/A	N/A	\$560 per diem	2/11/20 - 6/30/20
Katherine Westerlund	.6 Gregory / .4 Mt. Pleasant	Music Leave Replacement amended	Lagatic	BA	3	\$57,681 prorated	2/18/20 - 5/15/20
Brianna Grasso	Mt. Pleasant	School Nurse	Aldrich	BA	9	\$60,438 prorated	2/24/20 - 6/30-20*
Devin Alexander	Special Services	School Social Worker	Tuitt	MA	11	\$65,290 prorated	4/13/20 - 6/30/20*

*or upon release by current employer

- b. Superintendent recommends approval to the Board of Education for the following non-certificated staff appointment(s):

Name	Location	Position	Replacement / New	Guide	Step	Salary	Effective Dates
Juan Febrero	Edison	Custodian Mid-shift	Williams	Custodian	1	\$37,085* includes shift differential of \$285 prorated	2/11/20 - 6/30/20
Luis Morales	WOHS	Custodian Night-shift	Mack	Custodian	1	\$37,380* includes shift differential of \$580 prorated	2/11/20 - 6/30/20
Vera Silas	BMELC	Lunch Aide	New	N/A	N/A	\$18.96 per hour not to exceed 2.5 hours per diem	2/11/20 - 6/19/20
Christina Canonaco	WOHS	Paraprofessional	Escobar	BA	4	\$30,881 prorated	2/24/20 - 6/30/20

*pending contract negotiations

- c. Superintendent recommends approval to the Board of Education for the following certificated staff additional assignment(s):

Name	Location	Position	Stipend/Rate of Pay	Effective Dates
Teresa Harris	WOHS	Afterschool Library Media Center Program Substitute	\$35.70 per hour not to exceed 3 hours per week as assigned	2/11/20 - 6/30/20
Nicole Dalle-Molle	Kelly	Professional Development Instructor: <i>Crisis Prevention Intervention (CPI) Recertification & New Certification Training</i>	\$74.46 per hour not to exceed 13.5 hours	2/10/20, 2/26/20

- d. Superintendent recommends approval to the Board of Education for the following non-certificated additional assignment(s):

Name	Location	Position	Stipend	Effective Dates
Cindy Newell	Kelly	Substitute to provide student assistance for afterschool activities	\$23.46 per hour not to exceed 14 hours as assigned	2/5/20 - 5/7/20
Dana Robinson	Kelly	Paraprofessional to provide student assistance for afterschool activities	\$23.46 per hour not to exceed 14 hours	2/5/20 - 5/7/20

- e. Superintendent recommends approval to the Board of Education for the following substitute appointment(s) at the appropriate substitute rates for 2019-2020:

Name	Certification Code	Teacher	Paraprofessional	Administrative Assistant	Lunch Aide	Nurse	Custodian
Karla Camacho	Substitute	X					
Scot Campbell	Substitute	X	X				
Stephanie Cubero	Substitute	X	X				
Nigel Edwards	Standard	X	X				
Avril Grant	Substitute	X	X				
Victoria Huff	Substitute	X	X				
Robert Manley	Standard	X	X				
Malaika McClean-Jordan	Standard	X	X				
Kevin Reilly	Standard	X	X				
Benjamin Ruben-Schnirman	CE	X					
Eddy Tunis	Substitute	X	X				
Nnaemeka Ubozoh	Substitute	X	X				

3. Leaves of Absence:

- a. Superintendent recommends approval to the Board of Education for the following leaves of absence for certificated staff:

Name	Location / Position	Paid Leave	Unpaid Leave with Benefits	Unpaid Leave without Benefits	Anticipated Return Date
Patricia Brennan Medical	WOHS Science/Special Education	N/A	2/3/20 - 2/28/20 p.m. only	N/A	3/2/20
Dianna Carpenito Family	Gregory Special Education	4/28/20 - 6/30/20	9/1/20 - 11/20/20	N/A	11/23/20
Jennifer Imperial Medical	Kelly Grade 3	11/18/19 - 2/28/20 amended	N/A	N/A	3/2/20 amended
Michael Lawrence Medical	Liberty Resource Room	N/A	2/3/20 - 2/14/20	N/A	2/18/20
Margarita Rud Medical	Liberty Special Services	9/3/19 - 2/19/20 a.m. only	2/19/20 p.m. only - 6/30/20	N/A	N/A

- b. Superintendent recommends approval to the Board of Education for the following leaves of absence for non-certificated staff:

Name	Location / Position	Paid Leave	Unpaid Leave with Benefits	Unpaid Leave without Benefits	Anticipated Return Date
Annamarie Megaro Medical	WOHS Administrative Assistant	2/7/20 - 2/27/20 a.m. only amended	2/27/20 p.m. only - 4/30/20 amended	N/A	5/1/20

4. Superintendent recommends to the Board of Education the submission of the revised Comprehensive Equity Plan to replace the original Plan that was approved on August 26, 2019, for the years 2019-2020 through 2021-2022 and the Affirmative Action Team that participated in the development of the Needs Assessment and Comprehensive Equity Plan. (Att. #3)

B. CURRICULUM AND INSTRUCTION

1. Recommend approval of Applications for School Business requests. (Att. #4)
2. Recommend approval for student teaching for the 2019-2020 school year (Att. #5)
3. Recommend approval for the 2020 Summer Enrichment Program (Att. #6)

C. FINANCE

a.) Special Services

1. Recommend approval for the following out of district placements for the 2019-2020 school year:

Student #	Placement	Tuition	Budgeted/Unbudgeted
1505005	Shepard School	Tuition:\$30,156.48 96 days @ \$314.13/day	Unbudgeted
1409021	Benway School	1:1 Aide: \$18,334.00 103 days @ \$178.00/day	Unbudgeted
1801085	Essex County Vocational	Tuition: \$4,137.70	Unbudgeted
1009077	Roselle Park Public Schools	Tuition: \$18,255.02	Unbudgeted

2. Recommend approval of the following tuition/extraordinary services adjustments as certified by the State of NJ Division of Administration and Finance:

School	Year	Certified Rate	Tuition Paid	Tuition Adjustment
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Celebrate the Children	2018-2019	\$490,681.00	\$487,230.00	\$3,451.00
Glenview Academy *Adjustment for Personal Aide	2018-2019	\$226,313.00	\$203,940.00	\$22,373.00
Glenview Academy *Adjustment for Tuition	2018-2019	\$380,636.50	\$363,064.70	\$17,571.80
Gramon School	2018-2019	\$52,209.96	\$49,097.40	\$3,112.56
New Beginnings	2018-2019	\$160,505.20	\$152,143.92	\$8,361.28

b.) Business Office

1. Recommend approval of the 2/10/20 Bills List:

Payroll/Benefits	\$ 9,348,175.17
Transportation	\$ 634,648.28
Tuition (Spec. Ed./Charter)	\$ 577,814.89
Instruction	\$ 37,007.97
Facilities/Security	\$ 199,888.36
Capital Outlay	\$ 44,842.75
Grants	\$ 238,795.30
Food Service	\$ 9,539.35
Support Svcs/Co-Curricular/Athletics/Misc.	<u>\$ 74,300.38</u>
	\$11,165,012.45

2. Recommend approval of renewal of the following bid:

Bid #	Originally Awarded	Description	Award	Amount
18-16	7/16/18	School Bus and Maintenance Vehicle Repairs	Select Auto and Truck Repair West Orange, NJ	Year 1 Renewal (2/1/20-6/30/20): Hourly Straight Time: \$65.00 Hourly Overtime: \$65.00 Hourly Holidays: \$65.00 Parts/Cost+% (% Price Over MSRP): 25% Towing Service (Per Mile): \$7.00

3. Recommend approval to void the following stale-dated checks from the indicated account:

WOHS Athletic Account	
Check Number	Check Amount
1132	\$58.00
14760789	\$58.00
1714	\$83.00
1732	\$14.00
1776	\$60.00

1806	\$83.00
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4. Recommend acceptance of the following donation/award:

Donor	Recipient	Donation
Target - Scholarship America	WOHS	\$700 - Target Field Trip Grants Program

5. Resolved, that the Board of Education hereby agrees to the terms set forth in the Global Settlement Agreement involving former Student ID. No. 1309056, agrees to enter into same, and hereby authorizes the Board President to execute the Agreement on its behalf.
6. Recommend approval of Transportation Agreement between the Board of Education of the Mercer County Special Services School District (MCSSSD) and the West Orange Board of Education, for the period 11/18/2019-6/30/2020.

D. REPORTS

1. Superintendent recommends to the Board of Education acceptance of the HIB Report ending February 10, 2020.
2. **Harassment, Intimidation and Bullying**

“Whereas, pursuant to Board Policy and the requirements of N.J.S.A. 18A:37-17(b)(6)(c), at its meeting on January 27, 2020, the Superintendent reported HIB Incident Number(s) 021 to the Board; and

Whereas, on January 29, 2020 the parents and/or guardians of the students who are parties to the investigation received information about the investigation pursuant to N.J.S.A. 18A:37-17(b)(6)(d); and

Now, therefore, be it Resolved that the Board affirms the decision of the Superintendent concerning HIB Incident Number(s) 021 for the 2019-2020 school year for the reasons conveyed to the Board.”

E. MISCELLANEOUS

1. Resolution to approve the Central Office/Personnel Calendar for the 2020-2021 school year. (Att.# 7)
2. Resolution to approve the Transportation Department Calendar for the 2020-2021 school year. (Att.# 8)
3. Resolution to approve the Buildings & Grounds Calendar for the 2020-2021 school year. (Att.# 9)

XII. PETITIONS AND HEARINGS OF CITIZENS

XIII. REPORT FROM THE BOARD PRESIDENT AND/OR BOARD MEMBERS

XIV. NEXT BOARD MEETING to be held at 7:30 p.m. on February 24, 2020 at West Orange High School.

XV. EXECUTIVE SESSION (as deemed necessary)

WHEREAS: The Open Public Meetings Act, N.J.S.A. 10:4-11, permits the Board of Education to meet in closed session to discuss certain matters, now, therefore be it

RESOLVED: The Board of Education adjourns to closed session to personnel, legal and miscellaneous confidential matters. Be it further

RESOLVED: The minutes of this closed session will be made public when the need for confidentiality no longer exists.

XVI. ADJOURNMENT

POLICY

WEST ORANGE BOARD OF EDUCATION COMMUNITY

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Public Complaints and Grievances

9130 PUBLIC COMPLAINTS AND GRIEVANCES

Any person or group having a legitimate interest in the schools of this district may present a request, suggestion, or complaint concerning district personnel, the educational program, instructional or resource materials, or the operations of the district. The Board directs the establishment of procedures for the hearing and settlement of requests and complaints that provide a means for resolving them fairly and impartially, permit appropriate redress, and protect district personnel from unnecessary harassment.

