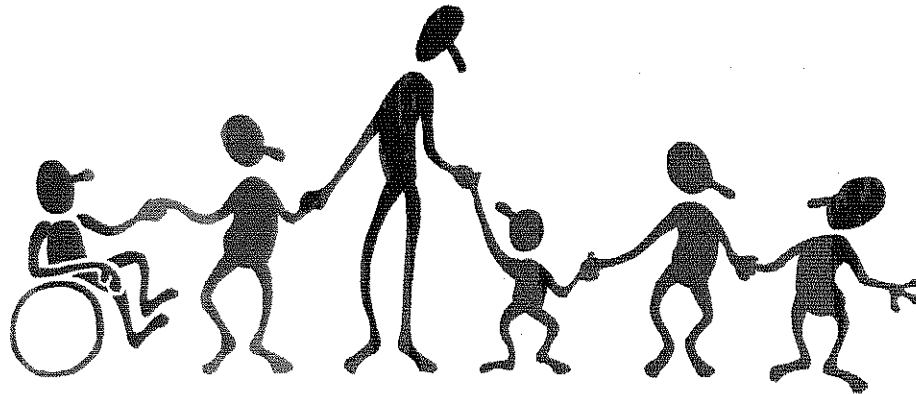


**NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF STUDENT SERVICES
OFFICE OF SPECIALIZED POPULATIONS**



**COMPREHENSIVE EQUITY PLAN
for the Academic Years
2007-2010**

FORMS AND INSTRUCTIONS
TO ASSIST SCHOOL DISTRICTS AND CHARTER SCHOOLS IN DEVELOPING
A COMPREHENSIVE EQUITY PLAN TO PROVIDE
EQUALITY AND EQUITY IN EDUCATIONAL PROGRAMS

Due Date: On or before Friday, March 30, 2007

COMPREHENSIVE EQUITY PLAN

for Academic Years 2007-2008 through 2009-2010

District/Charter School Information: (please type or print)

Lopatcong Township 2790 Warren 041
Legal Name of District/Charter School Code County Code

Address: 321 Stonehenge Drive Telephone #: (908) 859 - 0800

City: Phillipsburg NJ Zip: 08865 FAX #: (908) 213 - 3457

Affirmative Action Officer: Rosemary Kowalchuk Telephone #: (908) 213-2995

AAO Email kowalchukr@lopatcongschool.org

Contact Person: Dr. Mike Rossi Telephone #: (908) 859-0800 Ext. 3100

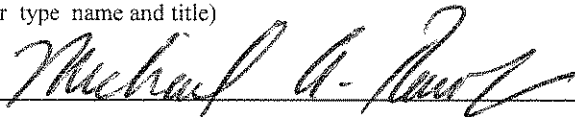
STATEMENT OF ASSURANCES

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Guidelines for the Desegregation of Public Schools in New Jersey (1989); Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.
2. The district/charter school has conducted a comprehensive needs assessment of its equality and equity needs at each school within the district, if applicable. The attached Comprehensive Equity Plan is designed to meet the assessed equality and equity needs at each site, if applicable.
3. The local Board has authorized the submission of the Comprehensive Equity Plan, and will support full implementation of the plan on July 1, 2007 upon approval by the New Jersey State Department of Education.
4. The district/charter school will also correct any form of discrimination or non-compliance identified by the New Jersey State Department of Education.

CERTIFICATION:

By signing below, the Chief School Administrator certifies that all statements above are true and correct:

Name Michael A. Rossi, Jr. Title CSA
(Print or type name and title)

Signature:  Date: March 26, 2007

**SUMMARY STATEMENT
COMPREHENSIVE EQUITY PLAN ACHIEVEMENTS & BARRIERS - FY 2004-2007**

School Code:	2790
District/Charter Name:	Lopatcong Township School District
City:	Phillipsburg, NJ
County:	Warren

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:

All BOE policies align with those suggested by NJSBA. All policies are re-adopted in April of each year and critical policies are looked at in an on-going manner.

This area is compliant with the guidelines set for in the 2004-07 CEP.

STAFF DEVELOPMENT:

Staff developemnt targets, but is not limited to: bullying, harassment, diversity, special needs and disability issues, diverse learning needs, among others. Through the new collective bargaining agreement we have added another in-service day. This past year we used that date for diversity awareness. Additinoally, the district received a Dodge Foundato grant that targeted diversity.

This area is compliant with the guidelines set for in the 2004-07 CEP.

SCHOOL AND CLASSROOM PRACTICES: EQUALITY AND EQUITY IN CURRICULUM

All curricula aligns with the NJCCCS. Lopatcong Township School District maintains a consistent review of all subject area curriculums and engages in an articulation agreement with its five cluster school partners, along with Phillipsburg High School. Student needs are met through basic skills, IEPs, GT program and the use of data driven assessment that informs instruction.

