

**New Jersey State Department of Education
Division of Field Services**



**Comprehensive Equity Plan
for School Years 2019-20 through 2021-22**

Forms and Instructions

To Assist School Districts, Charter Schools and Renaissance Schools in Developing
A Comprehensive Equity Plan to Provide
Equality and Equity in Educational Programs

Due Date: On or before June 14, 2019



"Managing for Equality and Equity in Education"
Three Year Comprehensive Equity Plan

School Years 2019-2020 through 2021-2022

Table of Contents

Comprehensive Equity Plan for School Years 2019-20 through 2021-22.....	0
"Managing for Equality and Equity in Education"	1
<i>New Jersey State Board of Education</i>	2
<i>General Information</i>	3
Purpose	3
Federal Laws.....	3
State Laws	3
Questions	3
Submission Deadlines	3
Resources for more Information About Equity and Equality in Education	4
<i>Instructions For Completion of the Comprehensive Equity Plan</i>	4
Step 1: Establish the Affirmative Action Team, N.J.A.C. 6A:7-1.5 (Appendix A)	4
Step 2: Conduct Needs Assessment (Appendix B)	4
Step 3: Develop the Comprehensive Equity Plan (CEP) (Appendix C)	5
Step 4: Complete the Statement of Assurance (Appendix D)	5
Step 5: Obtain the following Board Resolutions and attach them to the CEP	6
Step 6: Assemble the Submission Package in this order	6
Step 7: Submit the CEP	6
<i>Comprehensive Equity Plan</i>	7
Accountability:	7
Sanctions:	7
<i>Appendix A Affirmative Action Team Form</i>	8
Affirmative Action Team	9
<i>Appendix B Comprehensive Equity Plan Needs Assessment</i>	10
District, Charter School and Renaissance School Project Comprehensive Equity Plan Needs Assessment	11
<i>Appendix C Comprehensive Equity Plan Corrective Actions</i>	29
Comprehensive Equity Plan Corrective Actions.....	30
<i>Appendix D</i>	37
Comprehensive Equity Plan Statement of Assurance.....	38
Comprehensive Equity Plan Statement of Assurance 2020-2021	39
Comprehensive Equity Plan Statement of Assurance 2021-2022	40

New Jersey State Board of Education

Member Name	Municipality
Arcelio Aponte (President)	Middlesex County
Kathy A. Goldenberg	Burlington County
Mary Beth Berry	Hunterdon County
Elaine Bobrove	Camden County
Fatimah Burnam-Watkins	Union County
Ronald K. Butcher	Gloucester County
Jack Fornaro	Warren County
Mary Elizabeth Gazi	Somerset County
Nedd James Johnson, Ed.D.	Salem County
Ernest P. Lepore	Hudson County
Andrew J. Mulvihill	Sussex County
Joseph Ricca, Jr., Ed.D.	Morris County
Sylvia Sylvia-Cioffi	Monmouth County

Lamont Repollet
Commissioner of Education
Secretary

Robert L. Bumpus
Assistant Commissioner
Division of Field Services

General Information

Purpose

In January 2017, the State Board of Education re-adopted N.J.A.C. 6A:7, Managing for Equality and Equity in Education, which outlines responsibilities for achieving and maintaining compliance with all state and federal laws governing equity in educational programs. As a result, all school districts, including charter schools and renaissance school projects are mandated to develop a three-year Comprehensive Equity Plan (CEP). The responsibility of each board of education and board of trustees of every public school district, charter school and renaissance school project in New Jersey is to identify and correct all discriminatory and inequitable policies, programs, practices and conditions within or affecting its schools. The role of the New Jersey Department of Education (NJDOE) is to ensure that each district, charter school and renaissance school project complies with equality and equity requirements, and to provide guidelines to accomplish that result.

The CEP enables school districts, charter schools and renaissance school projects to demonstrate compliance with all applicable laws, codes, and regulations, including, but not limited to, the following:

Federal Laws

- 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
- Equal Pay Act
- The Americans with Disabilities Act of 1990
- Individuals with Disabilities Education Act (I.D.E.A.)

State Laws

- Article I, Paragraph 5 of the New Jersey State Constitution
- N.J.S.A.18A:36-20, Equality in Educational Programs
- N.J.S.A.10:5 New Jersey Law Against Discrimination
- New Jersey Administrative Code (N.J.A.C.) 6A:7
- N.J.S.A. 18A:35-1, History of the United States and New Jersey
- N.J.S.A. 18A:36-20, Prohibition of Discrimination

Questions

Questions regarding the development, submission, and implementation of the Comprehensive Equity Plan may be sent to countyoffices@doe.nj.gov. Additionally, questions may be directed to the county education specialist at the County Office of Education. The contact list for the county offices of education is available on the NJDOE [County Information and Services](#) webpage.

Submission Deadlines

School districts, charter schools and renaissance school projects must submit the original Comprehensive Equity Plan and corresponding forms to the **County Office of Education** for review and approval no later than **Friday, June 14, 2019** for implementation of the 2019-2020 CEP to begin on September 1, 2019.

Resources for more Information About Equity and Equality in Education

- [NJ State Division on Civil Rights website](#)
- [U.S. Dept. of Education Office for Civil Rights website](#)
- [U.S. Commission on Civil Rights website](#)
- [U.S. Dept. of Justice Civil Rights Division website](#)

Instructions For Completion of the Comprehensive Equity Plan

Step 1: Establish the Affirmative Action Team, [N.J.A.C. 6A:7-1.5 \(Appendix A\)](#)

Each district, charter schools and renaissance school projects shall annually designate a member of its staff as the affirmative action officer (AAO) and provide a resolution approving the AAO. The district, charter school and renaissance school project shall form an affirmative action team (AAT) – a minimum of three individuals – of whom the AAO is a member, to conduct a needs assessment and to develop the CEP. The Department encourages districts, charter schools and renaissance school projects to ensure a diverse stakeholder group and to invite a member of the community as part of the team. The members of the AAT must be identified on the form provided in this manual (Appendix A) – Affirmative Action Team.

Step 2: Conduct Needs Assessment (Appendix B)

Each school district, charter school and renaissance school project board shall use the Appendix B entitled, "District, Charter School and Renaissance School Project Needs Assessment" to conduct a needs assessment of each school. This document is intended to be used as a checklist to assist the AAO and the AAT to identify and eliminate discriminatory practices and other barriers to achieving equity in educational programs. The completed Needs Assessment must be submitted to the county office as part of the documentation that accompanies the Comprehensive Equity Plan. When citing documentation in the Needs Assessment, you **must** include the document title, date of board of education or board of trustees' adoption or page number in the document being provided. In conducting the needs assessment, the AAT will ascertain whether the school district (and each school within the district), charter school or renaissance school project is in compliance with each requirement in the checklist, and, whether there are internal monitoring procedures in place to ensure continuing compliance. Those items needing correction or requiring an internal monitoring procedure or system will form the basis for the improvement strategies that will be proposed in the CEP.

