

**CAMDEN CITY PUBLIC SCHOOLS**

# **COMPREHENSIVE EQUITY PLAN**

**for the Academic Years**

**2007 - 2010**



***Dr. Bessie LeFra Young***  
***Superintendent of Schools***

***Dr. Joann Manning***  
***Consultant***  
***Transition Team***

***Submitted By***  
***Ms. Kimberlee Buell-Alvis***  
***Affirmative Action Officer***

***New Jersey State Department of Education***  
***Division of Student Services***  
***Office of Specialized Populations***

**CAMDEN CITY BOARD OF EDUCATION**  
**201 North Front Street**  
**Camden, NJ 08102**

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**Ms. Kimberlee Buell-Alvis, Affirmative Action Officer**

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CAMDEN CITY PUBLIC SCHOOLS  
***COMPREHENSIVE EQUITY PLAN***

***INTRODUCTION/PHILOSOPHY***

***Equal opportunity*** for all persons regardless of race, creed, color, sex, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status is the fundamental policy of the Camden Board of Education. It is a legal, social, and moral necessity for any institution responsible for preparing individuals for maximum participation in our society.

***Equal opportunity*** is the intrinsic right of all persons, who can work and advance on the basis of merit, ability and potential, but the history of the United States shows clearly that this right has been severely restricted by discriminatory practices operating against various groups in our society. State and federal laws and executive orders prohibit discrimination against any group due to race, color, sex, creed, religion, ancestry, national origin, and social or economic status.

***Still***, discrimination remains a national problem. Today, most pervasive discrimination results from typical, although often unintentional practices throughout the educational and employment process. Identification and elimination of such systemic discrimination, resulting in unequal opportunities for minorities and women, should be the major national focus of equal educational and employment efforts today.

***The Camden Board of Education*** must be a part of the national effort. Our schools operate within the social, political, economic and legal context of the larger society. Accordingly, they mirror the social realities of life beyond the classroom walls and beyond the boundaries of Camden City. To conduct a system of public education in conflict with the civil rights of students, parents, employees, the community, the state, and the nation-at-large would be a contradiction of the basic laws of the land and the principles of public education.

***Affirmative Action*** is more than an effort to secure equal opportunities for minorities and women. It is a challenge to secure the equal rights inherent to all Americans. Words alone are ineffective in the statement of philosophy and identification of goals, unless they have the strength of a mechanism by which to measure and evaluate the procedures that will ensure that these goals are implemented and practiced to the fullest extent.

***The Comprehensive Equity Plan*** adequately addresses all of the components and elements essential for a meaningful and fair delivery of opportunities. It strongly conveys the philosophy of the Camden Board of Education.

## SUMMARY STATEMENT

### COMPREHENSIVE EQUITY PLAN ACHIEVEMENTS & BARRIERS - FY 2004-2007

School Code:	0680
District/Charter Name:	Camden City Public Schools
City:	Camden
County:	County

**DIRECTIONS:** Review the implementation strategies listed in your 2004-2007 Comprehensive Equity Plan (Please refer to pages 17 through 22 of the 2004-2007 plan) to bring the district/charter school into compliance and indicate whether these strategies were implemented and the accomplishments achieved. In addition, please outline any barriers to the implementation or success of these strategies.

**BOARD RESPONSIBILITIES:** *Status: Successful Achievement*

\*The district achieved all of the objectives identified under the element of "Board Responsibility"; therefore, this component was not addressed in the 2004-2007 CEP.

**STAFF DEVELOPMENT:** *Status: Successful Achievement - Ongoing*

\*This element continues to be a major focus for the board of education, particularly as the district strives to connect staff, students, parents, and the community with a shared level of understanding in the area of equity and equitable practices. The district has taken tremendous steps to raise awareness and to provide trainings for students and staff in the areas of cultural sensitivity, bullying, cultural diversity, tolerance, sexual harassment, acceptance, and building self-esteem.

**SCHOOL AND CLASSROOM PRACTICES:** *Status: Successful Achievement in four (4) of the five (5) areas:*

- EQUALITY AND EQUITY IN CURRICULUM
- EQUALITY AND EQUITY IN STUDENT ACCESS
- EQUALITY AND EQUITY IN GUIDANCE PROGRAM SERVICES
- EMPLOYMENT AND CONTRACT PRACTICES:

- EQUALITY IN PHYSICAL EDUCATION AND ATHLETIC PROGRAMS

The 2004-2007 CEP identified the need for an interest survey to be developed and to be administered to the students annually; however, that element was not achieved. The district's health and physical education supervisor retired in 04-05. To date, due to budgetary constraints, the position has not been filled. This area will be readdressed in the 07-10 CEP.

**ADDITIONAL NOTES:** Schools throughout the district continue to increase multi-cultural interaction and cultural sensitivity among all district students as well as reduce racial and national origin isolation. Activities, programs, and services, including a diverse curriculum supported with co-curricula activities, facilitate this type of approach, which is designed to heighten awareness to the needs of the diverse cultures. In the past, the district's desegregation plan was mainly curriculum based. The curriculum encompasses both academic courses and a host of experiences which promote listening and understanding among students. The curriculum promotes a respect for culture and diversity, via a context that extends learning beyond classroom walls.