When a Board member is confronted with an issue, he/she will withhold comment, commitment and/or opinion and refer the complaint or inquiry to the Superintendent, who shall review the complaint according to established procedures.

Only in those cases where satisfactory adjustment cannot be made by the Superintendent and the staff shall communications and complaints be referred to the Board for resolution.

Any misunderstandings or disputes between the public and school district staff should, whenever possible, be settled by direct, informal discussions among the interested parties. It is only when such informal meetings fail to resolve differences that more formal procedures shall be employed. A complaint about a school program or personnel should be addressed to the Building Principal; a complaint about instructional or resource materials should be addressed to the Superintendent.

The Superintendent shall establish procedures for the hearing of requests and complaints regarding district personnel, the educational program, instructional and resource materials, and the operation of the school district. Procedures will be governed by the following guidelines:

1. The matter will be resolved initially, wherever possible, by informal discussions between or among the interested parties.
2. A matter that cannot be resolved informally may be appealed at successive levels of authority, up to and including the Board of Education.
3. The complaint and its immediate resolution will be reduced to writing at the first and at each successive level of appeal.
4. A reasonable period of time, not to exceed three working days, will be permitted for the filing of an appeal in writing at each successive level. A decision at each level of appeal must be rendered in writing no later than five working days after the appeal is filed, except that the Board shall have forty-five calendar days to make its decision.

POLICY

WEST ORANGE BOARD OF EDUCATION

COMMUNITY

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Public Complaints and Grievances

5. In the case of complaints about instructional or resource materials, the initial complaint must set forth in writing the author, title, and publisher of the materials as well as those specific portions of the material or the work to which objection is taken; the complainant's familiarity with the work; the reasons for the objection; and the use of the work in the schools. The Superintendent shall appoint at his/her discretion a designee and/or committee of professional staff members and or community representatives to review the challenged material against the standards for the selection of resource materials established by Board policy. The committee will report its findings to the Board. No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board of Education, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

6. A complainant shall be notified that a decision of the Board may be appealed to the Commissioner of Education.

First Reading: 1.27.2020

Second Reading: 2.10.2020

Adopted:

West Orange Public Schools Comprehensive Equity Plan



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

***District, Charter School and Renaissance School Project Comprehensive Equity Plan
Needs Assessment: 2019 - 2022***

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><i>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</i></p> <p>A. Adopt or re-adopt written equality and equity policies, requiring the following:</p>			
<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	<p>Policy 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016</p> <p>Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018</p> <p>Policy 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2018</p>	

***District, Charter School and Renaissance School Project Comprehensive Equity Plan
Needs Assessment: 2019 - 2022***

Directions:

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

I. 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
b. Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	Policy 1330 Use of School Facilities - December 12, 2016 Policy 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 5145.6 Pupil Grievance Procedure 5/23/2005 – August 1, 2016 Policy 6010 Goals and Objectives 5/23/2005 – NJSBA updated June 1, 2016 Policy 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2016 Policy 6164.1 Intervention and Referral Services for General Education Pupils 1/23/2006 – NJSBA updated August 1, 2016 Policy 6172 Alternative Education Programs 12/3/2012 – NJSBA updated July 1, 2016	
c. Provide equitable treatment for pregnant and married students	Yes	Policy 3514 Equipment 12/18/2006 – NJSBA Updated August 1, 2016 Policy 5134 Married and Pregnant Students 4/25/2005 – NJSBA updated December 20, 2016	

***District, Charter School and Renaissance School Project Comprehensive Equity Plan
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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
d. Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010, c122).	Yes	Policy 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4111.1/4211.1 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 5131 Conduct/Discipline adopted 12/16/2013 – NJSBA updated March 16, 2018 Policy 5131.1 Harassment, Intimidation and Bullying adopted 12/16/2013 – NJSBA updated March 16, 2018 Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2016 Policy 6142.1 Internet Safety and Technology adopted 12/16/2013 – NJSBA updated September 1, 2016 Bylaw 9200 Orientation and Training of Board Members 2/10/2003 – NJSBA updated August 1, 2016	
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	Policy 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4111 Recruitment, Selection and Hiring adopted December 17, 2018 Policy 4111.1/4211.1 Nondiscrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4211 Recruitment, Selection and Hiring of Non-Professional Staff adopted 4/16/2012 adopted December 17, 2018	

***District, Charter School and Renaissance School Project Comprehensive Equity Plan
Needs Assessment: 2019 - 2022***

Directions:

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

I. 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
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	Policy 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Minutes from January 7, 2019 (appointment of AAO/Title IX Coordinator)	
4. Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	Yes	Policy 4131/4131.1 Staff Development; Inservice, Education/Visitation/Conferences adopted 8/24/2004 – NJSBA updated January 31, 2018 Policy 4231/4231.1 Staff Development Inservice, Education/Visitation/Conferences adopted 7/19/2004 – NJSBA updated June 1, 2016 Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 District use of Global Compliance Network for training	
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	Policy 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Authorization and approval through Board of Education Resolution on July 22, 2019	

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

I. 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
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	Policy 6142.2 ESL/ Bilingual Programs adopted 9/19/2011 – NJSBA updated July 1, 2016 Policy 6147 Standards of Proficiency adopted 1/23/2006 – NJSBA updated July 1, 2016 Policy 6164.1 Intervention and Referral Services for General Education Pupils 1/23/2006 – NJSBA updated August 1, 2016 Policy 6146.2 Promotion/Retention adopted 1/9/2006 – August 1, 2016 Policy 6164.3 Child Study Team adopted 4/19/2017 Policy 6171 Special Instructional Programs adopted NJSBA updated August 1, 2016 Policy 6171.2 Gifted and Talented adopted 10/6/2006 – NJSBA updated August 1, 2016 Policy 6171.3 At Risk and Title I adopted 2/23/2015 – NJSBA updated January 3, 2018 Policy 6171.4 Special Education adopted 12/17/2018 District Goals, School Goals, Administrator Goals District Profile Report, School Profile Reports District Annual Progress Target Report, School Annual Progress Target Reports State Performance Reports Cabinet Team Meetings, Administrative Meetings and Faculty Meetings Curriculum Instruction Data Analysis by Demographic / Closing the Achievement / Opportunity Gap	

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Directions:

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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
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	Policy 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Authorization and approval through Board of Education Resolution on July 22, 2019	
1. Inform the school community the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Yes	Policy 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4111.1/4211.1 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 5131.1 Harassment, Intimidation and Bullying adopted 12/16/2013 – NJSBA updated March 16, 2018 Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2016 Program Guides – Elementary, Middle, High School District website – all policies are accessible	
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	Policy 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4111.1/4211.1 Nondiscrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016	

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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
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	Policy 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 5131.1 Harassment, Intimidation and Bullying adopted 12/16/2013 – NJSBA updated March 16, 2018 Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Curriculum Bulletin and Correspondence District website – all policies are accessible	
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	Policy 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 5131.1 Harassment, Intimidation and Bullying adopted 12/16/2013 – NJSBA updated March 16, 2018 Policy 4111.1/4211.1 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 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 1120 Board of Education Meetings adopted 6/6/2011 – NJSBA updated September 1, 2016 Policy 2240 Research, Evaluation, and Planning adopted 7/19/2011 – NJSBA updated September 1, 2016 Policy 6147 Standards of Proficiency adopted 1/23/2006 – NJSBA updated July 1, 2016 State Assessment Presentation to the Board 10/28/2019	
6. Authorize the AAO to conduct yearly equity training for all staff.	Yes	Policy 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 District use of Global Compliance Network for training New Staff Orientation – Equity Training	

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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
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

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, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status <u>every school year</u> , as follows:			
1. To all certificated (administrative and professional) staff.	Yes	Policy 4131/4131.1 Staff Development Inservice, Education/Visitation/Conferences adopted 8/24/2004 – NJSBA updated January 31, 2018 Policy 5145.4 Equal Educational Opportunity adopted	

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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
		7/19/2011 – NJSBA updated March 16, 2018 In service presentations and out of district workshops Board minutes of approved staff development Staff development calendar Diversity, Equity, & Access Professional Development Committee Professional Development and Partnership with RIISA on Diversity, Equity and Access Training on Unconscious Bias, Micro-Aggressions, Difficult Conversations around Race	
2. To all non-certificated (non-professional) staff.	Yes	Policy 4231/4231.1 Staff Development Inservice, Education/Visitation/Conferences adopted 7/19/2004 – NJSBA updated June 1, 2016 Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 In service presentations and out of district workshops Board minutes of approved staff development Staff development calendar	

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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 <i>must</i> 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 <ul style="list-style-type: none"> • <i>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</i> 			

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III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
<p>1. Ensure that the district, charter school or renaissance school project's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP (Progress Targets profiles) for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, English proficiency, housing status or socioeconomic status. Areas covered include, but are not limited to, the following:</p>	Yes	<p>Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6010 Goals and Objectives adopted 5/23/2005 – NJSBA updated June 1, 2016 Policy 6140 Curriculum Adoption adopted 5/23/2005 – NJSBA updated August 1, 2016 Policy 6141 Curriculum Design/Development adopted 5/23/2005 – NJSBA updated December 1, 2016 Policy 6142 Subject Fields adopted 10/17/2011 – NJSBA updated August 1, 2016 Policy 6142.2 ESL/ Bilingual Programs adopted 9/19/2011 – NJSBA updated July 1, 2016 Policy 6143 Curriculum Guides 10/24/2005 – NJSBA updated August 1, 2016 Policy 6171.3 At Risk and Title I adopted 2/23/2015 – NJSBA updated January 3, 2018 District Curriculum Revision Process to include text audits, adherence to State mandates, (i.e. Holocaust, Amistad) Evaluation of Curriculum & Textbooks using Domains for Anti-Bias Education Rubrics Weekly review of electronic lesson plans with comments Team, Grade, PLC, Department and Faculty Meetings Curriculum Council and Review Form Textbook Adoption Request Form Evaluation of Instructional Materials for Equity Textbook audit process Software Adoption Request Form Audio-Visual and Technology Request Form</p>	