The school district, charter school or renaissance school project Needs Assessment checklist contains four sections:

- I. Board Responsibility - This section sets forth the types of policies and resolutions that the Board must adopt (create if nonexistent, revise if existing but deficient) in order to comply with applicable law. This section outlines specific areas that must be addressed in these policies and resolutions.
- II. Staff Development - Staff development and training on equity matters is required annually for all staff, certificated and non-certificated.
- III. School and Classroom Practices - This section sets forth the equity requirements for four categories: curriculum, student access, guidance, and physical education/athletics.
- IV. Employment and Contract Practices - This section outlines the basic practices that must be observed to comply with equity requirements in this area.

Note: At the beginning of each section of the Needs Assessment, the laws and codes that specifically apply to the section have been provided for your convenience. The Department encourages the AAT preparing the CEP to refer to these sources of legal authority and become acquainted with the mandates they contain.

Step 3: Develop the Comprehensive Equity Plan (CEP) (Appendix C)

After identifying the items that need correction from the Needs Assessment, improvement strategies covering the next three years must be developed for each one of these identified items. For this purpose, forms specific to each assessment section are provided with this packet.

- I. Board Responsibilities
- II. Staff Development
- III. School and Classroom Practices (One for each sub-area: Equality and Equity in Curriculum, Equality and Equity in Student Access, Equality and Equity in Guidance Programs, and Equality and Equity in Physical Education/Athletic Programs)
- IV. Employment and Contract Practices

The plan to correct or address each item that needs correction must be on the form covering the corresponding section (Board Responsibilities, Staff Development, School and Classroom Practices, and Employment and Contract Practices). Use the Needs Assessment categories and sub-categories as your guide. Each form contains space to include each of the elements of the plan. For each form:

Identify Items that were Not Compliant - In the CEP, enter the section or subsection of noncompliance identified in the Needs Assessment. If a school within a district is not compliant; identify the school(s) by name in the Needs Assessment. If the district, charter school or renaissance school project itself is not compliant, write "district wide, charter school-wide or renaissance school project-wide." If one school is out of compliance, the entire district is out of compliance and a plan to address the noncompliant schools must be developed.

Develop Improvement Strategies - List each identified need from the corresponding number in the Needs Assessment (e.g., I.D.1) together with the strategies/activities you will use to improve or correct the deficiency. A district, charter school or renaissance school project should ensure that its strategies are specific, measurable, achievable, realistic and time-bound (S.M.A.R.T.).

Assign Staff Responsible - List the names and titles of the personnel that will implement the proposed strategies and activities.

Plan the Implementation Timeline - Indicate the year or specific timeframe that the strategy or activity will take place, i.e. 2019-2020 school year; 2020-2021 school year, ongoing, etc.

Provide Evidence of Completion - List the indicator(s) and/or documentation that will be made available for review, if requested, which will verify that the identified need is being or was corrected. Use qualitative or quantitative methods depending on the type of problem that is being corrected. This will set forth the basis for approval of the CEP. Omission of this information will result in disapproval of the CEP; it will be returned for revisions.

A district, charter school and renaissance school project may include more than one "identified item as deficient or non-compliant" and accompanying strategies to correct the problem in one form or submit a separate form for each.

Step 4: Complete the Statement of Assurance (Appendix D)

The Statement of Assurance is submitted with the Comprehensive Equity Plan to ensure district, charter school and renaissance school project compliance with statute and code. The Chief School Administrator or Charter School Lead Person must sign and date the Statement of Assurance in the space indicated at the bottom of the form.

Step 5: Obtain the following Board Resolutions and attach them to the CEP

The following Board resolutions must be attached to the CEP:

- Annual resolution appointing the Affirmative Action Officer for 2019-20 school year;
- Resolution authorizing the Affirmative Action Team to conduct the Needs Assessment and develop a Comprehensive Equity Plan; and
- Resolution authorizing the submission of the proposed Comprehensive Equity Plan.

Step 6: Assemble the Submission Package in this order:

1. Statement of Assurance (Appendix D)
2. Resolution appointing the Affirmative Action Officer
3. Resolution authorizing the Affirmative Action Team to conduct the Needs Assessment and develop a Comprehensive Equity Plan;
4. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.
5. List of Affirmative Action Team members (Appendix A)
6. District, Charter School and Renaissance School Project Needs Assessment (Appendix B)
7. Comprehensive Equity Plan forms, if applicable (Appendix C)

Step 7: Submit the CEP

Submit one (1) original CEP to the County Office of Education on or before Friday, June 14, 2019. The contact list for the county offices of education is available on the NIDOE [County Information and Services](#) webpage.

****After approval and implementation of the comprehensive equity plan, each school district, charter school or renaissance school project is required to submit the annual statement of assurance to their respective county office of education by September 1, 2019. (Appendix D).**

Appendix D

District, Charter School and Renaissance School Project
Comprehensive Equity Plan

Yearly Statements of Assurance

[2019-2020 Comprehensive Equity Plan 3 Year Statement of Assurance](#)

[2020-2021 CEP Statement of Assurance](#)

[2021-2022 CEP Statement of Assurance](#)

Comprehensive Equity Plan 3 Year Statement of Assurance to be Submitted with the Three-Year CEP

School District, Charter School or Renaissance School Project Information School Year 2019-2020:

Name of County: Middlesex County

Name of School District/Charter School/Renaissance School Project: Greater Brunswick Charter School

Address: 429 Joyce Kilmer Avenue, New Brunswick, NJ 08901

Affirmative Action Office (AAO): Vanessa Jones Telephone #: 732-448-1052

AAO Email: vanessa.jones@greaterbrunswick.org

Alternate Contact Person: Hector Alvarez Telephone #: 732-448-1052

Title: Asst. Education Director

Email: hector.alvarez@greaterbrunswick.org

1. The school district, charter school or renaissance school project has conducted a comprehensive needs assessment of its equality and equity needs at each school within the district, charter school or renaissance school project, if applicable. The attached Comprehensive Equity Plan is designed to meet the assessed equality and equity needs at each site, if applicable.
2. The local Board has authorized the submission of the Comprehensive Equity Plan and will support full implementation of the plan on September 1, 2019 upon approval by the New Jersey State Department of Education.
3. The school district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes and regulations 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; 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.