**SY05-06 & SY06-07** - The District implemented a new initiative entitled the Junior Human Relations Commissions (JRHC) in the middle & high schools. This initiative was adopted by the Camden BOE in partnership with Camden County Human Relations Council and the New Jersey State Human Relations Council. Fourteen (14) schools - nine (9) middle and five (5) high schools represent the district's JHRC. Each school commission is comprised of two (2) adult facilitators and fifteen (15) students. Weekly school meetings, small-groups sessions, and large group conferences are held with the students to reinforce the core values of the commission, which include team building and leadership training, enhancing self-esteem, how to respect, accept, and tolerate differences, and how to dialogue with students on reducing cultural barriers and social differences in and outside of their settings. This initiative proved to be most successful last year. The district anticipates expansion of this initiative, pending budgetary support, into several elementary schools next year.

Strategies: Each year, schools should collect documentation that can help them analyze and refine their implemented strategies based upon their desired impact. Good evaluation starts with a set of important questions that can be answered about the corrective action. In large part, those questions may be



**RESOLUTION #3-SY'07-08**

AFFIRMATIVE ACTION OFFICER

**BE IT RESOLVED**, that **MRS. KIMBERLEE BUELL-ALVIS**, is appointed as the **AFFIRMATIVE ACTION OFFICER** for the year beginning April 30, 2007 through the next reorganization meeting (18A:17-5).

Adopted: April 30, 2007

**RESOLUTION #3-SY '07**

**RESOLUTION OF THE CAMDEN CITY BOARD OF EDUCATION**

**AUTHORIZING THE AFFIRMATIVE ACTION OFFICE TO CONDUCT A NEEDS ASSESSMENT AND DEVELOP A COMPREHENSIVE EQUITY PLAN**

**WHEREAS**, the New Jersey Department of Education requires that the City of Camden Board of Education to submit a Comprehensive Equity Plan by March 2007; and

NOW, THEREFORE BE IT RESOLVED, by the Camden Board of Education that the Affirmative Action Officer is authorized to conduct the needs assessment and develop a Comprehensive Equity Plan for the 2007-2008 school year.

Adopted: July 24, 2007

**RESOLUTION #4 -SY'07**

**RESOLUTION OF THE CITY OF CAMDEN BOARD OF EDUCATION AUTHORIZING THE  
SUBMISSION OF THE COMPREHENSIVE EQUITY PLAN TO THE NEW JERSEY  
DEPARTMENT OF EDUCATION AND THE COUNTY SUPERINTENDENT**

**WHEREAS**, the New Jersey Department of Education requires that the City of Camden Board of Education is to submit a Comprehensive Equity Plan by March 2007; and

**WHEREAS**, the Affirmative Action Office has developed a Comprehensive Equity Plan.

**NOW, THEREFORE BE IT RESOLVED**, by the Camden Board of Education that the Affirmative Action Officer is authorized to submit a Comprehensive Equity Plan for the 2007-2008 school year.

Adopted: July 24, 2007

# AFFIRMATIVE ACTION TEAM MEMBERSHIP FORM 2007 - 2010

The following Affirmative Action Team (AAT) members and other stakeholders participated in the development of the needs assessment and Comprehensive Equity Plan. PLEASE NOTE: The AAT must consist of a minimum of three personnel and is comprised of diverse stakeholders. FORMS WITHOUT SIGNATURES WILL BE RETURNED TO THE DISTRICT.

**DISTRICT/CHARTER SCHOOL NAME:**      Camden City Public Schools

<u>NAME</u>	<u>TITLE</u>	<u>GRADE LEVEL</u>	<u>GENDER</u>
Ms. Kimberlee Buell-Alvis	Affirmative Action Officer	n/a	Female
Dr. Bessie LeFra Young	Superintendent	n/a	Female
Dr. Joann Manning	Consultant	n/a	Female
Dr. Roy Dawson	Interim Superintendent	n/a	Male
Mr. Luis Pagan	Assistant Superintendent	n/a	Male
Dr. Garnell Bailey	Director – Human Resources	n/a	Female
Ms. Migdalia Soto	Director – Bilingual Department	n/a	Female
Mr. Amilcar Torres	Project Manager – Human Services	n/a	Male
Ms. Sharon Shields	Project Manager – Youth Services	n/a	Female
Mr. Stanley White	Community Outreach Specialist	n/a	Male
Ms. Susan Leggoe	Supervisor – Partners in Parenting	n/a	Female
Ms. June McCoy-Reid	Coordinator – Youth Services	n/a	Female