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III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
a. School climate and culture, safe and positive learning environment.	Yes	Policy 5131.1 Harassment, Intimidation and Bullying adopted 12/16/2013 – NJSBA updated March 16, 2018 Policy 5141 Health adopted 7/14/2014 – NJSBA updated December 20, 2016 Policy 5141.21 Administering Medication adopted 12/17/2018 Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2016 Guidance Parent Groups Community Service Projects Student Leadership Programs: Bully Busters, Peer Mentors School Counselors provide character education lessons School Counselors facilitate lessons on bullying, friendship, and team building School spirit days Student of the month recognition Student Recognition Programs Week of Respect National Anti-Violence Awareness Week School Counselors facilitate student support groups School Climate Surveys	

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III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
b. Courses of study, including Physical Education	Yes	Policy 6140 Curriculum Adoption adopted 5/23/2005 – NJSBA updated August 1, 2016 Policy 6141 Curriculum Design/Development 5/23/2005 – NJSBA updated December 1, 2016 Policy 6142.2 ESL/ Bilingual Programs adopted 9/19/2011 – NJSBA updated July 1, 2016 Policy 6142.04 Physical Education and Health adopted 11/10/2014 – NJSBA updated December 1, 2016 Policy 6143 Curriculum Guides 10/24/2005 – NJSBA updated August 1, 2016 Curriculum Guides K-12 and approved curriculum updates	
c. Library materials/Instructional materials and strategies	Yes	Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2016 Policy 6140 Curriculum Adoption adopted 5/23/2005 – NJSBA updated August 1, 2016 Policy 6141 Curriculum Design/Development 5/23/2005 – NJSBA updated December 1, 2016 Policy 6143 Curriculum Guides 10/24/2005 – NJSBA updated August 1, 2016 Policy 6160 Instructional Services and Resources adopted 6/6/2011 – NJSBA updated August 1, 2016 Evaluation of Textbooks/Instructional Materials for Equity	

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III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
d. Technology/software and audio-visual materials	Yes	Policy 4119.26 Electronic Communication by School Staff 7/14/2014 – NJSBA updated August 1, 2016 Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2016 Policy 6140 Curriculum Adoption adopted 5/23/2005 – NJSBA updated August 1, 2016 Policy 6141 Curriculum Design/Development 5/23/2005 – NJSBA updated December 1, 2016 Policy 6142.10 Internet Safety and Technology adopted 12/16/2013 – NJSBA updated September 1, 2016 Policy 6143 Curriculum Guides 10/24/2005 – NJSBA updated August 1, 2016 Software Adoption Request Form Audio-Visual and Technology Request Form Chrome Book initiative	

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III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
e. Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, & grievance procedures	Yes	Policy 5131.1 Harassment, Intimidation and Bullying adopted 12/16/2013 – NJSBA updated March 16, 2018 Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2016 Policy 6164.2 Guidance Services adopted 1/23/2006 – NJSBA updated August 1, 2016 Guidance Curriculum includes lessons to address bullying, friendship, and other appropriate actions/behaviors- Character Education School Counselors facilitate guidance groups Student/Staff Handbooks	
f. Extra-curricular programs and activities	Yes	Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6145 Extra Curricular Activities adopted 6/6/2011 – NJSBA updated December 1, 2016	
g. Tests and other assessments	Yes	Policy 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2016 Policy 6147 Standards of Proficiency adopted 1/23/2006 – NJSBA updated July 1, 2016 Performance Matters Data NJSLA Testing Data MAP Testing Data NNAT Non-Verbal Aptitude Assessment for Gifted Learners	

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III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
h. Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	Yes	Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Students may select any courses from the Program of Studies Review of class rosters by school counselors and administrators -Balancing procedures	
2. Include a multicultural curriculum in the instructional content and practices across the curriculum.	Yes	Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6010 Goals and Objectives adopted 5/23/2005 Curriculum Guides – NJSBA updated June 1, 2016 Textbook Adoption Request Form Software Adoption Request Form Audio-Visual Request Form District Curriculum Revision Process to include textbook audits Evaluation of Curriculum & Textbooks using Domains for Anti-Bias Education Rubrics	

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III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
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 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2016 Policy 6141 Curriculum Design/Development 5/23/2005 – NJSBA updated December 1, 2016 Policy 6143 Curriculum Guides 10/24/2005 – NJSBA updated August 1, 2016 Social Studies Curriculum Guides K-12 Amistad Curriculum Alignment Document to Social Studies Units of Study Teacher Training / Partnership with Kean University Amistad Amistad teacher accounts K-12 for online resources and units of study Professional Development	
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 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2016 Policy 6141 Curriculum Design/Development 5/23/2005 – NJSBA updated December 1, 2016 Policy 6143 Curriculum Guides 10/24/2005 – NJSBA updated August 1, 2016 Social Studies Curriculum Guides K-12 with integration of Holocaust and other genocide studies	

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III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
<p>B. Equality and Equity in Student Access</p> <ul style="list-style-type: none"> • <i>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</i> <p>Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status, as follows:</p>			
<p>1. Ensure equal and barrier-free access to all school and classroom facilities.</p>	Yes	<p>Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2016 Facilities updated as needed to address individual staff and student needs. Facilities request forms</p>	

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III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
2. Attain minority representation of students within each school, including racial and ethnic balance, within each school which approximates the district, charter and renaissance school project's overall minority racial and ethnic representation.	Yes	Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Creation of elementary class rosters and middle school teams Review of secondary course selections Course sectioning-Master schedule	
3. Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	Policy 7110 Long Range Facilities Planning adopted 5/11/2015 – NJSBA updated August 1, 2016	
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	Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2016 Course rosters-Co-Curricular Rosters Rosters for athletics and co-curricular activities Creation of elementary class rosters and middle school teams Review of secondary course selections School counselors meet with students in small groups by grade levels for goal setting, course offerings, etc.	

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III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
a. Ensure that minority and female students are not under-represented in gifted and talented or accelerated/advanced courses, including math and science.	Yes	Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2016 Policy 6171.2 Gifted and Talented adopted 10/9/2006 – NJSBA updated August 1, 2016 Revision to assessments used for gifted placement to NNAT non-verbal aptitude Revision of honors criteria to include exemptions and task commitment Review of class rosters and appeal process by administration All students are encouraged to enroll in higher level courses	
b. Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Yes	Policy 5131 Conduct and Discipline adopted 12/16/2013 – NJSBA updated March 16, 2018 Policy 5114 Suspension/Expulsion adopted 12/15/2008 – NJSBA updated December 1, 2016 Reviews of discipline and suspension reports by administration Review EVVRS reports Review I&RS, 504 and CST caseloads	

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III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
c. Ensure equal and bias-free access for all students to computers, computer classes, career and technical education programs, and technologically-advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability, English proficiency, immigration status, housing status or socioeconomic status.	Yes	Policy 3510 Operation and Maintenance of Plant adopted 10/16/2017 Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6142.1 Internet Safety and Technology adopted 12/16/2013 – NJSBA updated September 1, 2016 Technology Plan with focus on one-to-one deployment Budget Chrome Book Initiatives	
d. Ensure that all English language learners have equal and bias-free access to all school programs and activities.	Yes	Policy 6142.2 ESL/ Bilingual Programs adopted 9/19/2011 – NJSBA updated July 1, 2016 ESL instruction available at all schools and skill/grade levels Professional development for ELL teachers School Counselors assignments are made based on native language fluency whenever possible Provide translated documents whenever needed On-site translators provided whenever needed Co-curricular activities and athletics open to all students	
e. Ensure that all students with disabilities have equal and bias-free access to all school programs and activities	Yes	Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6171.4 Special Education adopted 12/17/2018 Review I&RS, 504 and CST case loads Use of assistive technology for students with special needs Provide paraprofessional support for co-curricular programs as required by IEP's	

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III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
f. Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Yes	Policy 5111 Admission 10/8/2012 – NJSBA updated December 20, 2016 Annual review by legal counsel Centralized registration process Registration packets available Online and in person re-registration process Extended night hours for registration available for parents	
5. Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	Yes	Policy 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2016 Policy 6142.2 ESL/ Bilingual Programs adopted 9/19/2011 – NJSBA updated July 1, 2016 Policy 6147 Standards of Proficiency adopted 1/23/2006 – NJSBA updated July 1, 2016 Policy 6171.1 Remedial Instruction adopted 1/23/2006 – NJSBA updated August 1, 2016 ACCESS testing	
6. Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	Policy 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2016 Policy 6171.4 Special Education adopted 12/17/2018 Use of nationally normed standardized testing instruments Evaluations conducted in the native language as needed Annual review of all IEP's and 504 Plans Special Education audit conducted	

***District, Charter School and Renaissance School Project Comprehensive Equity Plan
Needs Assessment: 2019 - 2022***

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.

III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
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 5141 Health adopted 7/14/2014 – NJSBA updated December 20, 2016 Policy 5141.21 Administering Medication adopted 12/17/2018 Policy 6171.1 Remedial Instruction adopted 1/23/2006 – NJSBA updated August 1, 2016 Policy 6173 Home Instruction adopted 5/11/2015 – NJSBA updated December 1, 2016	
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	Policy 5134 Married and Pregnant Students adopted 4/25/2005 – NJSBA updated December 20, 2016 Policy 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2016 Policy 6173 Home Instruction adopted 5/11/2015 – NJSBA updated December 1, 2016	
C. Equality and Equity in Guidance Programs and Services <ul style="list-style-type: none"> • <i>N.J.A.C. 6A:7-1,7(c) Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998</i> <p>Ensure that the district, charter and renaissance school project's guidance program provides the following:</p>			

***District, Charter School and Renaissance School Project Comprehensive Equity Plan
Needs Assessment: 2019 - 2022***

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.

III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
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	<p>Policy 6121 Non-discrimination/Affirmative Action in Instruction adopted 7/19/2011 – NJSBA updated July 1, 2016</p> <p>Policy 6164.2 Guidance Services adopted 1/23/2006 – NJSBA updated August 1, 2016</p> <p>Guidance Program Brochure</p> <p>Guidance staff in all schools k-12</p> <p>Guidance Curriculum includes all students and is delivered by school counselors in the classroom</p> <p>Small group counseling is provided based on student needs</p> <p>Students K-5 have access to a building based school counselor</p> <p>Students 6-12 are assigned a school counselor</p> <p>Counseling communications to student/ parents/ guardians</p> <p>Counselors and CST members are available in each school</p> <p>Student Assistance Counselors are available in secondary schools</p> <p>Transition Coordinator is available for students with special needs</p> <p>School communications to parents on programs and services. Handbook information. Information posted on district and department website.</p> <p>Outreach efforts with community groups, special parent programs for Hispanic parents at the high school level, Continued expansion of efforts for Hispanic and limited English speaking, and first generation parents and students is ongoing and part of departmental focus area.</p>	

***District, Charter School and Renaissance School Project Comprehensive Equity Plan
Needs Assessment: 2019 - 2022***

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.