Certification:

By signing below, the Chief School Administrator or Charter or Renaissance School Project Lead Person certifies that all statements above are true and correct:

Name and Title: Vanessa Jones, Education Director

Signature: Vanessa Jones

Date: 6/7/19



June 20, 2019

RESOLUTION

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, hereby appoints Ms. Vanessa Jones as the Affirmative Action Officer, pursuant to N.J.A.C 6:4-1.4 for the 2019/2020 school year.

Voting Members	Motion	Yes	No	Abstain	Absent	Voting Members	Motion	Yes	No	Abstain	Absent
Claudia Avarado					X	Sean Hewitt					X
Lynell Burgos		X				Susan Jackson		X			
Shamara Gatling-Davila		X				Mariu Reynoso	2nd	X			
Evan Gentry	1st	X				Anju Thomas		X			
Indira Grullon					X						

I, Michael Falkowski, Business Administrator/Board Secretary of the Greater Brunswick Charter School in the County of Middlesex, State of New Jersey, HEREBY CERTIFY that the foregoing annexed extract from the minutes of a meeting of the Board duly called and held on June 20, 2019, has been compared by me with the original minutes and is a true, complete and correct copy thereof and of the whole of the original minutes so far as they relate to the subject matters referred to in the extract.

IN WITNESS WHEREOF, I have hereunto set my hand this 20th day of June 2019.

Michael Falkowski



June 20, 2019

RESOLUTION

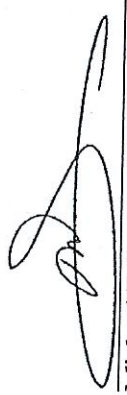
To approve the following Affirmative Action Team to conduct the Needs Assessment and develop a Comprehensive Equity Plan, consisting of:

- Vanessa Jones Education Director
- Hector Alvarez Asst. Education Director, K-8
- Martha Goz School Social Worker, K-5
- Yesenia Jimenez Spanish World Teaching Assistant, K
- Caitlin Mitchell Special Education Dual Language Teacher, 2-5
- Daniela Garay Dual Language Teacher Spanish-English, 4-5
- Jesse Lewis III Middle School Math, 7-8
- Zoe Coleman Monolingual Math and Science Teacher & Administrative Intern, 4-5

Voting Members	Motion	Yes	No	Abstain	Absent	Voting Members	Motion	Yes	No	Abstain	Absent
Claudia Avarado					X	Sean Hewitt					X
Lynell Burgos		X				Susan Jackson		X			
Shamara Gatling-Davila		X				Mariu Reynoso	2 nd	X			
Evan Gentry	1 st	X				Anju Thomas		X			
Indira Grullon					X						

I, Michael Falkowski, Business Administrator/Board Secretary of the Greater Brunswick Charter School in the County of Middlesex, State of New Jersey, HEREBY CERTIFY that the foregoing annexed extract from the minutes of a meeting of the Board duly called and held on June 20, 2019, has been compared by me with the original minutes and is a true, complete and correct copy thereof and of the whole of the original minutes so far as they relate to the subject matters referred to in the extract.

IN WITNESS WHEREOF, I have hereunto set my hand this 20th day of June 2019.


Michael Falkowski



June 20, 2019

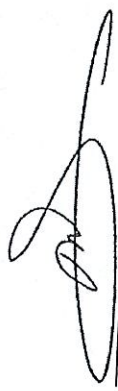
RESOLUTION

The Board of Trustees hereby authorizes the submission of the Comprehensive Equity Plan for School Years 2019-20 through 2021-22 to the Middlesex County Office of Education.

Voting Members	Motion	Yes	No	Abstain	Absent	Voting Members	Motion	Yes	No	Abstain	Absent
Claudia Avarado					X	Sean Hewitt					
Lynell Burgos		X				Susan Jackson		X			X
Shamara Gatling-Davila		X				Mariu Reynoso	2nd	X			
Evan Gentry	1st	X				Anju Thomas		X			
Indira Grullon					X						

I, Michael Falkowski, Business Administrator/Board Secretary of the Greater Brunswick Charter School in the County of Middlesex, State of New Jersey, HEREBY CERTIFY that the foregoing annexed extract from the minutes of a meeting of the Board duly called and held on June 20, 2019, has been compared by me with the original minutes and is a true, complete and correct copy thereof and of the whole of the original minutes so far as they relate to the subject matters referred to in the extract.

IN WITNESS WHEREOF, I have hereunto set my hand this 20th day of June 2019.

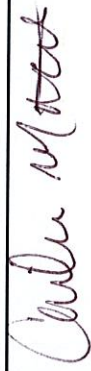
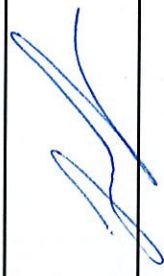

Michael Falkowski

Appendix A

Affirmative Action Team Form

The Affirmative Action Team Form is a Word document available online: [Appendix A - Affirmative Action Team.](#)

Comprehensive Needs Assessment Meeting – Race Equity Team

NAME	TITLE	GRADE LEVEL (if applicable)	SIGNATURE
Vanessa Jones	Affirmative Action Officer		
Hector Alvarez	Asst. Education Director	K-8	
Martha Goz	School Social Worker	K-5	
Yessenia Jimenez	Spanish World Teaching Assistant	K	
Caitlin Mitchell	Special Education Dual Language Teacher	2-5	
Daniela Garay	Dual Language Teacher Spanish-English	4-5	
Jesse Lewis III	Middle School Math	7-8	
Zoe Coleman	Monolingual Math and Science Teacher & Administrative Intern	4-5	

Appendix B

Comprehensive Equity Plan Needs Assessment

*Specific, Measurable, Achievable, Reasonable, Time-Bound (S.M.A.R.T.)

The Comprehensive Equity Needs Assessment Form is a Word document available online: [Appendix B – Comprehensive Equity Plan Needs Assessment](#).

