

Affirmative Action Overview

Eagleswood Township Board of Education

2011-2012 School Year

Overview:

Federal and state laws require employers to establish procedures to address discriminatory practices in the workplace through Affirmative Action programs, policies, and procedures. Still, discrimination remains a national problem. Today's most pervasive discrimination results from typical, although often unintentional practices throughout the educational and employment process.

To complement the spirit of the law, in 1985, the Eagleswood Township Public School, under the direction of the New Jersey Board of Education, established an Affirmative Action Office.

The Affirmative Action Office is responsible for the planning and implementation of district initiatives to create positive and result-oriented programs designed to remedy patterns and practices of discrimination in employment and educational services.

The purpose of the Affirmative Action Office is to provide staff and students with opportunities for equity and equality, and to provide a forum to address and resolve grievances.

The primary goal of Affirmative Action is to ensure that women and minorities are widely represented in all occupations and at all organizational levels. Planning and acting to end the absence of certain kinds of people—those who belong to groups that have been subordinated or left out—from certain jobs and schools.

The administrative code governing affirmative action programs in school districts is N.J.A.C. 6A:7 (Managing for Equality and Equity in Education). Under New Jersey law, accountability for enforcement of affirmative action policies and programs is implemented by the Department of Education to support equity and equality for staff and students.

N.J.A.C. 6A:7 (Managing for Equality and Equity in Education) defines the responsibilities of district boards of education for compliance with current law and public policy governing the elimination of discrimination and the provision of equal educational opportunity in the public schools, as well as address the achievement gap and the No Child Left Behind (NCLB) legislation.

The Affirmative Action Office for the Eagleswood Township Board of Education is located in the Business Office. The primary goal of the office is to oversee district compliance and equality in federal and state Affirmative Action mandates, and to ensure district compliance with employment practices, awarded contracts, curriculum, programs, and services offered by the Camden City Public School district.

Effective Affirmative Action programs help to generate a culture that supports all Americans having the opportunity to compete for education and jobs on an equal basis of merit without preference and without discrimination.

Affirmative Action program goals and objectives are aimed at eliminating the existing discriminatory obstacles to equal employment opportunity, as well as identify other corrective measures. Because of the significance of the consequences of years of past systematic discrimination in school systems, the legal wrong ends only when all consequences of past discrimination have been eliminated.

Eagleswood Township Public School will continue its commitment to Affirmative Action and Equal Employment Opportunity and maintain an enduring obligation to hire and develop individuals who represent our diverse community, which is commensurate in the following governing laws:

- District Compliance of Title VI and VII of the Civil Rights Act, 1964
- Title IX of the Education Amendments, 1972
- Section 504 of the Rehabilitation Act, 1973
- The Americans with Disabilities Act, 1990
- Individuals with Disabilities Education Act (I.D.E.A.) of 1997
- Equal Pay Act of 1973
- Article I, Paragraph 5 of the N.J. State Constitution
- N.J.S.A. 18A:36-20, Equality in Educational Programs, Prohibition of Discrimination
- N.J.S.A.10:5 N.J. Law Against Discrimination
- N.J.A.C. 6A:7 Managing for Equality and Equity in Educational Programs
- N.J.S.A. 18A:35-1, History of the United States

**Affirmative Action Officer
Allison Bogart
Eagleswood Township School District Affirmative Action Program**

A. Purpose and Application

- a. The purpose of this procedure is to give any pupil or the parent of a pupil the opportunity to appeal an alleged violation of the district's affirmative action plan for school and classroom practices, as set forth in School Policy, including sexual harassment.
- b. This procedure is intended to facilitate an equitable and just reaction of a dispute at the most immediate level and will be implemented in an informal manner.
- c. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
- d. All participants in the procedure will respect the confidentiality that this district accords to information about individual pupils.