III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
2. The presentation of a full range of possible occupational, professional, and Career and Technical Education choices for all students, including careers in the science and technology industries and nontraditional careers.	Yes	Policy 6164.2 Guidance Services adopted 1/23/2006 – NJSBA updated August 1, 2016 Policy 6142.12 Career Education adopted 6/6/2011 – NJSBA updated July 1, 2016 Curriculum Offerings including family and consumer science, business, technology education, auto shop, and Air Force Junior ROTC Naviance lessons Counseling program addresses both interest and aptitude College and career night College representative on-site visits Post-secondary planning night Transition Program Job Sampling and Community Based Workplace Readiness Middle School Career Days Program description; summaries of events/vocational school recruitment, career day program, and departmental events. Documentation on Naviance system use and career/college search tools. Outreach efforts with community groups, special parent programs for Hispanic parents at the high school level, Black History programming. Continued expansion of efforts for Hispanic and limited English speaking, and first generation parents and students is ongoing and part of departmental focus area.	

***District, Charter School and Renaissance School Project Comprehensive Equity Plan
Needs Assessment: 2019 - 2022***

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.

III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
3. School counselors are using bias-free materials.	Yes	Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6164.2 Guidance Services adopted 1/23/2006 – NJSBA updated August 1, 2016 Naviance program All materials are state driven and structured by the American Association of School Counselors	
D. Equality and Equity in Physical Education <ul style="list-style-type: none"> N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972 <p>Ensure that the physical education program and instructional activities are equitable.</p>			
1. All instructional activities are equitable and are co-educational.	Yes	Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6142.04 Physical Education and Health adopted 11/10/2014 – NJSBA updated December 1, 2016 Physical Education Curriculum Adaptive Physical Education Curriculum	
E. Equality and Equity in Athletic Programs <ul style="list-style-type: none"> Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(d) and Title IX, Education Amendments of 1972 <p>Ensure that the Athletic Program accomplishes the following:</p>			

***District, Charter School and Renaissance School Project Comprehensive Equity Plan
Needs Assessment: 2019 - 2022***

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.

III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
1. Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.	Yes	Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6145.1/6145.2 Intramural Competition; Interscholastic Competition adopted 6/29/2015 – NJSBA updated January 23, 2018 Middle school and high school teams include male, female and co-ed teams	
2. Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Yes	Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6145.1/6145.2 Intramural Competition; Interscholastic Competition adopted 6/29/2015 – NJSBA updated January 23, 2018 Athletic schedules are developed to ensure equitable use of facilities and competition scheduling District facilities calendar	
3. Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Yes	Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6145.1/6145.2 Intramural Competition; Interscholastic Competition adopted 6/29/2015 – NJSBA updated January 23, 2018 All stipends are negotiated by West Orange Education Association The purchase and maintenance of equipment is determined as needed by the athletic department in consultation with the respective principal. Budget	

***District, Charter School and Renaissance School Project Comprehensive Equity Plan
Needs Assessment: 2019 - 2022***

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.

III. School and Classroom Practices	Compliant (Yes or no)	Documentation or Evidence to Substantiate Compliance <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
4. Provides comparable facilities for male and female teams.	Yes	Policy 5145.4 Equal Educational Opportunity adopted 7/19/2011 – NJSBA updated March 16, 2018 Policy 6145.1/6145.2 Intramural Competition; Interscholastic Competition adopted 6/29/2015 – NJSBA updated January 23, 2018 Male and female teams share the same competition facilities	

District, Charter School and Renaissance School Project Comprehensive Equity Plan
Needs Assessment: 2019 - 2022

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 4: Needs Assessment, Employment/Contract Practices

IV. Employment/Contract Practices <ul style="list-style-type: none"> 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 <u>must</u> 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 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4111 Recruitment, Selection and Hiring adopted December 17, 2018 Policy 4111.1/4211.1 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4113/4114 and 4213/4214 Assignment; Transfer adopted 8/16/2011 – NJSBA updated August 1, 2016 Policy 4211 Recruitment, Selection and Hiring of Non-Professional Staff adopted 4/16/2012 adopted December 17, 2018 Paper, electronic and web based job postings Web based application process that collects affirmative action data Attend job fairs Conduct a Diversity-Inclusion Job Fair Print and electronic advertisements Diversity, Equity & Access Committee: Recruitment & Retention Review of interview processes and selection of questions Expansion of partnerships with colleges and universities to diversity hiring	

***District, Charter School and Renaissance School Project Comprehensive Equity Plan
Needs Assessment: 2019 - 2022***

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.

IV. Employment/Contract Practices <ul style="list-style-type: none"> 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 <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
2. Target recruiting practices for under-represented populations in every category of employment.	Yes	Policy 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4111 Recruitment, Selection and Hiring adopted December 17, 2018 Policy 4111.1/4211.1 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4211 Recruitment, Selection and Hiring adopted December 17, 2018 Paper, electronic and web based job postings Web based application process Attend job fairs Conduct diversity and inclusion job fair Print and electronic advertisements	

***District, Charter School and Renaissance School Project Comprehensive Equity Plan
Needs Assessment: 2019 - 2022***

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.

IV. Employment/Contract Practices <ul style="list-style-type: none"> 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 <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
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 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4111 Recruitment, Selection and Hiring of Professional Staff adopted 4/16/2012 Policy 4111.1/4211.1 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4211 Recruitment, Selection and Hiring of Non-Professional Staff adopted 4/16/2012 adopted-December 17, 2018 Review of protected categories with interview committees Standard processes for the collection, review, and distribution of employment applications Standard hiring practices for the district Standard interview questions, writing sample, etc. for each open position (candidate packet)	
4. Monitor promotions and transfers to ensure non-discrimination.	Yes	Policy 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4111.1/4211.1 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4113/4213 Assignment; Transfer adopted 8/16/2011 – NJSBA updated August 1, 2016 Review of protected categories with interview committees Standard processes for the collection, review, and distribution of employment applications Standard hiring practices for the district Standard interview questions, writing sample, etc. for each open position	

***District, Charter School and Renaissance School Project Comprehensive Equity Plan
Needs Assessment: 2019 - 2022***

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.

IV. Employment/Contract Practices <ul style="list-style-type: none"> 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 <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
5. Ensure equal pay for equal work regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	Policy 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4111 Recruitment, Selection and Hiring of Professional Staff adopted 4/16/2012 Policy 4111.1/4211.1 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4211 Recruitment, Selection and Hiring of Non-Professional Staff adopted 4/16/2012 adopted December 17, 2018 Salary guides negotiated with WOEa, WOAA, and Local 68	
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	Policy 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 3327 Relations with Vendors adopted 2/26/2013 Policy 4111 Recruitment, Selection and Hiring of Professional Staff adopted 12/17/2018 Policy 4111.1/4211.1 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4211 Recruitment, Selection and Hiring of Non-Professional Staff adopted 4/16/2012 adopted December 17, 2018 Standard Operating Procedures/Internal Controls Manual Purchasing Manual and Purchasing Agreements Requests for Proposals, Bid Openings Business Office Forms	

***District, Charter School and Renaissance School Project Comprehensive Equity Plan
Needs Assessment: 2019 - 2022***

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.

IV. Employment/Contract Practices <ul style="list-style-type: none"> 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 <u>must</u> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
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 2224 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4111 Recruitment, Selection and Hiring of Professional Staff adopted 12/17/2018 Policy 4111.1/4211.1 Non-discrimination/Affirmative Action adopted 7/14/2014 – NJSBA updated July 1, 2016 Policy 4211 Recruitment, Selection and Hiring of Non-Professional Staff adopted 4/16/2012 adopted December 17, 2018 Collective Bargaining Agreements with WOE, WOAA, and Local 68 Paper, electronic and web based job postings Web based application process Attend job fairs Conduct diversity and inclusion job fair Print and electronic advertisements	

Comprehensive Equity Plan Corrective Actions: 2019-2022

I. Board Responsibility

School District, Charter School or Renaissance School Project Name: WEST ORANGE PUBLIC SCHOOLS, ESSEX COUNTY, NJ

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
A	Crosswalk NJSBA policies and adopt Strauss Esmay policies and regulations	Superintendent	Fall 2019-ongoing	New Policies-Resolutions with Board adoption dates
A	Establish Diversity Committee Subcommittee to establish year-long goals, objectives & desired outcomes	Diversity Subcommittee	Ongoing	Completed Action Plan
A-1	Create and conduct a survey of staff	Administration	Fall 2019	Survey results
A-1d	Expand staff training	Administration	2019-ongoing	Attendance forms and program
A-2	Analyze district data of staff- by Administration and staff	Central Office	Ongoing each year	Administration and Faculty meeting agendas
A-2	Create and Affirmative Action Plan based on staff data and survey results	Diversity Committee	Fall 2019	Completed plan
A-3	Appoint and train AAO in each building	Central Office	Fall 2019	Appointments and training
C	Collect and present testing data annually to the public	Central Office	Fall each year	Presentation by Board of Education
D-2	Provide AAO training of building reps	Central Office	Fall each year	Attendance sheets and certificates
D-3	Improve Affirmative Action portion of website	Human Resources	Summer 2019	Website update
D-4	Update, post and communicate Affirmative Action processes and procedures	Human Resources	Summer 2019	Website and electronic brochure
D-6	Expand training: all staff	Administration	Annually	Training modules and attendance

Comprehensive Equity Plan Corrective Actions: 2019-2022

II. Staff Development and Training

School District, Charter School or Renaissance School Project Name: WEST ORANGE PUBLIC SCHOOLS, ESSEX COUNTY, NJ

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
A-1	Familiarize staff with terms and issues as it relates to diversity and inclusion	Administration and Affirmative Action Team	2019 - ongoing	Training schedules, workshops, modules and attendance forms
A-1	Enhance understanding of the diverse experiences, backgrounds and cultures of all people	All staff	2019 - ongoing	Training schedules, workshops, modules and attendance forms
A-1	Provide cultural competency training to all administration and staff	Central Office Administration	2019 - ongoing	Training schedules, workshops, modules and attendance forms
A 1 & 2	Establish a School Community Diversity Committee	Central Office	Summer 2019, ongoing	Meeting schedules and agendas
A 1 & 2	Establish Diversity Committee Subcommittee to create goals, objectives and outcomes desired	Diversity Subcommittee	Ongoing	Completed Action Plan
II A.1	New staff training and onboarding	Principals	Summer 2019, 2020, 2021	Training modules and feedback surveys
II A.1	Schedule professional development days for district staff	Central Office	Ongoing	Feedback surveys
II A.1	Faculty Meetings and breakout sessions and Professional Learning Communities	Building Level	Ongoing	Agendas and attendance