Zoe Coleman	Monolingual Math and Science Teacher & Administrative Intern	4-5
--------------------	---	------------

*District, Charter School and Renaissance School Project Comprehensive Equity Plan
Needs Assessment*

Directions:

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

Table 1: Needs Assessment, Board Responsibility

I. Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.	List name of noncompliant school(s) in the district
NJAC 6A:7-1.7; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX; U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard A. Adopt or re-adopt written equality and equity policies, requiring the following: 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 and	Yes	We formed a Race Equity Team (RET) in 2017. See Appendix C-3 Mission and Vision, Meeting Dates, and PD topics. 1140- AFFIRMATIVE ACTION PROGRAM (M) 1140Affirmative Action Program.pdf Adopted August 18, 2011	

renaissance school project programs, practices, curricula, instructional materials and assessments.		5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011 2260- AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES (M) 2260AffirmativeActionProgramforSchoolandClassroomPractices.pdf Adopted August 18, 2011	
b. Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011 5756- TRANSGENDER STUDENTS 5756TransgenderStudents.pdf Adopted November 20, 2014	
c. Provide equitable treatment for pregnant and married students	Yes	5752- MARITAL STATUS AND PREGNANCY (M) 5752MaritalStatusandPregnancy.pdf Adopted August 18, 2011 2416- PROGRAMS FOR PREGNANT PUPILS (M) 2416ProgramsforPregnantPupils.pdf Adopted August 18, 2011	

d. Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).	Yes	5512- HARASSMENT, INTIMIDATION, AND BULLYING (M) 5512Harassment.Intimidation.andBullying.pdf Adopted September 27, 2018	
2. Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	Starting in 2018, in an effort to equitably recruit diverse staff members, GBCS hiring committees are composed of staff members from racially diverse backgrounds. See Appendix C-4 Hiring Committee teams.. 3125- EMPLOYMENT OF TEACHING STAFF MEMBERS (M) 3125EmploymentofTeachingStaffMembers.pdf Adopted August 18, 2011 1510- RIGHTS OF PERSONS WITH HANDICAPS OR DISABILITIES/POLICY ON NON-DISCRIMINATION (M) 1510RightsofPersonswithHandicapsorDisabilitiesPolicyonNon-Discrimination.pdf Adopted August 18, 2011 1530- EQUAL EMPLOYMENT OPPORTUNITIES (M) 1530EqualEmploymentOpportunities.pdf Adopted August 18, 2011 1550- AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES (M) 1550AffirmativeActionProgramforEmploymentandContractPractices.pdf Adopted August 18, 2011	
3. The appointment of an Affirmative Action Officer (AAO) who can also serve as, or coordinate with, the	Yes	Vanessa Jones Affirmative Action Officer - see board resolution June 2019	

district, charter and renaissance school project school's Section 504 Officer and/or the district, charter and renaissance school project's Title IX Coordinator.			
4. Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	Yes	We formed a Race Equity Team (RET) in 2017. This team organized formal and informal professional development to navigate GBCS to develop a racially equitable school. This work was done in collaboration with The Center for Racial Justice in Education (Formerly, Border Crossers). See Appendix C-3, C-5 Mission and Vision, Meeting Dates and PD topics. HIB training is done annually and reinforced throughout the year. The entire staff use an online training program, GCN (Global Compliance Network), for part of their HIB training. This includes: • School Safety NJ • Anti-Bullying Bill of Rights - NJ • Student-to-Student Hazing and Harassment - NJ • Reading Disabilities/Dyslexia - NJ New staff participate in additional training, facilitated by our Dean of Students (ABC) and School Social Worker (ABS). Our School Safety Committee/Character Education Committee develop and oversee our programs related to HIB and character education. All staff are required to participate in annual GCN training sessions. The list includes	

See appendix C-6, HIB Training: GCN Online Schedule, Teacher Induction Orientation agenda, Whole Staff Orientation agenda, documenting HIB training.

3362- SEXUAL HARASSMENT (M)

[3362SexualHarassment.pdf](#)

Adopted August 18, 2011

3381- PROTECTION AGAINST RETALIATION

[3381ProtectionAgainstRetaliation.pdf](#)

Adopted August 18, 2011

4352- SEXUAL HARASSMENT (M)

[4352SexualHarassment.pdf](#)

Adopted August 18, 2011

4381- PROTECTION AGAINST RETALIATION

[4381ProtectionAgainstRetaliation.pdf](#)

Adopted August 18, 2011

5512- HARASSMENT, INTIMIDATION, AND BULLYING (M)

[5512Harassment,Intimidation,andBullying.pdf](#)

Adopted September 27, 2018

5751- SEXUAL HARASSMENT (M)

[5751SexualHarassment.pdf](#)

Adopted August 18, 2011

B. Authorize the Affirmative Action Officer team to develop a Needs Assessment and a Comprehensive Equity Plan, implement the plan over a three-year period of time, submit an annual Statement of Assurance of its implementation and progress, and complete the District Performance Review in the NJQSAC. Charter schools will report annual progress in the Charter School Annual Report.	Yes	2019: The Affirmative Action Team worked in May and June to review the plan and determine the process of assessing needs. See the agendas for both meetings in Appendix C, C-7. We used Google drive, which allowed each of us to access the plan and communicate with each other without always needing to meet in person. The team met together or met individually with the AAO to discuss the needs and assure completion of the needs assessment. The AAO then reviewed the work, made revisions, created the action plans and shared the final document for review. The team met again to review and approve the final document before board approval. The plan was approved for submission by the board on June 20, 2019. Here is the link to the posting on our website: 2019-2022 Comprehensive Equity Plan 1523- COMPREHENSIVE EQUITY PLAN (M) 1523ComprehensiveEquityPlan.pdf Adopted August 18, 2011	
C. Collect and analyze Annual Yearly Progress (Progress Targets) data for underperforming subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant status, date of enrollment, student suspension, expulsion, child study team referrals; Pre-K-12 promotion/retention data; Pre-K-12 completion rates and re-examination and re-evaluation of classification and placement of	Yes	• We analyze all state generated data and the information is reported to the public at a board meeting. It is then posted on our website: http://www.greaterbrunswick.org/p_a_r_c_c • As we analyze the benchmarks, we also focus on subgroups and plan for intervention. Our schedule includes a "flextime," which is specifically set aside to work with students on areas of need. See C-8, comparison of assessment data, Units 1-3, ELA. • Special Education is one area in which we do not consistently make our targets on state testing. During	

students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data. Identify any school-level underperforming subgroups on Annual Yearly Progress (Progress Targets) reports for state assessments.	Flextime, special education teachers are available to work with students to help close that gap. See C-9, <i>sample schedule for flex time</i>. • We analyze discipline and HIB reports monthly, and we look for any anomalies related to over reporting in gender, race, ethnic, and special education groups. We have more Latino/Hispanic students referred than other groups, but this is in proportion with our current demographic make-up at GBCS. (85% Latino/Hispanic, 10% Af.Am/Black, 3% White, 2% Asian). See C-10, <i>discipline totals by ethnic group</i>. • <i>A special education teacher serves as co-teacher in our k-8 classrooms for both ELA and Math instruction to enable small group, targeted instruction.</i> • <i>Weekly planning time is built into the schedule for collaboration and data analysis. In addition, a deep dive data analysis is scheduled monthly.</i> • <i>The School Wide Title 1 Plan for 2019-2020 includes Goals for increasing academic achievement in both ELA and Math for the target population of primarily Latino/Hispanic and low income students. Goals include:</i> • Consistent implementation of best teaching practices, Non-negotiables, in Math and LA. • Increased implementation of a Teach-Assess-Reteach-Reassess-Proficiency (TARRP) cycle and Response to Intervention (RTI) tiered system of support . • Strengthening of Math and LA content knowledge of teachers.	
--	--	--