**APPENDIX A**

**COMPREHENSIVE EQUITY PLAN  
*DISTRICT/CHARTER SCHOOL***

***NEEDS ASSESSMENT***

***CHECKLIST***

**DISTRICT/CHARTER SCHOOL NEEDS ASSESSMENT CHECKLIST**

**TO ACHIEVE EQUALITY AND EQUITY IN EDUCATIONAL PROGRAMS**

*Directions: Indicate compliance by checkmark. When a district is 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.	<b><u>BOARD RESPONSIBILITY</u></b>	Compliant or Non-compliant	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption, if applicable.</b>	<b>List name of noncompliant school(s) in the district</b>
A.	N.J.A.C. 6A:7-1.7; <u>Booker v. Plainfield</u> , 461 NJ, 1965; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX Adopt or re-adopt written equality and equity policies, requiring the following:	√	*File Code: 4111.1 Non-Discrimination & Affirmative Action	
1) (a)	Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following: Identify and address all forms of prejudice and discrimination in all district/charter school programs, practices, curricula, instructional materials and assessments.		*File Code: 5131.9 Harassment, Intimidation, & Bullying *File Code: 6000/-10 Concepts and Roles/Goals and Objectives in Instruction *File Code: 6121 NonDiscrimination/Affirmative Action *File Code: 6140 Curriculum Adoption *File Code: 6141 Curriculum Design/Development *File Code: 6141.1 Experimental/Innovative Programs *File Code: 6141.2 Recognition of Religious Beliefs & Customs *File Code: 6142 Subject Fields *File Code: 6142.1 Family Life Education *File Code: 6142.2 English as a Second Language: Bilingual/Bicultural *File Code: 6142.4 Physical Education and Health *File Code: 6142.6 Basic Skills *File Code: 6142.9 Arts *File Code: 6142.10 Computers *File Code: 6142.12 Career Education *File Code: 6142.13 HIV Prevention Education *File Code: 6143 Curriculum Management Systems *File Code: 6143.1 Lesson Plans *File Code: 6144 Controversial Issues *File Code: 6145 Extracurricular Activities *File Code: 6145.1 Intramural Competition *File Code: 6145.2 Interscholastic Competition	

		√	<ul style="list-style-type: none"> <li>*File Code: 6145.3 Publications</li> <li>*File Code: 6145.4 Public Performances and Exhibitions</li> <li>*File Code: 6145.5 Student Organizations</li> <li>*File Code: 6145.7 Student Social Events</li> <li>*File Code: 6164.1 Pupil Assistance Committee</li> <li>*File Code: 6164.2 Guidance Services</li> <li>*File Code: 6171.41 Preparing for Mainstreaming</li> <li>*File Code: 6172 Alternative Educational Programs</li> <li>*File Code: 6174 Summer School</li> <li>*File Code: 6200 Adult/Community Education</li> <li>*File Code: 6300 Evaluation of the Instructional Program</li> </ul>	
(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.	√	<ul style="list-style-type: none"> <li>*File Code: 4111.1 Non-Discrimination &amp; Affirmative Action</li> <li>*File Code: 6121 Non-Discrimination &amp; Affirmative Action</li> </ul>	
(c)	Provide equitable treatment for pregnant and married students.	√	<ul style="list-style-type: none"> <li>*File Code: 5134 Married/Pregnant Pupils</li> </ul>	
(d)	Prohibit or eliminate sexual harassment, and harassment.	√	<ul style="list-style-type: none"> <li>*File Code: 4111.1 Non-Discrimination &amp; Affirmative Action</li> <li>*File Code: 4111.2 Employee Sexual Harassment</li> <li>*File Code: 5131.9 Harassment, Intimidation, &amp; Bullying</li> <li>*File Code: 6121 Non-Discrimination &amp; Affirmative Action</li> </ul>	
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.	√	<ul style="list-style-type: none"> <li>*New Hires Matrix Available – from 2000 to current: information available by Name, Start Date, Ethnicity &amp; Gender – Maintained in Human Resources</li> <li>*EEOC-5 Staffing Report Submitted March 2007</li> <li>*Business Office Files – Contracts &amp; Bid Proposals</li> <li>*File Code: 4211 Recruitment, Selection and Hiring</li> <li>*File Code: 3320 Purchasing Procedures</li> <li>*File Code: 3323 Bids and Quotations</li> <li>*File Code: 3323.1 State Contract/Cooperative Purchasing</li> <li>*File Code: 3324.1 Contracts</li> <li>*File Code: 3324.2 Minority Set-Aside</li> </ul>	

	<b>BOARD RESPONSIBILITY</b> .....Continued	Compliant or Non-compliant	<b>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption, if applicable.</b>	<b>List name of noncompliant school(s) in the district</b>
3)	The appointment of an Affirmative Action Officer (AAO) who can also serve as, or coordinate with, the district/charter school's Section 504 Officer and/or the district/charter school's Title IX Coordinator.	√	<b>*District Wide Staff Development and Training on Equity Requirements and Expectations</b> <b>*504 Participants' File maintained in Health Services</b> <b>*File Code: 4111.1 Non-Discrimination &amp; Affirmative Action</b> <b>*File Code: 5131.9 Harassment, Intimidation, &amp; Bullying</b> <b>*File Code: 6121 Non-Discrimination &amp; Affirmative Action</b>	
4)	Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	√	<b>*Annual Training in August (Administrator's Workshop participants include Principals, Vice Principals, Directors, Supervisors, Coordinators, &amp; Managers)</b> <b>*New Hires Training offered annually (Aug. &amp; Feb.)</b> <b>*File Code: 4111.1 Non-Discrimination &amp; Affirmative Action</b> <b>*File Code: 6121 Non-Discrimination &amp; Affirmative Action</b>	