Comprehensive Equity Plan Corrective Actions: 2019-2022

III. School and Classroom Practices:

Equality and Equity in Curriculum

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 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
A-1	Implementation of new <i>Intro to Spanish</i> course for special needs and low performing students	Supervisor of World Language & ESL	Fall 2019	Program of studies and course master schedule
A-1	Develop a district and minority student achievement report	Building Principals	Annually	Completed report
A-1	Continue textbook audit process for the four domains of anti-bias education	Building Principals and Supervisors	Ongoing	Completed audit
A-1-a	Develop and incorporate social-emotional counseling	Director of Guidance	Ongoing	Program and Curriculum
A-1-a	Review Domain 4 of Admin. Eval Instr. with focus on equity and cultural responsiveness	Central Office	Ongoing	Observation Training Module
A-1-e	Provide findings to staff from the ELA evaluation committee and text audit	Assistant Superintendent Supervisors	Ongoing	Meeting agenda with staff
B-4	Review entrance criteria for all academic programs and courses to ensure equity and inclusion	Assistant Superintendent Principals Supervisors	Ongoing	Admissions criteria and program course data
B-4-b	Prepare and present data reviewing student suspensions, detentions, expulsions, drop-outs or special needs students so not disproportionately represent minority and male students	Building Administration	End of year	Generated report

Comprehensive Equity Plan Corrective Actions: 2019-2022

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

School District, Charter School or Renaissance School Project Name: WEST ORANGE PUBLIC SCHOOLS, ESSEX COUNTY, NJ

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
A-1	Plan to institute an African American Heritage Club for students	High School Administration Club Advisor(s)	Fall 2019-ongoing	Board approval of club Club roster and activities
A-1	Plan to institute Gay Straight Alliance (GSA) club at middle school	Principal Club Advisor(s)	Fall 2019-ongoing	Board approval of club Club roster and activities
A-1-2-3	Create Diversity Committee Subcommittee to establish year long goals, objectives and outcomes	Diversity Committee Subcommittee	Ongoing	Completed Action Plan
B-4-a	Analysis of G&T enrollment data for diversity breakdown	Assistant Superintendent	Fall 2019	Analysis and breakout of data

Comprehensive Equity Plan Corrective Actions: 2019-2022

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

School District, Charter School or Renaissance School Project Name: WEST ORANGE PUBLIC SCHOOLS, ESSEX COUNTY, NJ

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
C-1	Expand Counseling programs and services for WOMA students "Alternative Program" conflict resolution, restorative ISS, and graduation rates	Director of Guidance, WOMA Coordinator	Ongoing	Guidance Publications
C-1	Develop through re-entry programs for students expanded parent options for continued parent support	Director of Guidance, Administrators	Ongoing	Listing-publication of support options
C-1	Develop a plan to update the student body and parents on the new parameters, giving the scoring of SATs which includes an "Adversity Index."	Director of Guidance	Ongoing	Program outlines and agenda
C-1	Train counselors on the "Adversity Index" in use by the College Board for SAT Scoring	Director of Guidance	Fall of each year	Program materials and agendas

Comprehensive Equity Plan Corrective Actions: 2019-2022

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

School District, Charter School or Renaissance School Project Name: WEST ORANGE PUBLIC SCHOOLS, ESSEX COUNTY, NJ

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
E-1	Data analysis of all programs, levels and number of participants per level and totals	Athletic Director and Assistant Principals	Fall 2019I - ongoing	Program analysis
E-1	Adjust elementary schedules to meet the 150-minute requirement for Health and Physical Education	Principals	Fall 2019	New schedule and curriculum revisions
E-2	Analysis of schedules and facilities use	Athletic Director and Assistant Principals	Seasonal - ongoing	Schedules and facilities reports
E-3	Establish a program cost analysis per sport for all program expenses with a cost per participant	Athletic Director and Assistant Principals	Fall 2019- ongoing	Analysis report document

Comprehensive Equity Plan Corrective Actions: 2019-2022

IV. Employment/Contract Practices

School District, Charter School or Renaissance School Project Name: WEST ORANGE PUBLIC SCHOOLS, ESSEX COUNTY, NJ

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
A & B	Establish Diversity Committee Subcommittee to establish year long goals, objectives and outcomes	Diversity Committee Subcommittee	Ongoing	Action Plan completed
A-1	Establish tracking system of district data for hiring process	Human Resources	Ongoing	Tracking documents
A-1	Establish hiring goals using District Diversity Committee	Human Resources	Ongoing	Established goals
A-1	Collect and analyze total staffing data pertaining to diversity and inclusion	Human Resources	Ongoing	Data and meeting agendas
A-1	Analyze hiring data for the 2019-2020 school year in comparison to 2018-2019	Human Resources	Fall 2019, ongoing	Statistics and data chart
A-1	Promote gender analysis of hiring	Human Resources	Fall 2019, ongoing	Statistical data chart with focus on diversity and inclusion
A-2	Expand job recruiting areas and geographic regions outside suburban NJ	Human Resources	Ongoing	Attendance at job fairs

Comprehensive Equity Plan Corrective Actions: 2019-2022

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion
A-2	Develop relationships with local colleges and universities	Superintendent Director of Human Resources Supervisors	Ongoing	List of local college and university contacts
A-2	Attend job fairs at colleges and universities that target minority candidates	Director of Human Resources District Administrators	Ongoing	List of job fairs targeting minority candidates
A-2	Research colleges and universities that target minority candidates in the field of education using available data in the counseling department	Director of Guidance	Ongoing	List of colleges and universities targeting minority candidates
A-2	Contact local minority organizations to establish relationships for recruiting certificated and non-certificated employees (buildings and grounds, transportation, clerical, paraprofessional)	Director of Human Resources	Ongoing	List of local minority organizations and recruiting contacts
A-2	Conduct an in-district diversity and inclusion job fair to recruit certificated and non-certificated staff	Director of Human Resources District Administrators	Ongoing	Create committee, develop a plan, establish the associated event costs, select a date, prepare advertisements, organize and conduct event, debrief and make notes for future events
A-2	Analyze diversity job fair data; regarding attendance, follow-up interviews and staff hires	Human Resources	Fall of each year	Data analysis documents and booklet
A-3	Provide assistance with Applicant Tracking application	Human Resources	Ongoing	Training sessions
A-4	Balance building diversity through transfers and reassignments	Administration	Ongoing	Board agendas

**Applications for Absence for School Business 2019-2020
2-10-20**

Name	Position	School	Conference	Dates	Amount	Funded
Eileen Aker	Basic Skills Teacher	Hazel	MUJC New Jersey Tiered System of Support Toolkit for Schools New Providence, NJ	3/31/20	\$115.00	Local
Chris Aker	Learning Consultant	Hazel	Mental Health Issues in the K-5 Classroom Edison, NJ	4/22/20	\$209.99	Local
Tim Beaumont	Principal	Redwood	Mental Health Issues in the K-5 Classroom Edison, NJ	4/22/20	\$209.99	Local
Rebecca Beutel	School Counselor	Redwood	Mental Health Issues in the K-5 Classroom Edison, NJ	4/22/20	\$209.99	Local
Cheryl Butler	Director of Guidance	WOHS	RIISA / Ramapo for Children Culture, Climate, and Community Conference New Brunswick, NJ	3/17/20, 3/18/20	\$300.00	Local
Dr. J. Scott Cascone	Superintendent	Administration Building	The New Jersey Special Education Annual Summit: Supporting the Whole Child: Exploring Practical Solutions for Mental Health, Safety, and Social-Emotional Learning Monroe Township, NJ	5/1/20	\$149.00	Local
Florence Chirichiello	School Counselor	Kelly	NJASSW 59th Annual Spring Institute School Social Workers: Addressing Critical Social Stressors in Schools Iselin, NJ	3/23/20	\$100.00	Local
Eveny de Mendez	Assistant Superintendent	Administration Building	RIISA / Ramapo for Children Culture, Climate, and Community Conference New Brunswick, NJ	3/17/20, 3/18/20	\$300.00	Local
Eveny de Mendez	Assistant Superintendent	Administration Building	MUJC New Jersey Tiered System of Support Toolkit for Schools New Providence, NJ	3/31/20	\$115.00	Local
Kristin Gogerty	Director of Special Services	Administration Building	The New Jersey Special Education Annual Summit: Supporting the Whole Child: Exploring Practical Solutions for Mental Health, Safety, and Social-Emotional Learning Monroe Township, NJ	5/1/20	\$149.00	Local

Terry Granato	NCLB/Title I Program Director	Administration Building	MUJC New Jersey Tiered System of Support Toolkit for Schools New Providence, NJ	3/31/20	\$115.00	Local
Melissa Halter	Basic Skills Teacher	Redwood	MUJC New Jersey Tiered System of Support Toolkit for Schools New Providence, NJ	3/31/20	\$115.00	Local
Pamela Halstead Stewart	School Counselor	Edison	Foundations of SECD and Pedagogy and Practice Morristown, NJ	4/20/20, 4/24/20	\$398.00	Local
Jaclyn Headlam	SAC	WOHS	34th Annual Conference Association of Student Assistance Professionals of NJ (ASAP) Atlantic City, NJ	2/26/20 - 2/27/20	\$288.86	Local
Colleen Horan	Speech Therapist	Kelly	Level 1 Training for Picture Exchange Communication System Toms River, NJ	2/20/20, 2/21/20	\$390.00	Local
Lionel Hush	Principal	Roosevelt	RIISA / Ramapo for Children Culture, Climate, and Community Conference New Brunswick, NJ	3/17/20	\$175.00	Local
Nathaniel Johnson	Occupational Therapist	Kelly	Conference for School Based Occupational Therapists Clark, NJ	3/3/20	\$294.99	Local
Allison LeGates	Special Education Teacher	Redwood	Mental Health Issues in the K-5 Classroom Edison, NJ	4/22/20	\$209.99	Local
Yajing Li	Chinese Teacher	Liberty	National Chinese Language Conference 2020 Orlando, FL	5/7/20 - 5/10/20	\$1,614.00	Confucius Grant

Applications for Absence for School Business Extracurricular Activities 2019-2020						
Cynthia Critelli	Family & Consumer Science Teacher / Chaperone	WOHS	FCCLA State Leadership Conference Cherry Hill, NJ	3/19/20, 3/20/20	\$344.00	Local
Maria Frangos	Business Education Teacher / Chaperone	WOHS	FBLA State Competition Atlantic City, NJ	3/18/20 - 3/20/20	\$858.48	Local
Anne Hanson	Business Education Teacher / Chaperone	WOHS	FBLA State Competition Atlantic City, NJ	3/18/20 - 3/20/20	\$858.48	Local
Jill Thompson	Family & Consumer Science Teacher / Chaperone	WOHS	FCCLA State Leadership Conference Cherry Hill, NJ	3/19/20, 3/20/20	\$344.00	Local

Student Teaching / Practicum 2019-2020**2.10.20**

Student Teacher Candidate	Affiliated University	Effective Dates
Lauren Facher	Caldwell University	2/11/20 - 5/8/20
Jennifer La Pelusa	Caldwell University	2/11/20 - 5/8/20



2020 SUMMER ENRICHMENT PROGRAM

June 29 – July 24, 2020



West Orange High School, 51 Conforti Avenue **8:30 AM – 12:15 PM**,
Monday through Friday. Extended day services are available
from **12:15 PM - 4:00 PM** for an additional fee.