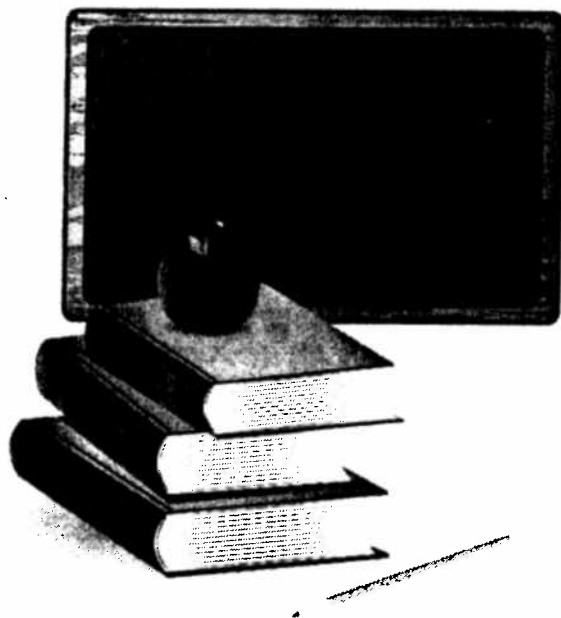
B. Definitions

- a. "Affirmative Action Officer" means the district official responsible for the coordination of activities relating to compliance with the affirmative action plan.
- b. "Affirmative Action Plan" means the affirmative action plan for school and classroom practices adopted by the Board
- c. "Board of Education" means the Board of Education of the Eagleswood Township School District.
- d. "Complainant" means the pupil or parent who believes that he or she has been harmed or adversely affected by a failure to enforce the district's affirmative action plan
- e. "Complaint" means an unresolved problem concerning the interpretation or application by an officer or employee of this school district of law and regulations regarding the affirmative action plan
- f. "Day" means calendar day
- g. "Pupil" means an individual enrolled in any format educational program provided by the school district.
- h. "School District" means the Eagleswood Township School District
- i. "Violation" means the failure of a district official or employee to take the positive steps outlined in School Policy and/or included in the affirmative action plan.

C. Procedure

- a. A complainant shall discuss his or her complaint with the staff member most closely involved in an attempt to resolve the matter informally.
- b. If the matter is not resolved to the satisfaction of the complainant within 5 days , the complainant may submit a written complaint to the affirmative action officer. The complain will include:
 - i. The pupil's name and in the complaint of a person acting on behalf of the pupil the name and address of the complainant
 - ii. The specific failure to act that the complainant complains of
 - iii. The school employee, if any, responsible for the alleged violation of the affirmative action plan
 - iv. The results of discussions conducted in accordance with Policy
 - v. The reasons why those results are not satisfactory
- c. The affirmative action office will investigate the matter informally and will respond to the complaint in writing no later than 7 days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.
- d. The response of the Affirmative Action Officer may be appealed to the Superintendent in writing within 7 days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have violated the affirmative action plan.
- e. On his or her timely request (that is submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent at a time and place convenient to the parties, no later than 7 days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with violation of the affirmative action plan and another person with knowledge of the violation complained of.
- f. The Superintendent will render a written decision in the matter no later than 7 days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties and to the Board.

**AN INTRODUCTORY MANUAL
FOR
AFFIRMATIVE ACTION**



**New Jersey
Department of Education**

Preassessment Questionnaire

The Equity Challenge

Before participation in this training, please give your estimate of your level of awareness for each of the following Items:

	Not Aware	Aware	Very Aware
1. Difference between <i>N.J.A.C. 6A:7, "Managing for Equality and Equity in Educational Programs"</i> and Title IX.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Roles and responsibilities of a district Affirmative Action Officer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Understanding of the forms of discrimination and their impact on you as an equity advocate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Policies and practices which promote a bias-free school environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Process for filing an affirmative action grievance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Preparation of a comprehensive equity plan and maintaining documentation for monitoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Conducting an effective affirmative action/human relations staff development program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Objectives:

1. To acquaint you with your roles and responsibilities.

2. To provide an understanding of what constitutes harassment - sexual, racial, verbal - and the laws and code regarding equity.

2. To understand what constitutes an “equity advocate.”

4. To provide an understanding of the process of grievance procedures (including conducting investigations), forms and confidentiality issues.

5. To provide you with resources for conducting your own equity staff development program.

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INTRODUCTION

This guide is intended to serve as a resource for Affirmative Action Officers as they implement the requirements of *N.J.A.C. 6A:7, Managing for Equality and Equity in Education*, and Title IX, Prohibiting Sex Discrimination in Education. It suggests strategies and approaches that will help school districts comply with the spirit and letter of these regulations.

The first question one often asks is, "What is an Affirmative Action Officer (AAO)?" An AAO is a member of the professional staff who has responsibility to coordinate and implement the district's efforts to comply with the regulations of *N.J.A.C. 6A:7*. This person also serves as the district's Title IX Coordinator.