		In 2019 we will also develop student data collection methods, standard protocols, and timeframes that enable the storage of student achievement data in a meaningful and useful way. This will allow us to more effectively and efficiently target our subgroups. 1523- COMPREHENSIVE EQUITY PLAN (M) <u>1523ComprehensiveEquityPlan.pdf</u> Adopted August 18, 2011	
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:			
1. Inform the school community the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Yes	Policies related to HIB and equality in education are posted on our website as is noted throughout this document. All the AA information is posted on our website: http://www.greaterbrunswick.org/board/affirmative_action_information.	
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,	Yes	1140- AFFIRMATIVE ACTION PROGRAM (M) <u>1140Affirmative Action Program.pdf</u> Adopted August 18, 2011	

charter and renaissance school projects equity' responsibilities.			
3. Inform students, staff and the community of the name, office address, and phone number of the district, charter and renaissance school project's AAO, and publicize the location and availability of the district, charter and renaissance school project's CEP, policy(ies), grievance procedures and annual reports.	Yes	All the AA information is posted on our website: http://www.greaterbrunswick.org/board/affirmative action information .	
4. Investigate and resolve discrimination complaints, grievances and incidents between students and teachers or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.	Yes	2414- PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN HIGH NEED SCHOOL DISTRICTS (M) 2414ProgramsandServicesforPupilsinHighPovertyandinHighNeedSchools.pdf Adopted August 18, 2011 8461- REPORTING VIOLENCE, VANDALISM, HARASSMENT, INTIMIDATION, BULLYING, ALCOHOL, AND OTHER DRUG ABUSE (M) 8461: Reporting Violence, Vandalism, Harassment, Intimidation, Bullying, Alcohol, and Other Drug Abuse Adopted March 2019 8465- HATE CRIMES AND BIAS-RELATED ACTS (M)	

			<u>8465HateCrimesandBias-RelatedActs.pdf</u> Adopted August 18, 2011 5756- TRANSGENDER STUDENTS <u>5756TransgenderStudents.pdf</u> Adopted November 20, 2014	
5. Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap.	Yes		The testing results are reported to the public at a board meeting and then posted online: <u>http://www.greaterbrunswick.org/p_a_r_c_c</u>	
6. Authorize the AAO to conduct yearly equity training for all staff.	Yes		1140- AFFIRMATIVE ACTION PROGRAM (M) <u>1140Affirmative Action Program.pdf</u> Adopted August 18, 2011	
E. A county vocational school district shall admit resident students based on board-approved policies and procedures that ensure equity and access for enrollment that shall be posted on the school district, charter and renaissance school project's district's website. N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards.			(For County Vocational School Districts Only)	

Table 2: Needs Assessment, Staff Development and Classroom Practices

II. Staff Development And Training • N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
A. Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year, as follows:	Yes	1140- AFFIRMATIVE ACTION PROGRAM (M) 1140Affirmative Action Program.pdf Adopted August 18, 2011 PARCC/NJSLA parent information nights Title I Parent Meeting Parent trainings throughout the year on various topics Weekly Family Learning Nights targeting strategies to address achievement gaps at home and school. Examples: Reading, Homework Help, Parenting- NAMI, Positive Discipline, STEM, Nutrition, GBCS offers development/workshops to identify and resolve problems associated with the student achievement gap, but parent/guardian participation is often minimal. It is essential that we develop parent/guardian skills and support to effectively and consistently support student learning and guide them to meeting and exceeding learning goals.	Greater Brunswick Charter School

Full Day PD or 2.5 hr PD @ GBCCS	Professional Development 2016-2019	PO #
Mon. - Thurs. Aug. 20, 21, 22, 23, 26, 27, 28	Crisis Prevention Intervention, Science; Project WET, Project Learning Tree	14
Sep. 26	Math Coach - Naomi J&S-Step 1	
Wed. Oct. 24	Coal L&S will discuss for Teaching Math & Number Talks	
Wed. Nov. 28	Coal L&S will discuss, Start Meeting Mathematical Monitors from each school	
Wed. Jan. 9	Special Education - Chelsea	
Wed. Jan. 30	Dual Language PD - Harshini St Math PD - Naomi	
Wed. Feb. 6th	Number Talks and Spiral Review	
Wed. Feb. 15th	Special Education - Chelsea	
Fri. Feb. 15	Rose Equity Full Day - Center for Racial Justice in Education (new name, formerly Border Crossers)	5
Wed. Feb. 27	Teacher to Teacher PD a. Socratic Seminar b. SPED follow up discussion, post coaching c. Fostering the Equitable Math Talk Community- Math Webinar https://www.tiktok.com/@GlobalMathEd/Foryou?the=5a613a6e7b36c704207d9342c1058545 d. Exercise and Wellness- Volleyball	
Wed. March 13	Teacher to Teacher PD - Data Analysis	
Wed. Apr. 10	Math PD - Math Coach - Naomi	
Mon. Apr. 29	Problem Solving Protocol Lang. Arts: Vertical Articulation meeting - LA - with Literacy Coach- Linda	6
	List of read alouds cross grades List of writing topics within each genre (Ex. Narrative - Mystery) Cross curricular themes ELA/SLA with Science & Social Studies.	
Wed. May. 22	Summer Curriculum work ideas Teacher to Teacher PD - Incorporating technology- Newsela, Quizlet, online portfolios - Fast Forward End-of-year Analysis - SMART Notebook Workshop - Middle School - Culture and Consistency	
Fri. Jun. 21	Close Our Checklist and Reflections - Elizabeth	