FOR STUDENTS RESIDING IN WEST ORANGE ENTERING GRADES 2-8.

The West Orange Summer Enrichment Program offers musical, artistic, theatrical, dance, academic and physical fitness experiences. Students may select courses that suit their abilities and interests.

We are adding a New Course this year called “Book Club.”

For further details and to obtain a brochure immediately, you can go to the District’s Website and locate the drop down menu “For Parents” and you will find a link there to the Summer Enrichment Brochure.

The following URL address will also provide access:
www.woboe.org/summer2020

**THE WEST ORANGE PUBLIC SCHOOLS
WELCOMES YOU TO THE 2020 SUMMER ENRICHMENT PROGRAM!**

The West Orange Summer Enrichment Program offers musical, artistic, and academic experiences which develop creativity, intellectual skills, and performing talents. Students may select courses that suit their abilities and interests. Secondary aged students participate in more advanced performing ensembles and courses in advanced artistic and musical concepts, as well as sophisticated academic classes. Elementary aged students develop their basic musical, artistic, and academic skills. The Preparatory Division gives the student (entering grades 2 through 3) the opportunity to explore and discover a mix of musical, artistic, and fitness activities. The final concerts will feature many performing ensembles and a showcase of artwork. We are proud to serve the West Orange community in a rewarding, fun-filled summer.

GENERAL INFORMATION

- Any student entering grades 2-8, and a resident of West Orange, is eligible to attend the Summer Enrichment Program.
- This year, classes will meet at **West Orange High School, 51 Conforti Avenue**
8:30 AM – 12:15 PM, Monday through Friday.
- A full-time student will enroll in five, forty minute classes, while a part-time student may choose an instrumental ensemble course and an instrumental music lesson.
- Final bill will be sent home on **Monday June 8, 2020** and schedules will be sent home on **Monday June 22, 2020**.
- **Extended Day Program-Details about the extended day program are in the back of this brochure.**
- The registration form, non-refundable registration fee (\$25.00) and the outstanding balance should be paid by check or money order **made payable to WOBOE. (NO CASH)**
- Registration package should be sent to:

Mr. Louis Quagliato, Director of Visual and Performing Arts
West Orange Board of Education
179 Eagle Rock Avenue
West Orange, NJ 07052

- **Transportation cannot be provided by the Board of Education.**

It is recommended that students register as early as possible in order to receive the best possible course selection, as maximum enrollments have been established for all courses.

CALENDAR

Friday, June 5	Mail-in registration period ends. **After this date, you can still register in person at 179 Eagle Rock Avenue until the first day of classes**
Monday, June 8	Invoice Letters for Final Balance will be mailed
Friday, June 19	Final payment due
Monday, June 29	Classes begin
	<u>Final Performances</u>
Monday, July 20	Prep Division Concert
Tuesday July 21	Guitar and String Ensembles
Wednesday, July 22	Theater & Dance
Thursday, July 23	Band Ensembles
Friday, July 24	Last day of school-Faculty Concert

The school will be closed on Friday, July 3rd

TUITION

\$410.00	Tuition for full-time student
\$25.00	<u>DEPOSIT</u> - This \$25.00 is non-refundable and is due with completed registration form. <u>(\$25.00 is deducted from the tuition.)</u>
\$355.00	Extended Day Program
\$195.00	Tuition for part-time student (enrollment in instrumental music ensemble course and instrumental music lesson only).
\$20.00	Additional charge for Science and Technology projects.
\$30.00	Daily guest fee (check or money order made payable to WOBOE) (NO CASH).
\$45.00	Instrument rental fee.(No need to rent if you own or are currently renting)
\$25.00	Discount for each additional family member enrolled as a full-time student in program.

Financial aid, in limited amounts, is available to families experiencing economic difficulties. Financial aid applications will be sent upon request by calling the office of the Director of Visual and Performing Arts at **973-669-5400, ext 20571**. In order to be considered for financial assistance, all applications must be received by **May 22, 2020**.

PTA scholarships are also awarded to students through each individual school. Students who wish to apply for a scholarship can obtain a form from their school's main office. **THESE FORMS SHOULD BE COMPLETED AND RETURNED TO THE BUILDING PRINCIPAL.**

COURSE DESCRIPTIONS INSTRUMENTAL MUSIC LESSONS

Open to and highly recommended for **students entering grades 4-8**. Small group lessons are offered. ***Students selecting any of the lesson groups below ARE EXPECTED to select the corresponding ensemble.*** (See *GUIDE* under *Performing Ensembles*)

"B" (Beginner)	courses are for beginners only
"INT" (Intermediate)	courses are for students with 1-2 years experience
"ADV" (Advanced)	courses are for those students with 3 or more years experience on their instrument. Be sure to also select a Band or Orchestra in which you may play your instrument

<u>Course</u>	<u>Number</u>	<u>Course</u>	<u>Number</u>
Flute B	100	Trombone/Baritone INT	113
Flute INT	101	Trombone/Baritone ADV	114
Flute ADV	102	Percussion B	115
Clarinet B	103	Percussion INT/ADV	116
Clarinet INT	104	Guitar B	117
Clarinet ADV	105	Guitar INT	118
Saxophone B (<i>Entering 5th grade</i>)	106	Violin/Viola/Cello B	201
Saxophone INT	107	Violin/Viola/Cello INT	202
Saxophone ADV	108	Violin/Viola/Cello ADV	203
Trumpet/French Horn B	109	Oboe B	204
Trumpet/French Horn INT	110	Oboe INT	205
Trumpet/French Horn ADV	111	Oboe ADV	206
Trombone/Baritone B	112	Piano Lab	207

PERFORMING ENSEMBLES

COURSE #207	PIANO LAB: This course is an introduction to piano performance and is designed to give students an opportunity to study the piano in a group lesson setting. Students will develop technical facility, be exposed to Traditional and Contemporary music and enhance their sight-reading skills. Students will learn to play basic songs and apply a foundation to music literacy skills through piano instruction.
COURSE #300	CADET BAND (BEGINNERS): Open to band instrument students entering grades 4-8 who are playing a musical instrument for the first time. Students will study basic music ensemble concepts and prepare for their performance at the final concert.
COURSE #301	PREPARATORY BAND (INTERMEDIATE): Open to students entering grades 4-8, with 1-2 years of instrumental experience. Students will rehearse and perform a variety of band repertoire suited for an ensemble with moderate experience. Music will vary in meter, style, and tempo.
COURSE #302	SYMPHONIC BAND (ADVANCED): For students entering grades 4-8 with 3 or more years of instrumental experience. A variety of band repertoire will be rehearsed and performed. Complex meter and style will be studied.
COURSE #303	CADET ORCHESTRA (BEGINNERS): Open to orchestral string instrument students (not guitar) entering grades 4-8 who are playing a string instrument for the first time. Students will study basic ensemble concepts and prepare for their performance at the final concert.
COURSE #304	REPERTORY ORCHESTRA (INTERMEDIATE): For orchestral string players (not guitar) entering grades 4-8 with 1-2 years instrumental experience. This group is for the developing string player. Basic ensemble techniques and concepts will be studied.
COURSE #305	SYMPHONIC ORCHESTRA (ADVANCED): For orchestral string players (not guitar) entering grades 4-8 with 3 or more years of instrumental experience. This orchestra is for the more advanced student. A variety of repertoire will be studied and performed and will feature upper position and advanced bowing work.
COURSE #307	JAZZ BAND: For students entering grades 6-8 with 2 or more years jazz instrument experience. The Jazz Ensemble will rehearse and perform a variety of repertoire from the blues, swing, and bebop eras.

GUIDE to selecting the ensemble which corresponds with the **Instrumental Music Lesson** classes.

Lesson Classification

"B" (Beginner)

"INT" (Intermediate)

"ADV" (Advanced)

Corresponding Ensemble

Cadet Band or Cadet Orchestra

Preparatory Band or Repertory Orchestra

Symphonic Band or Symphonic Orchestra

***Note: Students enrolled in guitar classes do not need to select a corresponding ensemble. They will automatically be enrolled in the guitar ensemble and will perform during the final week of the program.**

ART COURSES

- COURSE #400 **ADVENTURES IN MIXED MEDIA I (Formerly FUN WITH CRAFTS I):** For students entering grades 4-6. Explore the world of crafts! Students will use their imagination to develop and create several fun and creative arts and crafts projects. Emphasis will be placed on exploration and experimentation with candle making, casting from molds, sculpture, papermaking, and jewelry making.
- COURSE #401 **ADVENTURES IN MIXED MEDIA II (Formerly FUN WITH CRAFTS II):** For students entering grades 7-8. Explore the world of crafts! Students will use their imagination to further develop and create several fun and creative arts and crafts projects. Emphasis will be placed on candle making, mask making, castings from molds, sculpture, papermaking, and jewelry making.
- COURSE #402 **CERAMICS I:** For students entering grades 4-6. This course is a hands-on creative experience that introduces students to different hand-building clay techniques; pinch, coil, and slab. After the pieces have gone through the first kiln firing, students will learn various decoration techniques and glaze their ceramic pieces.
- COURSE #403 **CERAMICS II:** For students entering grades 7-8. This course is an advanced ceramic class that builds upon the knowledge and skills in Ceramics 1. Students will continue to develop their skills in hand-building, surface decoration, glazing, adding details to their ceramic pieces.
- COURSE #404 **ART DESIGN I:** For students entering grades 4-6. Explore the world of design! Surface design will be explored through hands-on experiences in tie dying, printmaking, bookbinding and paper design. Young artists will express their creativity through study and practice. Students will take home functional finished projects.
- COURSE #405 **ART DESIGN II:** For students entering grades 7-8. Explore the world of design! Students will experience advanced exploration in surface design. The class will include tie dying, printmaking, bookbinding and paper design. Functional finished projects will be displayed and can also be taken home.
- COURSE #406 **PAINTING PLUS I:** For students entering grades 4-6. Come and journey through a multicultural painting celebration. Explore painting and related mixed media while learning about art from all over the world.
- COURSE #407 **PAINTING PLUS II:** For students entering grades 7-8. Older students will explore painting and related mixed media while learning about art from all over the world.
- COURSE #408 **WORD ART: (Formerly CALLIGRAPHY I:)** Emphasis is on combining fun art techniques with typography and letter design to bring word art to life. Students will explore calligraphy, rubber stamping, collage, memory books, and graffiti block lettering techniques.

