

EXHIBIT F

EXHIBIT F

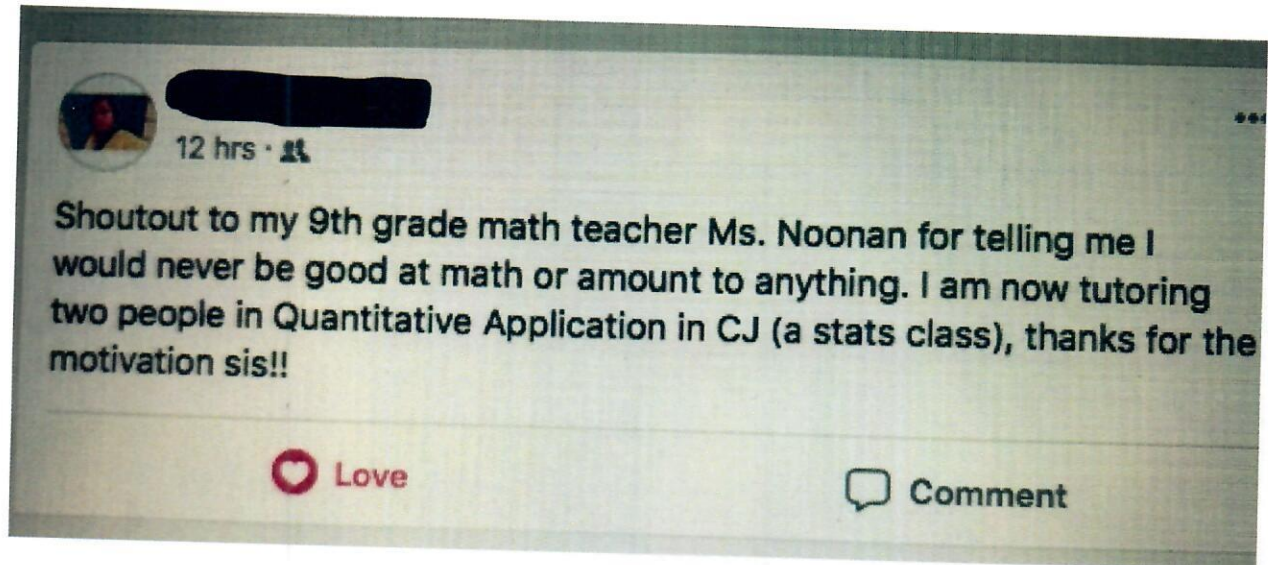



EXHIBIT G

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The photograph below is a homework assignment that a parent informed the SOMSD Board of Education on February 3, 2018 that her son received in his 9th grade, Algebra I, Level 3-College Prep course in Columbia High School.



endall, 11, read
ouri in St. Louis.

Ava, a 9-year-old volunteer,
read to a Siberian husky named
Charlie for 36 minutes. **If she
started reading at 3:42 p.m.,
what time did she finish?**

4:18

SCHOLASTIC.COM/DYNAMATH

EXHIBIT H

THE SCHOOL DISTRICT OF SOUTH ORANGE AND MAPLEWOOD, NEW JERSEY

PUPILS
5755.1/Page 1 of 1
ACCESS AND EQUITY

5755.1 Access and Equity

All elementary, middle school, and high school parents/guardians and children in the South Orange-Maplewood School District shall have access to, and the ability to choose between current and future educational programs in all academic subjects, and at all academic levels.

In furtherance of this Policy, all students shall be provided with age-appropriate academic supports for access to advanced-level courses, which may include, by way of example only, readiness programs and courses, in-school and after-school tutoring sessions, and summer institutes. The District shall also engage in a Kindergarten through 12th grade curricular alignment, ensuring that all students develop the knowledge and skills fundamental to successful performance in Advanced Placement and advanced level courses by providing the highest levels of academic rigor in all Kindergarten, Elementary, Middle and High School courses.

While this Policy does not guarantee success for student achievement, it nevertheless greatly empowers students, as it is informed by mutual accountability for educational success amongst students, parents and guardians, and the South Orange and Maplewood School District.