Although a specific job description is not required, it is necessary to clearly define an AAO's responsibilities. An AAO does the following:

- Oversees the implementation of the district's affirmative action plan
- Oversees the development and implementation of the district's comprehensive equity plan.
- Monitors implementation of the plan and programs.
- Maintains communication with staff, students, and community.
- Coordinates/Provides required inservice training for certified and non-certified staff.
- Provides advisory assistance to district administration.
- Has full knowledge of district grievance procedures and employment policies.
- Maintains records and reports data as required.
- Performs other duties as deemed necessary.

HOW DOES A NEW AAO GET STARTED?

Make sure that your appointment as AAO has been approved by the local board of education. Inform all staff and students, as well as the county office, of your appointment. Make sure that all secretaries and persons who answer district phones know that you are the AAO and know the phone number and address at which you can be reached.

- Read *N.J.A.C. 6A:7 "Managing for Equality and Equity In Education"* and Title IX of the Education Amendments of 1972.
- Read the district's Affirmative Action (AA) file, comprehensive equity plan guidelines, and status of corrective action plans.
- Review your yearly objective(s) with your superintendent. Find out what activities have been implemented and which still need to be done.
- If you and the superintendent decide that the affirmative action plan needs updating, revise it and present it to the board of education for approval (revisions should be made with the assistance of the AA team.)
- Determine who in the district can assist you in fulfilling your responsibilities. You might consider the athletic director, guidance director, elementary and secondary supervisors, and personnel director.
- Attend conferences and training sessions relating to equity issues.
- Contact AAOs in other districts for advice and support.

FUNCTIONS OF THE AAO

The prime function of an AAO is to oversee district compliance with *N.J.A.C. 6A:7* and Title IX of the Education Amendments of 1972. To effectively carry out this function, the AAO has a number of major responsibilities. A district may appoint more than one AAO. For example, a district might select a curriculum supervisor as the AAO for school classroom practices and the personnel director as AAO for employment/ contract practices. The AAO, in compliance with *N.J.A.C. 6A:7*, should form an affirmative action team to coordinate and implement the requirements as described therein.

REGULATORY/COMPLIANCE

Specific steps which must be taken on an annual basis are:

Disseminate a notice to staff, students, and parents that the district does not discriminate on the basis of race, color, creed, religion, sex, affectional or sexual orientation, ancestry, national origin, or social or economic status. The notice also must include the name, address, and phone number of the AAO, and should be disseminated in district newsletters, student newspapers, employee and student handbooks, on bulletin boards, and at presentations, orientation sessions, assemblies, and meetings.

Include the policy statement in all course announcement bulletins, catalogues, application forms, and student and employee handbooks.

Notify all students and employees of district grievance procedures for handling discrimination complaints. Under Title IX, the AAO must investigate any complaint alleging sex discrimination.

Make the affirmative action plan and comprehensive equity plan available for review to all interested parties. It is suggested that a copy of both plans be housed with the AAO, in the superintendent's office, and in each school.

Ensure that the district does not enter into any contract with a person, agency, or organization that discriminates in employment practices or the provision of benefits or services. See the attached sample letter which can be sent to all new vendors before the district agrees to a contract. (This letter need be sent only once to a vendor.)

Oversee implementation of *N.J.A.C. 6A:7* and Title IX and conduct annual district internal monitoring to insure continuing compliance.

INSERVICE TRAINING

Each district annually must provide annual, ongoing inservice training for ALL school personnel to identify and resolve problems associated with the student achievement gap and other inequities 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.

Inservice can be incorporated into:

- Special inservice workshops and programs
- Regular faculty meetings (must be ongoing)
- Department meetings

The district board of education shall ensure that all new certificated and non-certificated staff is provided with professional development training on educational equity issues within the first year of employment.

Staff members must be prepared to avoid and correct discrimination and bias. They should understand the rationale and substance of the regulations, the obligation of school systems to comply, and ways to promote equity in the school environment. Before providing inservice training, it is suggested that the district conduct a needs assessment to identify areas of interest and concern.

Some topics to consider are:

- Discrimination and bias awareness
- Multicultural/bias free materials
- Methods of supplementing biased materials
- Non-sexist career education
- Human relations
- Multicultural curriculum
- Sexual Harassment
- Cultural Diversity

Textbook and Materials Review

Ensure that textbook selection criteria reflect sensitivity to the issues of discrimination and bias. Monitor purchases for compliance with AA policies and procedures.