THEATER ARTS

- COURSE #500 **INTRODUCTION TO DRAMATIC ARTS:** For students entering grades 4-6, basic acting and improvisation techniques are studied. Students will have ample time to “set the stage, stand in the limelight, and create a character.”
- COURSE #501 **ADVANCED DRAMATIC ARTS:** For students entering grades 7-8. Advanced acting and improvisation techniques are studied.
- COURSE #502 **MUSICAL THEATER:** For students entering grades 4-6. Students will produce a full scale musical play with acting, singing, and creative movement.
- COURSE #503 **ADVANCED MUSICAL THEATER:** For students entering grades 7-8. Students will produce a full scale musical play with acting, singing, and creative movement.

ACADEMIC

- COURSE #600 **INTRO TO CODING (Formerly COMPUTERS I):** Students will learn the basics of coding through engaging game-based curriculum that teaches math, logic, and problem solving skills.
- COURSE #601 **DIGITAL IMAGING WITH PHOTOSHOP (Formerly COMPUTERS II):** Learn how to edit images using the industry standard software program Adobe Photoshop. Students will learn how to enhance photos, crop images, erase people\objects, add people\objects, and save digital images for use in other applications.
- COURSE #602 **ADV. DIGITAL IMAGING WITH PHOTOSHOP (Formerly COMPUTERS III):** Utilize advanced Adobe Photoshop techniques and features to create and enhance digital projects. Techniques include color alteration, use of filters, warping images, and cloning images.
- COURSE #603 **MATH QUEST I:** For students entering grades 4-6. Activities extend mathematical concepts including number sense, patterns, shapes, geometry, logic puzzles, and problem-solving fun.
- COURSE #604 **MATH QUEST II:** For students entering grades 7-8. Students exercise problem-solving skills, explore relationships between mathematics and art, and investigate the properties of mathematics as it occurs in the real-world.
- COURSE #605 **SCIENCE AND TECHNOLOGY I:** For students entering grades 4-6. Students will gain hands-on laboratory experiences. Environmental issues will be explored.
- COURSE #606 **SCIENCE AND TECHNOLOGY II:** For students entering grades 7-8. Students will study and explore today’s technological environment through hands-on activities. Topics such as energy, communication, and bio-related technologies will be explored.

Students taking a Science and Technology class will incur an additional \$20.00 charge for project supplies.

COURSE #607

SIBELIUS 6: This course is designed for advanced music students who would like to explore music writing and arranging using the Sibelius software. The course will provide a step by step approach to the use of Sibelius. Students will learn basic operations which enable them to copy, write or arrange music and produce musical scores.

FUN WITH CHINESE: Students will be introduced to the basics of Chinese language and culture through authentic songs, games, and dances. This course will be offered to students in 4th through 8th grade. It will expose students to the richness of Chinese culture and will lay the foundation for students interested in pursuing Chinese studies in their World Languages elective courses during the school year.

COURSE #608

FUN WITH CHINESE I: For students entering into grades 4-6. Students will learn to name everyday objects and have simple daily dialogues in Chinese through fun activities such as TaiChi Fan dance, simple Chinese cooking, playing pingpong, and Chinese games. They will also learn a set of Kungfu Moves.

COURSE #609

FUN WITH CHINESE II: Grades 7-8: Students will learn to name everyday objects and have simple daily dialogues in Chinese through fun activities. Activities include TaiChi Fan and Dragon dance, simple Chinese cooking, playing pingpong, and Chinese games.

NEW for 2020
COURSE #610

BOOK CLUB I: Grades 4-6, Do you love to read? Do you love a good book? Do you love talking to friends about good books? In this course, you will share your love of reading by engaging in a student-led book club with your peers. Students will choose a book from some of the latest and most popular chapter books and have multiple opportunities to share and discuss their reading experiences with peers who are reading the same book. Students will also keep their very own Reader's Journal to creatively respond to their reading. Time in class will be provided to read, however, reading at home is strongly encouraged!

COURSE #611

BOOK CLUB II: Grades 7-8, Do you love to read? Do you love a good book? Do you love talking to friends about good books? In this course, you will share your love of reading by engaging in a student-led book club with your peers. Students will choose a book from some of the latest and most popular YA (young adult) books and have multiple opportunities to share and discuss their reading experiences with peers who are reading the same book. Students will also keep their very own Reader's Journal to creatively respond to their reading. Time in class will be provided to read although reading at home is strongly encouraged!

FITNESS

COURSE #700

GYM JAMBOREE: For students entering grades 4-6. Students will be provided with individualized fitness records (a task sheet or card) for each fitness component. They will work on such items as flexibility, abdominal strength, endurance, upper body strength, and cardiovascular development.

COURSE #701

PHYSICAL FITNESS: For students entering grades 7-8. Individual sports skills will be emphasized in order to further develop fitness and conditioning for soccer, basketball and other sports.

COURSE #703 **BASEBALL/SOFTBALL FUNDAMENTALS:** Students entering grades 4-6 will learn the fundamentals of baseball and softball with an emphasis on HAVING FUN!! Instruction will include catching, throwing, hitting, bunting, fielding and running the bases. Students will learn the basic strategies of America's pastime through drills and games while developing athletic skills, speed and agility on the state of the art turf baseball field.

COURSE #704 **BASEBALL/SOFTBALL ADVANCED SKILLS:** Students entering grades 7-8 will learn more advanced skills of baseball and softball. Instruction will seek to develop the higher level skills associated with catching, throwing, hitting, bunting, fielding and running the bases. Pending enrollment, students will be more engaged in strategies associated with playing the Game of Baseball and Teamwork.

DANCE

COURSE #800 **ELEMENTS OF DANCE I:** For students entering grades 4-8 with no dance experience. This course contains today's popular music and dance steps with traditional styles, Broadway themes, and basic jazz technique.

COURSE #801 **DANCE PERFORMANCE SKILLS II:** For students entering grades 4-8 with 1-3 years of dance experience. This course will include jazz technique, popular music, dance steps with traditional styles, and Broadway themes.

COURSE #802 **ADVANCED DANCE III:** For students entering grades 4-8 with more than 3 years of dance experience. This course will include jazz technique, popular music, dance steps with traditional styles, and Broadway themes.

PREPARATORY DIVISION
STUDENTS ENTERING GRADES 2-3

COURSE #900

The classes are pre-scheduled in order for all students to have the opportunity to take the same classes. Students are divided into groups based on age and grade level. The typical day will include the following classes:

MUSIC: The teacher will introduce activities, which will develop a variety of musical skills and concepts. These include body movement to music, music reading, rhythmic dictation, and general music knowledge.

ART: The teacher will introduce the child to a variety of art activities and media, utilizing many materials. Activities include craft work, drawing, cutting and pasting, painting, clay, and sculpture.

DANCE: The children will learn basic dance steps designed to develop their body coordination to music. A dance production will be performed at the final concert.

CREATIVE WRITING/STORY TIME: Students will have the opportunity to develop their writing skills by creating short stories centered on a theme. The teacher will assist the student with improving word usage and grammar. During story time, children will hear and experience great classic stories.

MATH: Students' proficiency with mathematical concepts is enhanced through project based learning and the use of children's literature to make math experiences meaningful. Activities are designed to develop skill in basic numerical sense and operations, spatial understanding, algebraic reasoning and data analysis. Examples of the children's literature used in this program are *The Greedy Triangle* by Marilyn Burns, *Mouse Count* by Ellen Stoll Walsh, *The Doorbell Rang* by Pat Hutchins, and *Frog and Toad* by Arnold Lobel.

RECESS: Organized games will be provided. Parents are encouraged to send a nutritious snack with their child daily.

INSTRUMENTAL RENTAL INFORMATION

Musical instruments are available for rental. There is a **\$45.00 rental fee** due along with the non-refundable deposit of \$25.00 **payable to WOBEO (NO CASH)**. The instrument loan form must be completed.

If you wish to procure an instrument on your own, musical instruments are sold and rented to our students by some very reputable local vendors. You may wish to call these dealers or any others to compare prices and service. Some dealers give free summer rentals if the child rents an instrument the following fall.

Music Vendors

K & S Music	(908) 790-0400
Andy's Music Center	(973) 716-0400
The Music Den	(973) 838-5444
The Music Shop	(800) 553-0633

2020 SUMMER ENRICHMENT REGISTRATION FORM

(One per child)

Student's Name _____ Sex M _____ F _____

Grade/Entering Sept. 2020 _____ School/Entering Sept. 2020 _____

Home Address _____ E-mail address _____

You must provide an e-mail address in order to receive communication updates. PLEASE PRINT NEATLY

Home Phone # _____ Emergency (Cell) Phone # _____

Parents' Names _____ How many children in family will be attending this summer? _____

***OPTIONAL* PLEASE INCLUDE ANY ADDITIONAL INFORMATION THAT YOU FEEL WE SHOULD KNOW ABOUT YOUR CHILD.**

COURSE REQUESTS

Preparatory Division (entering grades 2-3) Course # _____

MAIN COURSE REQUESTS (entering Grades 4-8)

Date Received _____

Be sure to fill in all 5 periods and list in priority order.

COURSE NAME

COURSE #

1. _____
2. _____
3. _____
4. _____
5. _____

ALTERNATE COURSE REQUESTS (Entering Grades 4-8) (Must be listed)

COURSE NAME

COURSE #

1. _____
2. _____
3. _____

A non-refundable deposit of **\$25.00** must accompany each registration form. A **\$45.00** instrumental loan fee is due with deposit if renting an instrument. **Please make checks payable to WOBOE.**

PLEASE CHECK APPROPRIATE BOX(S)

☐ **\$410.00** full-time Summer Enrichment student tuition (8:30-12:15) ☐ **\$355.00** Extended Day Program (12:15-4:00)
Includes the \$25.00 deposit

☐ **\$195.00** part-time Summer Enrichment student tuition ☐ **\$20.00** Science & Tech Supplies
(Part-time is for instrumental group lesson and ensemble)

Enclosed is my non-refundable deposit of _____

A **\$45.00** instrumental fee is enclosed (if renting an instrument) _____

Please mail or hand deliver registration forms **by Friday, June 5, 2020 to:**

DO NOT SEND FORMS TO WEST ORANGE HIGH SCHOOL.