We create a yearly School Wide Title 1 Plan that includes specific goals that guide the staff to identify

		and resolve problems associated with the student achievement gap and other inequities.	
1. To all certificated (administrative and professional) staff.	Yes	1140- AFFIRMATIVE ACTION PROGRAM (M) 1140Affirmative Action Program.pdf Adopted August 18, 2011	Greater Brunswick Charter School
2. To all non-certificated (non-professional) staff.	Yes	1140- AFFIRMATIVE ACTION PROGRAM (M) 1140Affirmative Action Program.pdf Adopted August 18, 2011	Greater Brunswick Charter School

Table 3: Needs Assessment, School and Classroom Practices

III.School and Classroom Practices		Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
A. 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, U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard			GBCS ELA and Math curricula are specifically aligned to the New Jersey Student Learning Standards. Grade level colleagues have examined the NJSLs and participated in the development of the curricula, including differentiation and scaffolds for language learners (ELL). Our classroom and ELL teachers are familiar with the ELL Scaffolded Student Learning Objectives and are trained in Sheltered Instruction. GBCS Social Studies and Science curricula are also aligned to the NJ Standards.	
	1. Ensure that the district, charter school or renaissance school project's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP (Progress Targets profiles) for State	Yes	In our heterogeneously grouped classrooms, all students (general education, special education and ELL students) are provided with instruction aligned to the NJ Student Learning Standards. Students are given additional and/or supplemental small group and/or individual instruction as needed to address individual needs at the student's functional levels for remediation and/or enrichment. The School Review Committee (made up of teachers, administrators, parents, and community members) formed a subcommittee to restructure and improve the implementation of Response To Intervention at GBCS.	

assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, English proficiency, housing status or socioeconomic status. Areas covered include, but are not limited to, the following:	This is included in our School Wide Title 1 plan and is supported by an improved data management system and analysis process. We use a co-teaching model for K-8 Math/ELA instruction. General Education and Special Education teachers share lesson planning, instructional and assessment responsibilities through close collaboration and careful scheduling. Students often work in pairs and/or small groups. Diversity and equity are kept in mind while pairing and/or grouping students and developing lessons. After school intervention and enrichment activities are open to the entire student population. Our Dual Language program develops bilingualism/biliteracy, cross-cultural competencies, and academic achievement. Our educational program includes Personal Education Plans, personalized learning for each student. 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 2210- CURRICULUM DEVELOPMENT (M) 2210CurriculumDevelopment.pdf Adopted August 18, 2011 2200- CURRICULUM CONTENT (M) 2200CurriculumContent.pdf Adopted August 18, 2011
---	--

a. School climate and culture, safe and positive learning environment.	Yes	We use Positive Discipline (Nelson, Jane) to foster social skills, conflict resolution and an overall respectful environment. Positive Discipline is solution focused discipline that models mutual respect and restorative justice. The middle school has implemented PBIS, which has contributed to increased academic achievement and decreased behavior issues. The Safety Committee oversees our character ed. Program, meeting regularly to assess progress and HIB incidents. This committee also analyzes discipline data to monitor trends connected to gender, race, ethnicity, etc. They operate with an equity and access mindset. 8461- REPORTING VIOLENCE, VANDALISM, HARASSMENT, INTIMIDATION, BULLYING, ALCOHOL, AND OTHER DRUG ABUSE (M) 8461ReportingViolence,Vandalism,Harassment,Intimidation,Bullying,AlcoholandOtherDrugAbuse.pdf Adopted August 18, 2011
b. Courses of study, including Physical Education	Yes	2220- ADOPTION OF COURSES (M) 2220AdoptionofCourses.pdf Adopted August 18, 2011 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 2230- CURRICULUM GUIDES (M) 2230CurriculumGuides.pdf

		Adopted August 18, 2011 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 2425- PHYSICAL EDUCATION 2425PhysicalEducation.pdf Adopted August 18, 2011 Students are fairly represented in all classes, including PE Our classroom libraries consist of reading selections in all genres and at all levels of difficulty. Cultural diversity is a priority when placing book orders. In addition, we provide our students with an online digital library, which includes a wide variety of texts in both Spanish and English. 2361- ACCEPTABLE USE OF COMPUTER 2361AcceptableUseofComputerNetworkComputersandResources.pdf Adopted August 18, 2011 2510- ADOPTION OF TEXTBOOKS 2510AdoptionofTextbooks.pdf Adopted August 18, 2011 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011		
c. Library materials/Instructional materials and strategies	Yes			
d. Technology/software and audio-visual materials	Yes	All general education classrooms have SmartBoards and document cameras. Throughout our Title I funding we have		

		outfitted grades 2-8 with class sets of Chromebooks, we have two full classroom sets of MacBooks in the media center. We also have two full classroom sets of iPads that are shared. Grades K-1 have at least six Chromebooks that are used at learning stations. Computer skills are developed and a focus of navigating the Internet are done for a minimum of 30 minutes per week using online programs such as Explorelearning.com. In addition, our math program offers a variety of online interactive videos, games, and quizzes. Students also take math chapter tests online, which allows for immediate feedback and explanations. Our Art program has been modified to include multiple opportunities for STEAM (Science, Technology, Engineering, Art, Math). 2361- ACCEPTABLE USE OF COMPUTER 2361AcceptableUseofComputerNetworkComputersandResources.pdf Adopted August 18, 2011 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011	
e. Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, & grievance procedures	Yes	All staff and students are trained and participate in Positive Discipline theories and techniques. Staff has received professional development on Anti-Bullying (HIB). 2411-GUIDANCE COUNSELING (M) 2411GuidanceCounseling.pdf Adopted August 18, 2011	

		3362- SEXUAL HARASSMENT (M) 3362SexualHarassment.pdf Adopted August 18, 2011 5751- SEXUAL HARASSMENT (M) 5751SexualHarassment.pdf Adopted August 18, 2011 8461- REPORTING VIOLENCE, VANDALISM, HARASSMENT, INTIMIDATION, BULLYING, ALCOHOL, AND OTHER DRUG ABUSE (M) 8461ReportingViolence,Vandalism,Harassment,Intimidation,Bullying,Alcohol,andOtherDrugAbuse.pdf Adopted August 18, 2011 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 9130- PUBLIC COMPLAINTS AND GRIEVANCES 9130PublicComplaintsandGrievances.pdf Adopted August 18, 2011		
f. Extra-curricular programs and activities	Yes	GBCS runs enrichment programs every Wednesday afternoon, which is an early dismissal day for students. The programs are open to all students on a voluntary basis. We currently do not have after school athletic teams, but offer intramural physical activities such as wiffle ball and soccer, offered to all students in grades 5-8. All students participate in and have access to curriculum-related field trips and supplemental community programs. For example, a Nutrition and Fitness Education Program run by the Community Food Bank of NJ was offered to 4th and 5th grade students for 6 weeks. (Provided by New Jersey's supplemental		