Recruiting, Hiring and Employment Practices

- Monitor district employment goals.
- Develop list of district recruiting sources.

- Serve on screening and interviewing committees where appropriate.
- Notify all labor or professional organizations holding contracts with the district of the district's policy of non-discrimination. (See attached sample).
- Ensure that all employment policies and practices are non-discriminatory; for example, review application forms and questions used during pre-employment inquiries to ensure compliance with the New Jersey Law Against Discrimination.
- Review salaries paid for extra-curricular activities. Ensure that equal pay for equal work is provided all employees.

Student Assignment

- Review course description booklets for sexist language and overall compliance. Identify biases and suggest changes (e.g., change "Bachelor Cooking" to "Cooking for Moderns"). Ensure that course content is changed, when necessary.
- Analyze student classroom assignments. Identify areas showing imbalances of students by sex or race (e.g., a home economics class with 24 girls and 1 boy).

Physical Education and Athletics

- Review individual class enrollments with attention to distribution by sex and race.
- Ensure that all classes are coed. Classes in which students select their activities should not lead to resegregation; e.g., in the fall, two activities are offered and only girls select field hockey and boys select flag football.
- Review athletic programs for boys and girls; look at the number of students in the sports offered, levels of competition (Varsity, J.V, Frosh, etc.).
- Review all other related areas, (facilities, scheduling, equipment, etc.).
- Where inequities are identified, recommend courses of action to correct the problems.
- Survey students to find out what their sports interests are before planning new programs.

Other Areas

- Examine guidance tests for bias.
- Review work study placements of males and females.
- Identify inequities in club participation, awarding of scholarships, etc.

Keep in mind that each district should concentrate on those specific areas needing its attention. The suggested list of activities is a sampling of ideas only and should not be construed as covering all relevant topics.

LEADERSHIP/ADMINISTRATION

With the support of the superintendent and the board, the AAO should establish whatever administrative structures are needed to fully implement the regulations. Implementing these regulations will require that the AAO:

Serve as liaison with the New Jersey Department of Education, Office of Specialized Populations, and civil rights agencies.

Maintain a file of all documents and records pertaining to Titles IX and *N.J.A.C. 6A:7*. This file should include copies of the comprehensive equity plan, approved corrective action plans, internal monitoring reports, documentation for county office monitors, annual notices to parents, in-service program information, etc.

Chair the AA team and oversee its progress.

Delegate implementation responsibilities when necessary; e.g., data collection for internal monitoring can be done and synthesized at a building-by-building level under principals, or at a department level under supervisors or department heads.

Provide leadership and training to the building principals and administrators. This can be accomplished during district-wide administrator's meetings or in special affirmative action training sessions.

Some districts appoint the principal of each school as the building AAO. That person monitors his or her building for compliance with Titles IX and *N.J.A.C. 6A:7* and reports those findings to the district AAO. Where non-compliance is identified, a plan of corrective action is developed and administered through the building principal. The principal may establish a building AA team to plan inservice training, disseminate information and perform other duties. One team member from each building can serve on the district-wide AA team.

Remember, only through the coordinated efforts of the entire school community can equal educational and employment opportunity be achieved.

INFORMATION DISSEMINATION

Collect, review, and disseminate relevant information to students and staff. This includes notification of regulation changes and new compliance information.

Provide staff, students, parents and community members with various kinds of relevant information by:

- Writing a column in the district newsletter or starting an AA newsletter;
- Speaking to the student council, social studies classes, or other classes about affirmative action and how it relates to students;
- Working with parent and community groups planning affirmative action programs;
- Disseminating information on conferences, seminars, and training sessions to appropriate personnel;
- Setting up an AA resource center with the assistance of a librarian or media specialist;
- Placing suggestion boxes in each school for student and staff input;
- Planning an equal opportunity career conference;
- Placing calendars and biographies of famous women, men and minorities in teachers' mailboxes; and
- Devoting a bulletin board in each school to AA concerns and highlights. Post newspaper clippings, children's art and stories, posters, pictures. Ask different classes to be responsible for the bulletin board each month.