This area is compliant with the guidelines set for in the 2004-07 CEP.

EQUALITY AND EQUITY IN STUDENT ACCESS

Lopatcong Township School District has two schools, both of which are barrier free. Classes are hetergenusly mixed by way of equity in access.

This area is compliant with the guidelines set for in the 2004-07 CEP.

EQUALITY AND EQUITY IN GUIDANCE PROGRAM SERVICES

There is a full time guidance counselor in each school that provides services to address all phases of the CEP through the use of non-biased materials and intervention.

This area is compliant with the guidelines set for in the 2004-07 CEP

EQUALITY IN PHYSICAL EDUCATION AND ATHLETIC PROGRAMS

All physical education activities are co-educational and equitbale for all groups.
This area is compliant with the guidelines set for in the 2004-07 CEP.

EMPLOYMENT AND CONTRACT PRACTICES:

All staff are assigned by certification and the Lopatcong Township School District Business Administrator ensures compliance and eaulal opportunity in regards to vendors and contracts and payments.

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. BOARD RESPONSIBILITY <small>N.J.A.C. 6A:7-1.7; Booker v. Plainfield, 461 N.J. 1965; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10-5; Title IX</small>	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
A. Adopt or re-adopt written equality and equity policies, requiring the following:		All BOE Policies were re-adopted in April 2006 & will be re-adopted in April 2007	
1) Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following: (a) Identify and address all forms of prejudice and discrimination in all district/charter school programs, practices, curricula, instructional materials and assessments.	Compliant	BOE Policy # 2224	
(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.	Compliant	BOE Policy # 2224	
(c) Provide equitable treatment for pregnant and married students.	Compliant	BOE Policy # 2224	
(d) Prohibit or eliminate sexual harassment, and harassment.	Compliant	BOE Policy # 2224	
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.	Compliant	BOE Policy # 2224	
3) The appointment of an Affirmative Action Officer (AAO) who can also serve as, or coordinate with, the district/charter schools Section 504 Officer and/or the district/charter schools Title IX Coordinator.	Compliant	BOE Policy # 2224	
4) Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	Compliant	Equity compliance & concomitant training occurs during the first two staff in-service days.	

	BOARD RESPONSIBILITYContinued	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
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.	Compliant	Resolution at March 13, 2007 BOE Meeting	
C.	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.	Compliant	The district uses ongoing assessment data from the DRA, NJ State Holistic Writing Rubric, Scott-Foresman Math Assessments and cluster wide assessments developed through articulation agreements to deliver instruction that is differentiated to meet the needs of all learners. The district offers school-year & summer basic skills programs for those students that are partially proficient in the areas of math, reading & writing. Additionally, for special needs students we use self-contained, replacement and ICS instruction, along with an inclusive pre-school and extended year program to meet IEP requirements. We survey all stakeholders at the start of each year for stakeholder satisfaction.	
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:	Compliant	Resolution at March 27, 2007 BOE meeting.	
1)	Publicize throughout the community the local Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Compliant	Adoption of all policies are read publicly during board meetings and specific BOE policies are listed on the board web site.	
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 schools' equity' responsibilities.	Compliant	BOE Policy # 2224	
3)	Inform students, staff and the community of the name, office address, and phone number of the district/charter schools' AAO, and publicize the location and availability of the district/charter schools' CEP, policy(ies), grievance procedures and annual reports.	Compliant	Located in the Staff & Parents' Handbook	

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.	Compliant	Remediation of concerns (and the process thereof) is located in the staff handbook for employees, in the Parents' Handbook for parents, and through our character education initiative for students.	
5)	BOARD RESPONSIBILITYContinued Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption. All AYP target goals have been met.	List name of noncompliant school(s) in the district
6)	Authorize the AAO to conduct yearly equity training for all staff.	Compliant	Conducted during the first two staff in-service days.	
II. STAFF DEVELOPMENT AND TRAINING N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5				
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 or socioeconomic status every school year, as follows:	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance MANDATORY: Address this on page 23	List name of noncompliant school(s) in the district
1)	To all certificated (administrative and professional) staff.	Ongoing	MANDATORY: Address this on page 23	
2)	To all non-certificated (non-professional) staff.	Ongoing	MANDATORY: Address this on page 23	