Mr. Louis Quagliato
West Orange Board of Education
179 Eagle Rock Avenue
West Orange, New Jersey 07052

I hereby give my child permission to attend the **2020 Summer Enrichment Program.** _____

Parent/Guardian Signature

I hereby give permission for my child to receive emergency medical treatment if I cannot be reached. Please list any special medical needs or requirements. _____

(Parent/Guardian Signature)

NO REFUNDS WILL BE ISSUED AFTER JULY 3, 2020

INSTRUMENTAL RENTAL FORM

The West Orange Public Schools' Summer Enrichment Program will obtain a musical instruments from K&S Music for the exclusive use of our students if there is a need. If you currently are renting an instrument, it recommended that you retain that instrument. Rental instruments will be distributed during the first day of classes. There is a **\$45 rental** charge per instrument.

The following are instruments available for students entering grades 4-8: flute, clarinet, bass clarinet oboe, saxophone, trumpet, French horn, trombone, baritone, tuba, violin, viola, cello, bass, bell kit, and guitar.

Student's Name: _____

Address: _____

Home Phone: _____

Grade/Entering Sept. 2020 _____ School/Entering Sept. 2020 _____

Instrument Requested: _____ Size _____ (String instruments only)

Important!!

****When renting a string instrument, please indicate the size (1/4, 1/2, 3/4, or 4/4). ****
See reverse side of this form for measuring guidelines

1. I agree to assume full responsibility for loss or damage to the instrument loaned to us.
2. I understand that this instrument must be returned at the end of the Summer Enrichment Program.
3. I am including a **\$45 instrument rental fee (payable to WOBOE)**.

Parent/Guardian Signature

Date

Registration/Instrumental Loan form must be received by **Friday June 7, 2019**.

Questions?

Call Louis Quagliato, Director of Visual and Performing Arts, 973-669-5400, ext 20570 or e-mail at lquagliato@westorangeschools.org

****Important** If you own an instrument or have been renting an instrument, you do not need to rent one from the summer enrichment program**

Violin Size Guideline

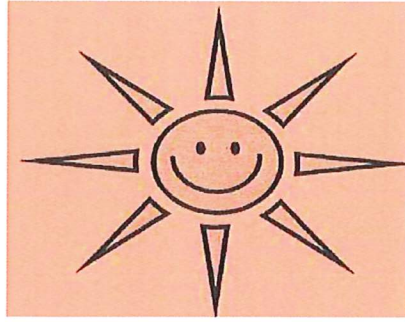
It's always best to consult your teacher to determine the correct size instrument.

The following chart lists the length of each violin size. To measure what size violin best suits your child, you need to know the length between your neck and the middle of your left-hand palm or left wrist.

Violin Size	Length (in inches)
4/4 (Full Size)	23
3/4	22
1/2	20
1/4	18 1/2
1/8	16 1/2
1/10	15
1/16	14
1/32	13

Another more general way of determining the size is by age. If the above, arm length information, is available, it is the more accurate way to determine size. Otherwise, you can use the age chart below to make the determination.

Violin Size	Age
4/4 (Full Size)	11 years to adult
3/4	10-11
1/2	8-9
1/4	6-7
1/8	5
1/10	4
1/16	3 1/2
1/32	3 and younger



West Orange Summer Enrichment Extended Day Program – **Tuition: \$355.00**
Time: From 12:15 - 4:00

This program is an extension of the Summer Enrichment Program and is offered to those students attending the Summer Enrichment Program. The purpose of the Extended Day Program is to provide supervised, varied, educational and fun activities for school-age children beyond the Enrichment Program. This program offers flexibility to working families by providing continued child care to enrolled students under the supervision of certified educators.

The program will provide services from **12:15pm - 4:00pm** daily beginning **Monday, June 29, 2020** and ending on **Friday, July 24, 2020**. Parents are required to fill out an additional registration form to enroll their child/children in this program. Enrollment in the Extended Day program will cost an additional **\$355.00**.

Parents/guardians may choose to pick their child up prior to the end of the day however, no monies will be refunded. Late fees will be charged to any parent/guardian requiring a late afternoon pick-up.

(See Late Afternoon-Pick-Up Policy)

Upon dismissal from Summer Enrichment Program, students in the Preparatory Division will be picked up near their classes and escorted to the Tarnoff Cafeteria by a teacher. Students entering grades 4-8 will go directly to the Tarnoff Cafeteria. Attendance will be taken daily to ensure all students have arrived safely. A lunch break will be provided until 1:00. Students are expected to bring lunch daily since there is no food available for purchase. Refrigerators and microwaves are not available. Therefore lunches should be packed accordingly (including utensils) Following lunch, students will begin rotating through their afternoon activities.

Students entering **grades 6, 7 & 8** will rotate through three, 50-minute, structured sports activities. These activities will vary from week to week, perhaps even daily. Depending on the students' skill levels, the teachers will adapt the program as necessary. Water breaks are provided as needed.

Students entering **grades 2-5** will also rotate throughout the afternoon participating in organized play and sports; arts and crafts; games and piano lab. These students will be escorted by teachers and/or student helpers to their respective activities. At approximately **3:40 ALL** students in the extended day program will be returned to the Tarnoff Cafeteria for dismissal at **4:00 pm**. **For safety reasons, students are NOT permitted to walk home from the Extended Day Program.**

The above stated activities are the plan for the population in attendance; however, the program remains flexible. The program will be structured according to the number of students enrolled and the ages of the students enrolled so as to meet the needs of the attending population. The scope of the program lies in the aforementioned lessons/activities but can change upon registration.

Students are responsible for their belongings. They are advised to leave their backpacks and instruments in the Turnoff Cafeteria during their rotations. Electronic devices and cell phones are encouraged to remain home.

The Extended Day Program is an optional service. Students are expected to conduct themselves in a respectful manner abiding by rules and procedures set forth in the first few days. Any student causing disruptive behavior or displaying non-compliance may be excused from the program at the request of the Extended Day Team member.

Teachers are contracted until 4:00 p.m. on the days the Enrichment Program is in session. We realize that sometimes emergencies or unexpected delays arise therefore the following policy has been adopted:

Late Afternoon Pickup Policy

Extended Day Pick Up is at 4:00 p.m. There will be a 10 minute grace period before a late afternoon pick up fee will be charged. (The clocks posted in the Turnoff Cafeteria will be used to determine the time.) If you need to use a late afternoon pick up, it will be **\$10.00** at 4:11 and an additional **\$1.00/minute** thereafter.

Example: If you were to pick up your child at 4:14 p.m., the charge would be \$13.00. A child picked up at 4:20 p.m. would be \$19.00.

Payment can be made with a check or money order **payable to WOBEO (NO CASH)** and given to the Enrichment office. These fees are due upon pick up or within 24 hours of using this service. If late afternoon pick up fees are not paid prior to the end of the program, future enrollment will not be permitted.

REGISTRATION FORM

(You ONLY need to complete this Form if you require Extended Day Services)

Child's Name: _____ Birthdate: _____

Child's Age: _____ Sex: _____ Grade Entering 2020: _____

Home Phone: _____ E-mail address: _____

PLEASE PRINT NEATLY

Address: _____ City: _____ Zip: _____

Parent(s)/Guardian(s) Name(s): _____

Work Phone: _____ Home Phone: _____

Cell: _____

Parent(s)/Guardian(s) Name(s): _____

Work Phone: _____ Home Phone: _____

Cell: _____

The following individuals may be contacted in case of an emergency:

Name: _____ Relationship: _____

Day Phone: _____ Cell Phone: _____

Name: _____ Relationship: _____

Day Phone: _____ Cell Phone: _____

*****MEDICAL INFORMATION:**

List any medications, allergies, or limitations requiring special attention:

I have read and fully understand the policies outlined in the Extended Day Program.

Parent's Signature: _____ Date: _____

	2020-2021 Calendar Central Office Administrative Personnel	
Event/Holiday	Day(s) Off	# of Days
Independence Day	Friday, July 3	1
Labor Day	Monday, September 7	1
Yom Kippur	Monday, September 28	1
Election Day	Tuesday, November 3	1
NJEA Convention	Thursday, November 5; Friday, November 6	2
Thanksgiving	Thursday, November 26; Friday, November 27	2
Holiday Recess	Thursday, December 24; Friday, December 25; Thursday, December 31	3
New Year's Day	Friday, January 1	1
Martin Luther King	Monday, January 18	1
Presidents' Day	Friday, February 12; Monday, February 15	2
Good Friday	Friday, April 2	1
Memorial Day	Monday, May 31	1
Holiday	Floating*	1
Total		18

**to be used between September 8, 2020 and June 24, 2021 when school is not in session for students and/or for staff.*

	2020-2021 Calendar Transportation Department	
Event/Holiday	Day(s) Off	# of Days
Independence Day	Friday, July 3	1
Labor Day	Monday, September 7	1
Yom Kippur	Monday, September 28	1
Election Day	Tuesday, November 3	1
Thanksgiving	Thursday, November 26; Friday, November 27	2
Holiday Recess	Thursday, December 24; Friday, December 25; Thursday, December 31	3
New Year's Day	Friday, January 1	1
Martin Luther King	Monday, January 18	1
Presidents' Day	Monday, February 15	1
Good Friday	Friday, April 2	1
Memorial Day	Monday, May 31	1
Total		14

	2020-2021 Calendar Buildings & Grounds Department	
Event/Holiday	Day(s) Off	# of Days
Independence Day	Friday, July 3	1
Labor Day	Monday, September 7	1
Yom Kippur	Monday, September 28	*
Election Day	Tuesday, November 3	*
Thanksgiving	Thursday, November 26; Friday, November 27	2
Holiday Recess	Thursday, December 24; Friday, December 25; Thursday, December 31	3
New Year's Day	Friday, January 1	1
Martin Luther King	Monday, January 18	*
Presidents' Day	Monday, February 15	*
Good Friday	Friday, April 2	1
Memorial Day	Monday, May 31	1
Floating*		4
Total		14

** If a staff member chooses to work on a date designated as a floating holiday, that day may be applied to a future date, with prior approval of the immediate supervisor.*