HANDLING COMPLAINTS AND GRIEVANCES

Under Title IX, each school district must have a written, publicized grievance procedure for handling complaints alleging sex discrimination. Students, parents, and employees must be fully informed of the steps in the grievance process. It is strongly recommended that discrimination grievance procedures allow for complaints on the basis of race, color, creed, religion, national origin, affectional or sexual orientation, ancestry, socioeconomic status, as well as sex.

Title IX does not specify a particular structure for the grievance procedure; it does require that the procedure provide for the "prompt and equitable resolution of student and employee complaints." Therefore, all procedures must include reasonable timelines for the initiation and resolution of a grievance.

Any person who believes that he/she has been discriminated against also may file a complaint with the Office for Civil Rights or the Department of Education at the same time a grievance is filed, during or after the grievance process, or without using the process at all. A person may also file with other civil rights agencies, such as the New Jersey Division on Civil Rights.

The Title IX regulation requires that the Affirmative Action Officer have primary responsibility for coordinating activities related to the investigation of discrimination complaints. Although Title IX does not spell out those activities, they should include the installation, publication, recordkeeping, and processing of the grievance. It is strongly recommended that the AAO be involved in the grievance procedure. If the AAO is a teacher, an administrator must be designated to assist in the process.

In summary, the district must do the following:

- Have a procedure by which students and employees may file discrimination complaints;
- Publicize those procedures;
- Involve its AAO in the coordination of grievance procedure activities;
- Maintain records documenting the process; and
- Implement corrective actions when discrimination is identified.

SAMPLE GRIEVANCE PROCEDURE

In keeping with federal/state antidiscrimination legislation, the Board of Education has adopted and hereby publishes the Grievance Procedure provided for the resolution of student, employee, and parent complaints.

PURPOSE: To provide students, employees, and parents a procedure by which they can seek a remedy for alleged violations related to discrimination on the basis of race, color, creed, religion, affectional or sexual orientation, sex, ancestry, national origin, or socioeconomic status.

DEFINITION: Grievance - A formal written complaint.
Grievant - Any student, employee, or parent aggrieved by a decision or condition falling under the guidelines of federal and/or state anti-discrimination laws.
Affirmative Action Officer- The district employee designated to coordinate efforts with antidiscrimination legislation and charged with the responsibility of investigating complaints.

PROCEDURE:

Step #1 - The grievant must present the complaint in written form to the responsible person designated as the Affirmative Action Officer. (Use Grievance Report - Form A)

Step #2 - The Affirmative Action Officer has five working days in which to investigate and respond to the grievant. (Affirmative Action Officer is to use the space provided on Grievance Report - Form A)

Step #3 - If not satisfied, the grievant may appeal within ten-working days to the Superintendent or designee (not Affirmative Action Officer). (Use Appeal - Form B)

Step #4 - Response by the Superintendent or designee must be given within five working days. (Superintendent to use space provided for on Appeal - Form B)

Step #5 - If the grievant is not satisfied at this level, an appeal may be made within ten working days to the Board of Education which will hear the complaint at the next regular meeting or within thirty calendar days. (Use Appeal - Form C) Local

Board hearing shall be conducted so as to accord due process to all parties involved in the complaint such as written notice of hearing dates, right to counsel, right to present witnesses, right to cross-examine and to present written statement. The decision of the Board shall be by a majority of the members at a meeting which shall be public.

Step #6 - The _____ Board of Education shall respond to the grievant within thirty calendar days. (Use space provided for an Appeal - Form C)

Step #7 - If the grievant is not satisfied with Board's decision, the grievant can have it referred to the County Superintendent of Schools.

Step #8 - The grievant maintains the right to by-pass the grievance procedure and submit the complaint directly to any or all of the following agencies:

- 1 . The Commissioner of Education
Bureau of Controversies and Disputes
New Jersey Department of Education
PO Box 500
Trenton, New Jersey 08625
Phone:(609) 292-5706]
2. Equal Employment Opportunity
Commission Newark District Office
1 Newark Center, 21st Floor
Newark, New Jersey 07102
Phone:(973) 645-6383 or (800) 669-4000
3. U.S. Office for Civil Rights
U.S. Department of Education
75 Park Place, 14th Floor
New York, New York 10007
Phone:(212) 264-3313 or (212) 637-6330
4. New Jersey Division on Civil Rights
31 Clinton Street, 3rd Floor
Newark, New Jersey 07102
(973) 648-2700