<b>B.</b>	Authorize the Affirmative Action Officer team to develop 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 NJ QSAC. Charter schools will report annual progress in the Charter School Annual Report.	√	<b>*Approved July 17, 2007</b> <b>*Approved Resolution Date July 24, 2007</b> <b>*File Code: 4111.1 Non-Discrimination &amp; Affirmative Action</b> <b>*File Code: 5131.9 Harassment, Intimidation, &amp; Bullying</b> <b>*File Code: 6121 Non-Discrimination &amp; Affirmative Action</b>	
<b>C.</b>	Collect and analyze AYP data for underperforming subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant, 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 AYP reports for state assessments.	√	<b>*New Jersey Report Cards and State Driven Report on AYP expectation and results</b> <b>*Student Demographic data available on Genesis</b> <b>*Data available in Research, Planning and Technology</b> <b>*Data available in Grants &amp; Federal Funding</b> <b>*Data available in Special Services</b> <b>*File Code: 6146 Graduation Requirements</b> <b>*File Code: 6146.2 Promotion and Retention</b> <b>*File Code: 6147 Standards of Proficiency</b> <b>*File Code: 6147.1 Evaluation of Individual Student Performance</b> <b>*File Code: 6150 Instructional Arrangements</b> <b>*File Code: 6151 Class Size</b> <b>*File Code: 6152.1 Individualized Instruction</b> <b>*File Code: 6153 Field Trips</b>	

			<p>*File Code: 6154 Homework/Makeup Work</p> <p>*File Code: 6161.1 Guidelines for Evaluation and Selection of Instructional Materials</p> <p>*File Code: 6161.2 Complaints Regarding School Instructional Materials</p> <p>*File Code: 6164.1 Pupil Assistance Committee</p> <p>*File Code: 6164.2 Guidance Services</p> <p>*File Code: 6171.41 Preparing for Mainstreaming</p> <p>*File Code: 6172 Alternative Educational Programs</p> <p>*File Code: 6300 Evaluation of the Instructional Program</p>	
<b>D.</b>	Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking or authorizing the following actions:	√	*Available in Resolution #4 – SY'07	
1)	Publicize throughout the community the local Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	√	<p>*All publications contain language regarding the Board's policy and position for non-discrimination and equal employment opportunities - as per NJAC 6A:7-1.6</p> <p>*File Code: 4111.1 Non-Discrimination &amp; Affirmative Action</p> <p>*File Code: 5131.9 Harassment, Intimidation, &amp; Bullying</p> <p>*File Code: 6121 Non-Discrimination &amp; Affirmative Action</p>	
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 school's equity' responsibilities.	√	<p>*Job Description for Affirmative Action Officer</p> <p>*File Code: 4111.1 Non-Discrimination &amp; Affirmative Action</p> <p>*File Code: 5131.9 Harassment, Intimidation, &amp; Bullying</p> <p>*File Code: 6121 Non-Discrimination &amp; Affirmative Action</p>	
3)	Inform students, staff and the community of the name, office address, and phone number of the district/charter school's AAO, 'and publicize the location and availability of the district/charter school's CEP, 'policy(ies), grievance procedures and annual reports.	√	<p>*Announcements for positions disseminated to all schools; all schools required to post announcement</p> <p>*Channel 18- District Postings</p> <p>*Camden Board of Education's Website</p> <p>*File Code: 4111.1 Non-Discrimination &amp; Affirmative Action</p> <p>*File Code: 5131.9 Harassment, Intimidation, &amp; Bullying</p> <p>*File Code: 6121 Non-Discrimination &amp; Affirmative Action</p>	
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, socio-economic status or disability.	√	<p>*Affirmative Action Office Files and Reports</p> <p>*File Code: 4111.1 Non-Discrimination &amp; Affirmative Action</p> <p>*File Code: 5131.9 Harassment, Intimidation, &amp; Bullying</p> <p>*File Code: 6121 Non-Discrimination &amp; Affirmative Action</p>	

5)	Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap	√	*New Jersey Report Cards and State Driven Report on AYP expectation and results *File Code: 6147 Standards of Proficiency *File Code: 6147.1 Evaluation of Individual Student Performance	
6)	Authorize the AAO to conduct yearly equity training for all staff.	√	*See District Plan on Staff Development Training *Annual Training in Aug at Adm. Workshop see Response to A.4 *File Code: 4111.1 Non-Discrimination & Affirmative Action *File Code: 5131.9 Harassment, Intimidation, & Bullying *File Code: 6121 Non-Discrimination & Affirmative Action	
<b>II.</b>	<b><u>STAFF DEVELOPMENT AND TRAINING</u></b> N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5	Compliant or Non-compliant	<b>Documentation or Evidence to Substantiate Compliance</b>	<b>List name of noncompliant school(s) in the district</b>
<b>A.</b>	Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status <b>every school year</b> , as follows:	<b>Ongoing</b>	<b>MANDATORY: Address this on page 23</b>	
1)	To all certificated (administrative and professional) staff.	<b>Ongoing</b>	<b>MANDATORY: Address this on page 23</b>	
2)	To all non-certificated (non-professional) staff.	<b>Ongoing</b>	<b>MANDATORY: Address this on page 23</b>	