				List name of noncompliant school(s) in the district
III.	<u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance	
A.	Equality and Equity in Curriculum N.J.A.C. 6A:7-1.7 (b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972	Compliant	All curricula and instructional practices are framed out in alignment with the NJCCCS. Data from AYP, DRA, NJ Holistic Writing Rubric, math assessments, articulation matrix and on-going teacher assessments guide the delivery of educational services. The IR&S Committee, Basic Skills and SPED staff work collaboratively with the administration & teaching staff to consider the need of all learners.	
1)	Ensure that the district/charter schools' 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:			
(a)	School climate/learning environment	Compliant	Stakeholder surveys; BOE meetings, faculty meetings and dialog with PTA.	
(b)	Courses of study, including Physical Education	Compliant	All curricula are reviewed on a regular basis. New curricula, when BOE approved are placed on the district web site.	
(c)	Library materials/Instructional materials and strategies	Compliant	Library materials are an extension of and complement to all curriculums.	
(d)	Technology/software and audio-visual materials	Compliant	Technology materials are reflective of the district's tech plan and help deliver the curriculum.	
(e)	Guidance and counseling, including sexual harassment & grievance procedures	Compliant	Guidance counselors provide in-class, small group, student and parent support.	
(f)	Extra-curricular programs and activities	Compliant	Extra-Curricular activities are open to all students.	
(g)	Testing and other assessments	Compliant	The district uses state tests, DRA, math assessments, articulation matrix, among others to ensure that all students have equal access.	

(h)	Reducing or preventing the under representation of minority, female and male students in all classes and programs	Compliant	Class lists reflect (and should continue to reflect) the overall population & ensure equity in access.	
2)	Include Multicultural Education content and practices across the curriculum.	Compliant	Lesson plans, classroom observations, team minutes and special units reflect multi-cultural education.	
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)	Compliant	The Social Studies curriculum reflects Amistad and African American history.	
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)	Compliant	The Social Studies curriculum reflects the teaching of the Holocaust.	
III.	<u>SCHOOL AND CLASSROOM PRACTICES</u>continued	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance	List name of noncompliant school(s) in the district
B.	Equality and Equity in Student Access 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 IDEIA of 1997; Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education (1989); U.S. Supreme Court, 1982; <u>Plyer v. Doe</u>	Compliant	The district welcomes all stakeholders regardless of race, creed, color, etc.	
1)	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:	Compliant	Both schools are barrier free and compliant with ADA.	
2)	Ensure equal and barrier-free access to all school and classroom facilities.	Compliant	Both schools reflect the overall population of our community.	
3)	Attain minority representation, including racial and ethnic balance, within each school that approximates the district/charter school's overall minority racial and ethnic representation.	Compliant	The middle school was built four years ago in the center of the community.	
4)	Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Compliant	Class lists reflect the overall population and all programs are open to all students.	
	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.	Compliant		

(a)	Ensure that minority and female students are not disproportionately represented in gifted and talented or accelerated/advanced courses, including math and science.	Compliant	The GT and district enrichment programs reflect the overall population.	
(b)	Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Compliant	Discipline records show a balance of student representation & records are monitored by the administration.	
(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.	Compliant	All students have the same access to & opportunities to use technology. The tech plan & curriculum provides for all students to attain certain proficiencies regardless of origin, race, etc.	
(d)	Ensure that all limited English-proficient students have equal and bias-free access to all school programs and activities.	Compliant	The district provides services to English Language Learners to ensure I access.	
III. SCHOOL AND CLASSROOM PRACTICEScontinued				
(e)	Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	Compliant	The district provides for special needs students via ICS, replacement, self-contained, extended year, pre-school & pre-school ICS, after school help and a summer school to ensure equity in access. All students, both in and out of district, can participate in all school sponsored activities.	List name of noncompliant school(s) in the district
(f)	Ensure that all schools' registration procedures are in compliance with State and Federal regulations.	Compliant	Both school registration processes are in compliance with NJ & USA regulations.	
5)	Utilize a State approved language proficiency measure on an annual basis for determining the special needs of language-minority students.	Compliant	The NJ DOE recently adopted a new assessment tool for this purpose, which we use.	
6)	Utilize bias-free measures for determining the special needs of students with disabilities.	Compliant	The district provides for special needs students via ICS, replacement, self-contained, extended year, pre-school & pre-school ICS, after school help and a summer school to ensure equity in access	
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.	Compliant	All English Language Learners are provided appropriate remedial services to provide equity in access.	

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.	N/A	
C.	<p>Equality and Equity in Guidance Programs and Services</p> <p>N.J.A.C. 6A:7-1.7(c) Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998</p> <p>Ensure that the district/charter school's guidance program provides the following:</p>		
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.	Compliant	Our guidance counselors and CST provide transitional services for students going to high school, our new students and students transferring out of school to ensure equity in access.
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.	Compliant	Our guidance counselors provides services for students to acclimate them with vocational and career choices to ensure equity in access.
3)	Guidance Counselors are not using biased materials.	Compliant	All materials are biased free.