The Superintendent is directed to establish regulations and to set budgetary guidelines to make this policy effective.

First Reading:	September 21, 2015
Second Reading:	October 19, 2015
Adoption:	October 19, 2015

THE SCHOOL DISTRICT OF SOUTH ORANGE AND MAPLEWOOD, NEW JERSEY

PROGRAM
2314/page 1 of 2
Academic Placement

2314 ACADEMIC PLACEMENT

The primary purpose of academic placement recommendations is to provide meaningful, non-binding guidance to ensure that all students receive an academic program that will encourage and guide academic success and insure college readiness.

Placement recommendations will take into account students' strengths and needs and provide the support students need to achieve that success.

The academic placement recommendation process will include multiple measures and involve the following key elements:

- Assessment of the student's current academic performance
- Review of available test data about the student
- Assessment of academic requirements of the next course in the sequence
- Teacher judgment regarding the course level that will best meet the academic needs of the student
- Consultation with the parent/guardian and consideration of the student's preference

Academic placement recommendations should be given serious consideration by students and their parents or guardians. The recommendations, however, are non-binding. All students shall have access to, and the ability to choose between different educational programs in all academic subjects. The Board encourages students to challenge themselves by pursuing courses with the highest academic rigor that will prepare them for success in college or the workforce. The Board shall also make every effort to ensure that enrollment in classes at advanced levels proportionately reflects the demographic profile of the individual school consistent with governing law and the Board's commitment to equal opportunity for all students. The Superintendent shall develop and promulgate regulations for a variety of outreach methods that will provide necessary communication to all households regarding this Policy, and to encourage traditionally underrepresented populations to take advantage of all academic offerings.

The creation or elimination of any academic or enrichment programs in which students are placed pursuant to the factors above shall require Board approval and shall include a plan for measuring the success of the changes proposed. Any program changes that do not require Board approval, including temporary pilot programs of a duration of less than two years, shall nevertheless require prior board and parental notification. At the end of two years, any program for which an extension or permanent status is sought must have Board approval.

Within six months of passage of this Policy, the Superintendent shall develop a timetable for a Kindergarten through 12th grade curricular alignment, ensuring that all students develop the knowledge and skills fundamental to successful performance in Advanced Placement and advanced level courses by providing the highest levels of academic rigor in all Kindergarten, Elementary, Middle and High School courses. The Superintendent shall also develop and implement regulations within six months of passage of this Policy for the development of academic placement recommendations for students, including an appeals process for students and parents/guardians to exercise their right of access and choice, in accordance with this policy.

Previous adoptions: June 14, 2010 & July 18, 2011

First Reading: November 16, 2015
Second Reading: December 21, 2015
Latest Adoption: December 21, 2015

EXHIBIT I



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Maplewood, NJ 07040
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www.blackparentsworkshop.org

Ms. Elizabeth Baker
President
South Orange-Maplewood Board of Education
525 Academy Street
Maplewood, NJ 07040

RE: Proposed Policies 1140, 1550 & 1523; &
Policies 5755.1 & 2314

Dear Ms. Baker:

Please find below our comments on the three proposals on equity and affirmative action that were introduced for first reading at the Board of Education meeting on April 24 2017.

1140 Affirmative Action Program

The language used in the second paragraph, "promote the acceptance of persons of diverse backgrounds..." is not only passive, it's offensive. It suggests that the presence of diverse populations must somehow be made palatable in a predominantly white community. The idea of "tolerance" and "acceptance" are an old construction that suggests people of color, in particular, must be treated as special cases, rather than equals. We suggest instead "facilitate the inclusion of persons of diverse backgrounds..."

In the second paragraph, we believe the means of communication to the public should be stated explicitly, given the district's historical lack of transparency. The analysis of student performance data must include enrollment in gifted, advanced and AP courses by race, ethnicity, gender, sexual orientation and grade. We object to the use of the term *behavioral*, and barring some statutory requirement, suggest that 'discipline data' is a preferable term. This is particularly important given the history of disproportionate punishment of African-American students that creates the impression that these students have *behavioral* issues.