<b>III.</b>	<b><u>SCHOOL AND CLASSROOM PRACTICES</u></b>	Compliant or Non-compliant	<b>Documentation or Evidence to Substantiate Compliance</b>	<b>List name of noncompliant school(s) in the district</b>
<b>A.</b>	<b>Equality and Equity in Curriculum</b> N.J.A.C. 6A:7-1.7 (b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972			
1)	Ensure that the district/charter school's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. Areas covered include, but are not limited to, the following:	√	<b>*All curriculums, inclusive of regular education, bilingual education and special education are updated and reviewed every five (5) years as documented on the district's curriculum matrix</b> <b>*Developed written curriculum for all content areas are available for every grade; curriculum address addresses all content areas</b> <b>*Curriculum projects determined by budgetary appropriations</b> <b>*Unified curriculum throughout the District</b> <b>*Elementary Curriculum Model – (IEL) Intensive Early Literacy</b> <b>*Secondary Curriculum Model – High Schools That Work, Smaller Learning Communities</b> <b>*Board Policy</b> <b>*Appropriate curriculum &amp; materials selection on file in the Business Office</b> <b>*Program of studies</b> <b>*Department of Guidance and Testing</b> <b>*Terra Nova Assessment</b> <b>*DRA – Directed Reading Assessment</b> <b>*DIBLES –Dynamic Indicators of Basic Early Literacy Skills</b> <b>*Technology Centers</b>	
(a)	School climate/learning environment	√		
(b)	Courses of study, including Physical Education	√		
(c)	Library materials/Instructional materials and strategies	√		
(d)	Technology/software and audio-visual materials	√		
(e)	Guidance and counseling, including sexual harassment & grievance procedures	√		
(f)	Extra-curricular programs and activities	√		
(g)	Testing and other assessments	√		

(h)	Reducing or preventing the under representation of minority, female and male students in all classes and programs	√	<b>*Districtwide Special Transfer Plan</b>	
<b>III.</b>	<b><u>SCHOOL AND CLASSROOM PRACTICES</u> .....continued</b>	Compliant or Non-compliant	<b>Documentation or Evidence to Substantiate Compliance</b>	<b>List name of noncompliant school(s) in the district</b>
2)	Include Multicultural Education content and practices across the curriculum.	√	<b>*Refer to previous information listed on Page 15, Section A1</b>	
3)	Ensure that instruction on African-American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (NJSA 18A:35-1)	√		
4)	Include instruction on the Holocaust and other genocides in the curriculum for elementary and secondary school students. (N.J.S.A. 18A:35-28)	√	<b>*Refer to previous information listed on Page 15, Section A1</b>	
<b>B.</b>	<b>Equality and Equity in Student Access</b> N.J.A.C. 6A:7-1.7 & (g); Titles VI & VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; <u>Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education</u> (1989), U.S. Supreme Court, 1982; <u>Plyer v. Doe</u>  Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status, as follows:	√	<b>*Individual School Building Plans</b>	
1	Ensure equal and barrier-free access to all school and classroom facilities.	√		
2	Attain minority representation, including racial and ethnic balance, within each school that approximates the district/charter school's overall minority racial and ethnic representation.	√		<b>*Proposed Camden County Magnet School *Department of Research, Planning &amp; Technology Statistical Enrollment Report</b>
3	Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	√	<b>*Facilities Report *School Construction Committee Report</b>	

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 or socioeconomic status, resulting in inappropriate placement within schools, courses, classes, programs or extracurricular activities.	√	<ul style="list-style-type: none"> <li>*Classroom Rosters available at schools</li> <li>*Camden BOE Magnet Schools</li> <li>*Special Transfers Data Report</li> <li>*School Report Cards</li> <li>*New Jersey Report Cards and State Driven Report on AYP expectation and results</li> </ul>	
<b>III.</b>	<b><u>SCHOOL AND CLASSROOM PRACTICES</u> .....continued</b>	Compliant or Non-compliant	<b>Documentation or Evidence to Substantiate Compliance</b>	<b>List name of noncompliant school(s) in the district</b>
(a)	Ensure that minority and female students are not disproportionately represented in gifted and talented or accelerated/advanced courses, including math and science.	√	*See responses in B.4	
(b)	Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.		<ul style="list-style-type: none"> <li>*School Incidents Reports maintained in Security Department</li> <li>*School Roster</li> <li>*School Report Cards</li> </ul>	
(c)	Ensure equal and bias-free access for all students to computers, computer classes, vocational ed classes, and technologically-advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability or socioeconomic status.	√	<ul style="list-style-type: none"> <li>*School Rosters</li> <li>*Odyssey Light Span</li> <li>*ACE+ Technology Grant</li> <li>*Access Collaboration-Equity Plus (ACE+)</li> <li>*Districtwide Technology Plan</li> </ul>	
(d)	Ensure that all limited English-proficient students have equal and bias-free access to all school programs and activities.	√	<ul style="list-style-type: none"> <li>*Information on file at schools</li> <li>*Information available in the Department of Bilingual Education</li> </ul>	
(e)	Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	√	<ul style="list-style-type: none"> <li>*Information on file at schools</li> <li>*Information available in the Special Services Department</li> </ul>	
(f)	Ensure that all schools' registration procedures are in compliance with State and Federal regulations.		*Training provided to district schools from the department of Research, Planning & Technology	
5)	Utilize a State approved language proficiency measure on an annual basis for determining the special needs of language-minority students.	√	<ul style="list-style-type: none"> <li>*Mac II – Results on file at schools – grade 12 only</li> <li>*Access Assessment– Results on file at schools</li> <li>*WIDA-Access Placement Assessment – used to identify levels of language proficiency</li> <li>*Terra Nova Test</li> </ul>	
6)	Utilize bias-free measures for determining the special needs of students with disabilities.	√	<ul style="list-style-type: none"> <li>*Information on file in the Special Services Department</li> <li>*Workshops &amp; Professional Development schedule on file in Special Services &amp; Office of Prof. Development</li> </ul>	