		nutrition assistance program education grant.) Interactive Science Nights were offered to all students and families at GBCS through a Rutgers' outreach program. 9130- PUBLIC COMPLAINTS AND GRIEVANCES 9130PublicComplaintsandGrievances.pdf Adopted August 18, 2011 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011		
g. Tests and other assessments	Yes	9130- PUBLIC COMPLAINTS AND GRIEVANCES 9130PublicComplaintsandGrievances.pdf Adopted August 18, 2011 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 2622- PUPIL ASSESSMENTS (M) 2622PupilAssessments.pdf Adopted August 18, 2011		
h. Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	Yes	All classes are heterogeneously grouped and including equal representation from all gender, ethic, race, etc. groups. 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf		

		Adopted August 18, 2011 2220- ADOPTION OF COURSES (M) 2220AdoptionofCourses.pdf Adopted August 18, 2011 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 2230- CURRICULUM GUIDES (M) 2230CurriculumGuides.pdf Adopted August 18, 2011	
2. Include a multicultural curriculum in the instructional content and practices across the curriculum.	Yes	In every class, efforts are made to recognize and honor the variety of cultural groups represented in our student body and beyond. This is reflected in curricular resources and books. 2220- ADOPTION OF COURSES (M) 2220AdoptionofCourses.pdf Adopted August 18, 2011 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 2230- CURRICULUM GUIDES (M) 2230CurriculumGuides.pdf Adopted August 18, 2011 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf	

			Adopted August 18, 2011	
3. Ensure that instruction on African-American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	Yes		African-American History, including the Amistad, is delved into during Black History month and as part of the social studies curriculum. In younger grades it is integrated through ELA and the use of trade books. 2220- ADOPTION OF COURSES (M) 2220AdoptionofCourses.pdf Adopted August 18, 2011 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 2230- CURRICULUM GUIDES (M) 2230CurriculumGuides.pdf Adopted August 18, 2011	
4. Include instruction on the Holocaust and other genocide curricula in the curriculum for elementary and secondary school students. (N.J.S.A. 18A:35-28)	No		We are currently revising our Social Studies curriculum and the Holocaust curricula will be more consistently and effectively integrated at each grade level as required. See the Appendix C-2, action plan for curriculum revision.	Greater Brunswick Charter School
B. Equality and Equity in Student Access • N.J.A.C. 6A:7-1.7; Titles VI & VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; Guidelines for Eliminating Discrimination and Denial of Services in	Yes		5756- TRANSGENDER STUDENTS 5756TransgenderStudents.pdf Adopted November 20, 2014 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011	

Vocational Education (1989); U.S. Supreme Court, 1982; Plyler v. Doe; U.S. Supreme Court, 1974, Castañeda v. Pickard Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status, as follows:		5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011 9130- PUBLIC COMPLAINTS AND GRIEVANCES 9130PublicComplaintsandGrievances.pdf Adopted August 18, 2011	
1. Ensure equal and barrier-free access to all school and classroom facilities.	Yes	1510- RIGHTS OF PERSONS WITH HANDICAPS OR DISABILITIES/POLICY ON NON-DISCRIMINATION (M) 1510RightsofPersonswithHandicapsorDisabilitiesPolicyonNon-Discrimination.pdf Adopted August 18, 2011 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011 9130- PUBLIC COMPLAINTS AND GRIEVANCES 9130PublicComplaintsandGrievances.pdf Adopted August 18, 2011	

2. Attain minority representation of students within each school, including racial and ethnic balance, within each school which approximates the district, charter and renaissance school project's overall minority racial and ethnic representation.	Yes	We are one school and each classroom mirrors our overall enrollment demographics. 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011 9130- PUBLIC COMPLAINTS AND GRIEVANCES 9130PublicComplaintsandGrievances.pdf Adopted August 18, 2011	
3. Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011	
4. Ensure that students are not separated or isolated by race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status,	Yes	5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf	

housing status or socioeconomic status, resulting in disproportionate placement within schools, courses, classes, programs or extracurricular activities.		Adopted August 18, 2011	
a. Ensure that minority and female students are not under-represented in gifted and talented or accelerated/advanced courses, including math and science.	Yes	5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011	
b. Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Yes	5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011	
c. Ensure equal and bias-free access for all students to computers, computer classes, career and technical education programs, and technologically-advanced	Yes	All classes in grades 2 through 8 have classroom sets of chromebooks. In addition, the media center houses two full class sets of MacBooks, which is open on sign-up basis for all classes to use. Grades K-1 have sets of six Chromebooks that are used by all students at learning stations.	

instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability, English proficiency, immigration status, housing status or socioeconomic status.		5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011	
d. Ensure that all English language learners have equal and bias-free access to all school programs and activities.	Yes	ELL students are included in all activities and programs. All communication is translated for parents to ensure participation by students and families. 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011 2423-BILINGUAL AND ESL EDUCATION (M) 2423BilingualandESLEducation.pdf Adopted August 18, 2011	
e. Ensure that all students with disabilities have equal and bias-free access to all school programs and activities	Yes	5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011	

		5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011 1510- RIGHTS OF PERSONS WITH HANDICAPS OR DISABILITIES/POLICY ON NON-DISCRIMINATION (M) 1510RightsofPersonswithHandicapsorDisabilitiesPolicyonNon-Discrimination.pdf Adopted August 18, 2011	
f. Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Yes	Our lottery is open to all and our process and online application are on the website: http://www.greaterbrunswick.org/enrollment/enrollment_process Adopted August 18, 2011 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011	

5. Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	Yes	We use the ACCESS test to determine eligibility for ELL services. 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011 2423-BILINGUAL AND ESL EDUCATION (M) ACCESS 2.0 Test 2423BilingualandESLEducation.pdf Adopted August 18, 2011	
6. Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011 1510-RIGHTS OF PERSONS WITH HANDICAPS OR DISABILITIES/POLICY ON NON-DISCRIMINATION (M) 1510RightsofPersonswithHandicapsorDisabilitiesPolicyonNon-Discrimination.pdf Adopted August 18, 2011	