We are very concerned with the appointment of an Affirmative Action Officer for the district. This individual should have no other responsibilities, and have the leeway to probe complaints against district teachers, staff and administrators. The Affirmative Action Officer must be independent and proactive, and free of any conflicts in the discharge of her or his responsibilities.

1523 Comprehensive Equity Plan

In the first paragraph, 'facilities,' should be included as one of the needs for achieving equity that should be assessed. We also believe there should be a compliance statement that details the intention of the school district to adhere to the specific state and federal statutes mandating nondiscriminatory practices. The public should be informed as to these set of specific laws and the requirement that the district conform accordingly. This is a matter of **transparency** and **full disclosure** of the district's legal obligations. The absence of such language leaves the average citizen unaware of what is legally required of the district.

- Under Point 1 under The Comprehensive Equity Plan shall include the following, the term *behavioral* again raises a red flag. In addition, the assessment should include enrollment, course withdrawal and completion data across advanced level and AP courses, grades 8-12.
- Under Point 2, 'facilities' should be included in the description of elements that are aligned to the Comprehensive Equity Plan.
- Under Point 3, there should be a definable timetable and not 'targets' for closing the achievement gap.
- Under Point 4, professional development targets should include bias free instruction and assessments, and diversity of teaching and supervisory staff.
- Under Point 5, the "needs in equity" should be described with some specificity.

We also find it troubling that there is no language that binds the district to making the Comprehensive Equity Plan available to the public.

1550 Affirmative Action Program for Employment and Contract Practices

There should be an affirmative statement attesting to the district's intention and commitment to pursue all available pathways to expand the hire pool, recruit for personnel through traditional and nontraditional means, publicize employment opportunities in media, among institutions and within professional networks that cater to underrepresented groups, and to work with the district's two sending communities to recruit, hire and retain a diverse workforce.

In addition, there should be a statement attesting to the district's commitment to monitor, provide recurrent training, and assessment of personnel's adherence to the district's Affirmative Action protocols.

Other Concerns

We continue to have serious concerns over the implementation of policies 5755.1 (Access & Equity) and 2314 (Academic Placement), and with the above referenced policies, see a direct contradiction to the current status of equity in the district.

First, the maintenance of academic 'levels' defeats the stated intention of both of these policies. Leveling or "tracking," was among the practices cited by the ACLU and the UCLA Civil Rights Project in its complaint with the U.S. Department of Education Office of Civil Rights (OCR) against the school district. There is no justification in pedagogy to retain these levels that stigmatize and deter academic achievement within the African-American student population, in particular. In the face of the overwhelming evidence of the harm done to African-American students in this district by assigning them to lower-level courses, that by practice was not racially neutral, the continued use of tracking is intently discriminatory. The practice of "leveling" or "tracking" violates the spirit and intent of the Resolution Agreement with OCR signed by the district. It is a practice we are prepared to seek immediate relief in a court of law for African-American students in the district.

Second, the absence of required academic supports, as referenced in 2314 undermines the very essence of 5755.1, rendering both policies ineffective. The district failed to align its class scheduling and failed to provide the structured support to facilitate student success. In conversations with students, parents and teachers, we learned that the implementation of these policies was poorly executed. Students who took on the challenge of enrolling in advanced level and AP classes, and encouraged to do so by their parents, were due and are due the maximum commitment of the district to help them succeed. The current budget crisis is not an excuse and cannot be used to delay, evade or deny fulfilling the obligations of the district to the provisions of the Resolution Agreement or applicable state and federal laws.

We are requesting, by July 1 2017, a detailed breakdown of course enrollment, by level and AP status, and by race, gender and teacher, for students grades 8-12 in the 2016-2017 school year. We would also like to see the district's plans for the 2017-2018 school year that will put in place appropriate tools and interventions to elevate Black student achievement. Upon receipt of this documentation, we will solicit the input of the federal Office of Civil Rights, state Department of Education and determine the appropriate next steps to remedy these patterns of discriminatory behavior that fuels the achievement gap.

Sincerely,



Walter Fields