<b>III.</b>	<b><u>SCHOOL AND CLASSROOM PRACTICES</u> .....continued</b>	Compliant or Non-compliant	<b>Documentation or Evidence to Substantiate Compliance</b>	<b>List name of noncompliant school(s) in the district</b>
7)	Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including limited English-proficient students.	√	<b>*Documentation filed and maintained in the following departments: School-Based Youth Services, Health Services &amp; Bilingual Department</b>	
8)	Ensure that all pregnant students are permitted to remain in the regular school program and activities. If not permitted to attend school by her doctor, ensure that equivalent instruction is provided the student.	√	<b>*Regular Education provisions are made for expectant mothers at the high schools and the J. Riggs Adult Educational Center *Home Instruction provided for students unable to attend school</b>	
<b>C.</b>	<b>Equality and Equity in Guidance Programs and Services</b> N.J.A.C. 6A:7-1.7(c)Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998 Ensure that the district/charter school's guidance program provides the following:		<b>*Assignment of Guidance Counselors *Review of student schedules</b>	
1)	Access to adequate and appropriate counseling services for all students, including females, minority students, limited English proficient students, non-college bound students, and students with disabilities.	√		
2)	The presentation of a full range of possible career, professional, and/or vocational choices for all students, including careers in the science and technology industries and nontraditional careers.	√	<b>*Career Day *Career Interest Inventory *Shadowing/Mentoring *Career Centers in both Comprehensive High Schools *Computerized Career Program *Monthly reports from Counselors *IEP – Students *Supervisor Facilities Monthly *Counseling Meeting Schedule</b>	
3)	Guidance Counselors are not using biased materials.	√	<b>*All materials are state driven and structured by the American Association of Counseling</b>	

<p><b>D.</b></p>	<p><b>Equality and Equity in Physical Education</b>  N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972</p> <p>Ensure that the district/charter school's physical education program is co-educational, as follows:</p> <p>1) All instructional activities are equitable and are co-educational.</p>	<p>√</p>	<p>*Review student schedules  *Co-Ed Gym classes  *Athletic schedule for student participation in school sports programs for males and females</p>	
<p><b>E.</b></p>	<p><b>Equality and Equity in Athletic Programs</b>  Athletic Guidelines 1986; N.J.A.C. 6A:7(d) and Title IX, Education Amendments of 1972</p> <p>Ensure that the district/charter school's Athletic Program accomplishes the following:</p> <p>1) An interest survey has been completed in the last three years to ensure equitable opportunities for female and male students to participate in athletics.</p>		<p>*Last survey administered in 2000. Survey will be updated and administered to students in the middle &amp; high schools.</p>	<p>All Middle &amp; High Schools  √</p>
<p>2)</p>	<p>Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.</p>	<p>√</p>	<p>*Supervisor of Physical Education participates and collaborates w/high school athletic directors</p>	
<p>3)</p>	<p>Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.</p>	<p>√</p>	<p>*Invoices  *Games Schedules  *Board Items  *Athletic Events</p>	
<p>4)</p>	<p>Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.</p>	<p>√</p>	<p>*Board Policy  *Invoices  *Board Minutes</p>	
<p>5)</p>	<p>Provide comparable facilities for male and female teams.</p>	<p>√</p>	<p>*Professional Contracts  *All students utilize the same Gym facilities  *Student Schedules</p>	
<p><b>IV.</b></p>	<p><b><u>EMPLOYMENT/CONTRACT PRACTICES</u></b>  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</p>	<p>Compliant or Non-compliant</p>	<p><b>Documentation or Evidence to Substantiate Compliance</b></p>	<p><b>List name of noncompliant school(s) in the district</b></p>
<p><b>A.</b></p>	<p>Ensure that the district/charter school provides equal and bias-free access to all categories of employment, as follows:</p> <p>1) Utilize equitable practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district/charter school's certificated and non-certificated staff and within every category of employment, including administration.</p>	<p>√</p>	<p>*Advertisements  *Review of Elementary &amp; Secondary Staff Information Report (EEO-5) submitted March 07</p>	
<p>2)</p>	<p>Target under-utilized groups in every category of employment.</p>	<p>√</p>	<p>*Advertisements  *Review of the Elementary &amp; Secondary Staff</p>	