III.	SCHOOL AND CLASSROOM PRACTICES continued	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance	List name of noncompliant school(s) in the district
D.	Equality and Equity in Physical Education N.J.A.C. 6A:7(d) and Title IX, Education Amendment of 1972 Ensure that the district/charter school's physical education program is co-educational, as follows:	Compliant	All PE sections are co-educational and equitable.	
1)	All instructional activities are equitable and are co-educational.			
E.	Equality and Equity in Athletic Programs Athletic Guidelines 1986; N.J.A.C. 6A:7(d) and Title IX, Education Amendments of 1972 Ensure that the district/charter school's Athletic Program accomplishes the following:	N/A	Lopatcong Township School District does not offer athletic programs.	
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.			
2)	Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.	N/A	Lopatcong Township School District does not offer athletic programs.	
3)	Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	N/A	Lopatcong Township School District does not offer athletic programs.	
4)	Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	N/A	Lopatcong Township School District does not offer athletic programs.	
5)	Provides comparable facilities for male and female teams.	N/A	Lopatcong Township School District does not offer athletic programs.	
IV.	EMPLOYMENT/CONTRACT PRACTICES N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5; Equal Pay Act 1973	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance	List name of noncompliant school(s) in the district
A.	Ensure that the district/charter school provides equal and bias-free access to all categories of employment, as follows:	Compliant	District publicly advertises all positions and is an Equal Opportunity Employer.	
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.	Compliant	District publicly advertises all positions and is an Equal Opportunity Employer.	

IV. <u>EMPLOYMENT/CONTRACT PRACTICES</u> continued	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance	List name of noncompliant school(s) in the district
2) Target under-utilized groups in every category of employment.	Compliant	The Lopatcong Township School District Business Administrator follows NJ guidelines and monitors all compliance in this area.	
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.	Compliant	The Lopatcong Township School District Business Administrator follows NJ guidelines and monitors all compliance in this area.	
4) Monitor promotions and transfers to ensure non-discrimination.	Compliant	In April of each year an 'intent to return' form is distributed to all staff to ensure that each employee has the opportunity to express interest in transferring assignments.	
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.	Compliant	All union paid positions fall under the collective bargaining agreement and provide for equality as that relates to the CEP.	
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.	Compliant	The Lopatcong Township School District Business Administrator follows NJ guidelines and monitors all compliance in this area.	
C. 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.	Compliant	The Lopatcong Township School District Business Administrator follows NJ guidelines and monitors all compliance in this area.	

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

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 *****

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COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2007 – 2010

STAFF DEVELOPMENT PROGRAM

DISTRICT/CHARTER SCHOOL: Lopatcong Township School District

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								
II(A, 1,2)	Provide staff development in the areas of equity in access, diversity, student bullying, the achievement gap, and differentiated learning and teaching.	AAO; Admin.; Pro. Dev Committee	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">07</td> <td style="text-align: center;">08</td> <td style="text-align: center;">09</td> <td style="text-align: center;">Ongoing</td> </tr> <tr> <td style="text-align: center;">Δ</td> <td style="text-align: center;">Δ</td> <td style="text-align: center;">Δ</td> <td style="text-align: center;">Δx</td> </tr> </table> <p style="text-align: center;">On-Going</p>	07	08	09	Ongoing	Δ	Δ	Δ	Δx	Scheduled Training sessions, agendas and signed roster sheets.
07	08	09	Ongoing									
Δ	Δ	Δ	Δx									

III, C (1-3) III, A, 1 (a, c, e, g, h) 2, 3, 4	Provide training in the areas of student bullying and student and employee harassment.	Character Education Committee; AAO; Pro. Dev Committee; Admin	On-Going	Scheduled Training sessions, agendas and signed roster sheets. Review of data regarding incidents of bullying & harassment.
III, B (1-8) II (A;1, 2) III B (1- 8)	Provide staff workshops that target special and basic needs instruction, gifted learning and diverse learning needs. Provide training in the use of assessment driven data that guides and informs instruction.	SPED Dept; Admin; 504 Officer; Pro. Dev Committee Reading Specialists; Admin	On-Going	Scheduled Training sessions, agendas and signed roster sheets. Review of stakeholder satisfaction surveys. Regular review of DRA, Writing rubric, math assessments, state tests and articulation assessments. Include data from high school on Lopatcong students' success and needs. Use of Study Island, Teacher homework site, computer labs. Teacher LOTI survey between 2007 and 2010; student work products; 2008 NJDOE technology assessment for grade students.
III, D	Provide training in the area of educational technology.	Tech Director; Admin; Pro. Dev Committee	On-Going	

<p>I (a, b, c) II, III, IV, V, VI III (A: 1-4) III (D:1)</p>	<p>Update on BOE Critical policies that target CEP mandates. Regularly review all curricula.</p>	<p>Policy Committee; Admin Admin; Teachers</p>	<p>On-Going On-Going</p>	<p>BOE resolutions adopting new updated policies and/or re-adopting current policies. BOE adoption of curricula.</p>
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