GRIEVANCE REPORT - FORM A

STEP #1

FROM: _____, Grievant

TO: _____, Affirmative Action Officer

DATE: _____

DESCRIPTION OF HAPPENING:

(Signature)

(This Portion to be used by Affirmative Action Officer ONLY)

STEP #2

Grievance Number _____

TO: _____, Grievant

FROM: _____, Affirmative Action Officer

DATE: _____

RESPONSE TO GRIEVANT:

(Date Grievance Received)

(Affirmative Action Officer)

APPEAL - FORM B

STEP #3

Grievance Number _____

FROM: _____, Grievant

TO: _____, AAO

DATE: _____

"Grievance Report Form A is hereby attached for APPEAL to the Superintendent."

(Signature)

(This Portion to be used by Affirmative Action Officer ONLY)

STEP #4

Grievance Number _____

TO: _____, Grievant

FROM: _____, AAO

DATE: _____

RESPONSE TO GRIEVANT' S APPEAL:

(Date Appeal Received)

(Affirmative Action Officer)

SECOND APPEAL - FORM C

STEP #5

Grievance Number _____

FROM: _____, Grievant

TO: _____, AAO

DATE: _____

The attached Grievance Forms A and B, are hereby submitted for the Board of Education's review pertaining to my complaint.

(Signature)

STEP #6

Grievance Number _____

TO: _____, Grievant

FROM: _____

DATE: _____

RESPONSE TO SECOND APPEAL:

(Date Appeal Received)

(Affirmative Action Officer)

SOME RECRUITMENT TIPS FROM THE OFFICE OF SPECIALIZED POPULATIONS/EQUITY

- Allocate a recruitment budget.
- Word all job postings, advertisements, and printed materials in non-sexist language.
Example: maintenance worker vs. maintenance man
- Ensure that pictures appearing in advertisements and bulletins reflect a balance of women/men and racial/ethnic minorities/non-minorities.
- State in all advertising of available positions that the employer is an equal opportunity employer and that all qualified applicants are encouraged to apply.
- Make certain that advertising materials do not contain a preference for applicants of either sex.
- List vacancies with women's and minority organizations, centers, registries, referral agencies.
- Advise college/university placement officers that your district is particularly interested in recruiting Black and national origin personnel, female administrators, male elementary teachers, etc., and send notices to Black colleges and universities with large female and minority enrollments.
- For openings in areas such as education administration, special education, social work, psychology, etc., contact specific departments on college/university campuses for names of recent graduates and outstanding students.
- Contact New Jersey's urban districts.
- Consider women and minority employees in your organization who are qualified for a transfer or promotion.

- Remember that campus affirmative action/Title IX officers often have contact with minority students.
- Contact Equal Opportunity Fund (EOF) personnel bilingual education directors, and minority students' organizations on college campuses.
- Work with college student-teacher placement offices to recruit student teachers from racial/national origin minority groups.
- Publicize vacancies in materials sent to parents and committee members, to the newspapers, and to the stations.
- Use student newspapers to list job vacancies.
- Announce vacancies at parent meetings.
- Establish teacher exchange programs with minority districts.
- Establish networks among urban, suburban, and rural districts so that an exchange of names of qualified applicants can take place.
- Contact districts that are rifting personnel.
- Identify employees who qualify - or can become qualified - for upward mobility.
- Include women and minorities in the personnel process:
 - on recruiting trips
 - writing job descriptions
 - developing publicity and organizational literature
 - as part of interviewing and selection teams

This list of recruitment tips provides some strategies for recruiting school personnel, especially minorities and women.

SAMPLE LETTER FOR CONTRACTORS

DATE

NAME

ADDRESS

CITY, STATE, ZIP

Dear _____

The _____ Board of Education is an affirmative action employers, and pursuant to federal and state regulations (Executive Order 112246 as amended and N.J.A.C. 6A:7, we must advise you of our intent to negotiate business only with other Affirmative Action Employers. All contractors and subcontractors with whom we contract are obliged to take affirmative action to provide equal employment opportunity without regard to race, color, national origin, age, or sex.

Please sign the attached form and return it to us immediately.

Sincerely

Supplier acknowledges receipt of the notice to contractors requiring affirmative action in employment and certifies compliance with that requirement.

Name of Firm

Signature

Title

Address of Firm

Date

Please return to:
(district address)