			<b>Information Report (EEO-5) submitted March 07</b>	
3)	Ensure that the district/charter school's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.	√	<b>*Revision of Job Descriptions *All advertisements and applications for employment include language acknowledging district compliance for non-discrimination</b>	
4)	Monitor promotions and transfers to ensure non-discrimination.	√	<b>*Board Policy *The AAO sits on all major interview teams to monitor and review the interview process, to certify equitable and non-discriminatory practices</b>	
5)	Ensure equal pay for equal work among members of the district/charter school's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	√	<b>*Salaries are contract driven</b>	
<b>B.</b>	Ensure that the district/charter school 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 or socioeconomic status.	√	<b>*All persons, agencies, or organizations must sign off on the Affirmative Action language and provide a copy of their certification with the New Jersey Department of the Treasury</b>	
<b>C.</b>	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.	√	<b>*Advertisements *Board Policy *Job Descriptions Stipulate Equal Opportunity *Review of the Elementary &amp; Secondary Staff Information Report (EEO-5) submitted March 07</b>	

**NJ State Division on Civil Rights website:** <http://www.state.nj.us/lps/dcr/>

**U.S. Dept. of Education Office for Civil Rights website:** <http://www.ed.gov/about/offices/list/ocr/index.html?src=mr>

**U.S. Commission on Civil Rights website:** <http://www.usccr.gov/>

**U.S. Dept. of Justice Civil Rights Division website:** <http://www.usdoj.gov/crt/crt-home.html>

***APPENDIX B***

**DISTRICT/CHARTER SCHOOL  
COMPREHENSIVE EQUITY PLAN**

**\*\*\* FORMS \*\*\***

# COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

## STAFF DEVELOPMENT PROGRAM

**DISTRICT/CHARTER SCHOOL:** Camden City

**OBJECTIVE:** Describe the district/charter school’s plan to be implemented for Academic Years 2007-2010 to ensure that the Board of Education follows through with its responsibilities as defined on pages 12 and 13 of this document, 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.

**NON-COMPLIANT AREAS:** use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
			07	08	09	Ongoing	
	<p><b>1. Provide annual staff development for certified and non-certified staff and provide opportunities for parents and the community, in order to identify and resolve problems associated with the following:</b></p> <ul style="list-style-type: none"> <li>*Student achievement gap</li> <li>*Other inequities arising from prejudice regardless of race creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status every year</li> <li>•Bullying/prejudice, bias and stereotyping</li> <li>•Harassment, sexual harassment, &amp; discrimination policies</li> </ul> <p>(Each school will identify staff persons who will turnkey staff at each school in the designated areas listed above.)</p>	<ul style="list-style-type: none"> <li>*Superintendent</li> <li>*Assistant Supt C&amp;I</li> <li>*Director - C &amp; I</li> <li>*Director-Special Services</li> <li>*Director-Biling. Education</li> <li>*Director Professional Development</li> <li>*Principals</li> <li>*District Cultural Sensitivity Team</li> <li>*Project Manager School Based Youth Services</li> <li>*AAO</li> </ul>	▲	▲	▲	▲	<ul style="list-style-type: none"> <li>*Memorandum for meetings, Sign In Sheets, Agendas, and Evaluation</li> <li>*Log of incidents reported and investigated by AAO</li> <li>*Data-Reduction in the number of incidents of bullying, sexual harassment, bias</li> <li>*New Jersey School Report Card</li> <li>*Town Hall Meetings</li> <li>*Individual School PTSO meetings</li> <li>*Back to School Nights</li> </ul>

# COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

## STAFF DEVELOPMENT PROGRAM

**DISTRICT/CHARTER SCHOOL:** Camden City

**OBJECTIVE:** Describe the plan to be implemented for Academic Years 2007-2010 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 or socioeconomic status.

**STAFF DEVELOPMENT IS ONGOING (see above):** Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
			07	08	09	Ongoing	
	<p>2. Districtwide Plan for Cultural Awareness and Sensitivity Training for the following stakeholders, including the JHRC Junior Human Relations Commission facilitators (2 per school middle &amp; high school). This initiative was established in 2006-2007.</p> <p>Central Administrative Team                      Superintendent                      Assistant Superintendent                      Affirmative Action Officer                      Directors                      Supervisors                      Board Members                      Parent Coordinators                      Community Members                      School Turn-Key Staff Members</p>	<p>*Superintendent                      *Assistant Supt C&amp;I                      *Director - C &amp; I                      *Director-Special Services                      *Director-Biling. Education                      *Director Professional Development                      *Principals                      *District Cultural Sensitivity Team                      *Project Manager                      School Based Youth Services                      *AAO</p>	▲	▲	▲	▲	<p>*Memorandum for meetings, Sign In Sheets, Agendas, and Evaluation</p> <p>*Log of incidents reported and investigated by AAO</p> <p>*Data-Reduction in the number of incidents of bullying, sexual harassment, bias</p> <p>*New Jersey School Report Card</p> <p>*Town Hall Meetings</p> <p>*Individual School PTSO meetings</p> <p>*Back to School Nights</p>

# COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

## STAFF DEVELOPMENT PROGRAM

**DISTRICT/CHARTER SCHOOL:** Camden City

**OBJECTIVE:** Describe the plan to be implemented for Academic Years 2007-2010 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 or socioeconomic status.

**STAFF DEVELOPMENT IS ONGOING (see above):** Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
			07	08	09	Ongoing	
	<p><b>3. Diversity Conference</b>                      Convene a diversity conference to highlight and support issues common to diverse groups within the school district. Diversity issues, to include but not limited to ethnicity, culture, citizenship education, multi-cultural education, racism, harassment, sexual Harassment and bullying.</p>	<p>*Superintendent                      *Assistant Supt C&amp;I                      *Director - C &amp; I                      *Director-Special Services                      *Director-Biling. Education                      *Director Professional Development                      *Principals                      *District Cultural Sensitivity Team                      *AAO</p>		▲	▲	▲	<p>*Memorandum for meetings, Sign In Sheets, Agendas, and Evaluation</p> <p>*Log of incidents reported and investigated by AAO</p> <p>*Data-Reduction in the number of incidents of bullying, sexual harassment, bias</p> <p>*New Jersey School Report Card</p> <p>*Town Hall Meetings</p> <p>*Individual School PTSO meetings</p> <p>*Back to School Nights</p>

# COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

## SCHOOL AND CLASSROOM PRACTICES: EQUITY IN PHYSICAL EDUCATION & ATHLETIC PROGRAMS

**DISTRICT/CHARTER SCHOOL:** \_\_\_\_\_

**OBJECTIVE:** Describe the district/charter school’s plan to be implemented for Academic Years 2007-2010 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, socio-economic status or disability.

**NON-COMPLIANT AREAS:** Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
			07	08	09	Ongoing	
	<p><b>*Committee to be established in order to develop a new Interest Survey to be administered annually to middle &amp; high school female and male students to encourage participation in the district athletic program</b></p> <p><b>*Administration of the Interest Survey</b></p>	<p><b>*Superintendent</b>  <b>*Assistant Supt C&amp;I</b>  <b>*Director - C &amp; I</b>  <b>*Supervisor of Health &amp; Phys. Ed</b>  <b>*Educational Prog. Specialist H&amp;PE</b>  <b>*Athletic Directors</b>  <b>*Health &amp; PE teachers</b>  <b>*AAO</b></p>	▲	▲	▲	▲	<p><b>*Development of the new survey</b></p> <p><b>*Review of survey results by core committee</b></p> <p><b>*Review of Data – Publish Results</b></p> <p><b>*Qualitative &amp; Summative Reports</b></p>

**APPENDIX C**  
**DESEGREGATION INFORMATION**

**For Districts Under Orders By The  
NJ COMMISSIONER OF EDUCATION  
To Implement School Desegregation Plans**

*Camden City Public Schools*  
*Request Petition*  
*Desegregation Status Removal*

# *Camden City Public Schools Request Petition Desegregation Status Removal 2007*

The Camden City Public Schools formally submit this petition to the New Jersey Department of Education to request for the desegregation status to be removed from the district due the following rationale.

Camden City Public Schools serve the City of Camden, New Jersey (population 79,904). With 39% of Camden families (with children) living in poverty and a median household income of \$23,421, Camden is home to some of the most economically disadvantaged children in the country. In fact, Camden has been labeled as “the poorest city in the country.” However, despite these alarming statistics, Camden represents a rich, viable, diverse, multi-cultural and multi-faceted community, which is celebrated and a part of the overall operations in the community and in the schools.

In the past few decades the ethnic composition of Camden City has significantly changed. Years ago, during the early 70’s, there may have been a need in Camden to augment desegregation efforts due to the makeup of the community; however, today, that need is non-existent. The struggle for an integrated district is no longer necessary for the district. The district supported desegregation plans for the past ten (10) years; however, every component of the district is integrated.

Today, all sections in the Camden community are culturally and ethnically diverse, which is mirrored within the student populations at district schools (*see Camden City Public Schools’ Fall Survey Report 2006-2007 online with the New Jersey Department of Education*). This district composition is also reflected in the 2000 census report on the race and ethnicity count (*see attached Camden City Census Data Report 2000*).

The Camden City student population is currently over 15,500 students. Of that number, 54.1% are African-American, 42.9% are Hispanic, 1.1% are White, and 1.7% are Asian, and 0.1% are Native American.

It is important to acknowledge that the school community is proud of its diversity and the unique student experiences. All curriculum, co-curricular programs and activities, school and classroom practices, textbooks, policies, and regulations support the implementation of equal educational opportunity, which can be substantiated by indicators of accomplishment

Therefore, the Camden City Public School district solicits the support of the New Jersey Department of Education and the Office of Specialized Populations in its request for the removal of the desegregation status.