			Some assessments used by our CST: WISC5, WIATT3, BASC, Bender visual motor	
7. Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including English language learners.	Yes	All programs and opportunities are open to all students. 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011 2423-BILINGUAL AND ESL EDUCATION (M) 2423BilingualandESLEducation.pdf Adopted August 18, 2011 2414- PROGRAMS AND SERVICES FOR PUPILS IN HIGH POVERTY AND IN HIGH NEED SCHOOL SCHOOLS (M) 2414ProgramsandServicesforPupilsinHighPovertyandinHighNeedSchools.pdf Adopted August 18, 2011 2415-NO CHILD LEFT BEHIND PROGRAMS (M) 2415NoChildLeftBehindPrograms.pdf Adopted August 18, 2011 5310-HEALTH SERVICES (M) 5310HealthServices.pdf Adopted August 18, 2011		

8. Ensure that all pregnant students are permitted to remain in the regular school program and activities. Ensure that equivalent instruction is provided the students, if not permitted to attend school by a doctor.	Yes	5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011 2416-PROGRAMS FOR PREGNANT PUPILS (M) 2415NoChildLeftBehindPrograms.pdf Adopted August 18, 2011		
C. Equality and Equity in Guidance Programs and Services 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 and renaissance school project's guidance program provides the following:				
1. Access to adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, and students with disabilities.	Yes	GBCS has a full time school social worker/CST CM whose focus is grades K-5 and a part time school social worker/CST CM whose focus is grades 6-8. This part time position was expanded from 21 hours to 29 hours in response to student needs. School social workers are available to all students in the school, regardless of gender, race, ELL status or disability status. Counselors and administrators work with family coordinators to referral families to various community		

		organizations and services as needed. Counseling services are offered to both classified and general education students. Conflict resolution is also a regular approach to working with students experiencing conflict. 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011 2411-GUIDANCE COUNSELING (M) 2411GuidanceCounseling.pdf Adopted August 18, 2011	
2. The presentation of a full range of possible occupational, professional, and Career and Technical Education choices for all students, including careers in the science and technology industries and nontraditional careers.	Yes	The middle school social worker focuses on the transition from GBCS to high school and explores multiple options with all students. We now offer a High School fair for students and families to meet with representatives from a variety of local high school programs, including: traditional, vo-tech, independent, and charter. GBCS offers career week presentations for middle school students to meet professionals in various careers. Both students with special needs and general education students are provided information about various opportunities for high school programs and helped through the application process. 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011 2411-GUIDANCE COUNSELING (M) 2411GuidanceCounseling.pdf Adopted August 18, 2011	

3. Guidance counselors are using bias-free materials.	Yes	Whenever possible, bias free materials addressing various needs are made available to students and families. The materials are carefully reviewed by the family coordinator and counselors. When working with students, special education needs are considered as well. 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011 2411-GUIDANCE COUNSELING (M) 2411GuidanceCounseling.pdf Adopted August 18, 2011		
- 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 and renaissance school project's physical education program is co-educational, as follows: - All instructional activities are equitable and are co-educational.	Yes	5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf Adopted August 18, 2011		
D. Equality and Equity in Athletic Programs Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(d) and Title IX, Education Amendments of 1972	NA	We do not have a sports program.		

Ensure that the district, charter and renaissance school project's Athletic Program accomplishes the following:				
1. Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.	NA	We do not have a sports program.		
2. Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	NA	We do not have a sports program.		
3. Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	NA	We do not have a sports program.		
4. Provides comparable facilities for male and female teams.	NA	We do not have a sports program.		

Table 4: Needs Assessment, Employment/Contract Practices

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 (Yes or No)	Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows: Utilize equitable hiring practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district, charter and renaissance school project's certificated and non-certificated staff and within every category of employment, including administration.	Yes	1510-RIGHTS OF PERSONS WITH HANDICAPS OR DISABILITIES/POLICY ON NON-DISCRIMINATION (M) 1510RightsofPersonswithHandicapsorDisabilitiesPolicyonNon-Discrimination.pdf Adopted August 18, 2011 1530-EQUAL EMPLOYMENT OPPORTUNITIES (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 1550-AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES (M) 1550AffirmativeActionProgramforEmploymentandContractPractices.pdf Adopted August 18, 2011 Starting in 2018, in an effort to equitably recruit diverse staff members, GBCS hiring committees are composed of staff members from racially diverse backgrounds. See Appendix C-4 Hiring Committee teams.	
Target recruiting practices for under-represented populations in every category of employment.	Yes	We attend a wide variety of job fairs and advertise all positions online. 1530-EQUAL EMPLOYMENT OPPORTUNITIES (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011	

		1550-AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES (M) 1550AffirmativeActionProgramforEmploymentandContractPractices.pdf Adopted August 18, 2011 1510-RIGHTS OF PERSONS WITH HANDICAPS OR DISABILITIES/POLICY ON NON-DISCRIMINATION (M) 1510RightsofPersonswithHandicapsorDisabilitiesPolicyonNon-Discrimination.pdf Adopted August 18, 2011		
3. Ensure that the district, charter and renaissance school project's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.	Yes	1530-EQUAL EMPLOYMENT OPPORTUNITIES (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 1550-AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES (M) 1550AffirmativeActionProgramforEmploymentandContractPractices.pdf Adopted August 18, 2011		
4. Monitor promotions and transfers to ensure non-discrimination.	Yes	1530-EQUAL EMPLOYMENT OPPORTUNITIES (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 1550-AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES (M) 1550AffirmativeActionProgramforEmploymentandContractPractices.pdf Adopted August 18, 2011		

5. Ensure equal pay for equal work among members of the district, charter and renaissance school project's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	1530-EQUAL EMPLOYMENT OPPORTUNITIES (M) 5750EqualEducationalOpportunity.pdf Adopted August 18, 2011 1550-AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES (M) 1550AffirmativeActionProgramforEmploymentandContractPractices.pdf Adopted August 18, 2011	
B. Ensure that the district, charter and renaissance school project does not enter into, or maintain, contracts with persons, agencies, or organizations that discriminate in employment or in the provision of benefits or services, on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.	Yes	1550-AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES (M) 1550AffirmativeActionProgramforEmploymentandContractPractices.pdf Adopted August 18, 2011 6311-CONTRACTS FOR GOODS OR SERVICES FUNDED BY FEDERAL GRANTS 6311ContractsforGoodsorServicesFundedbyFederalGrants.pdf Adopted August 18, 2011 6320-PURCHASES SUBJECT TO BID 6320PurchasesSubjecttoBid.pdf Adopted August 18, 2011	
C. Provide Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual	Yes	Starting in 2018, in an effort to equitably recruit diverse staff members, GBCS hiring committees are composed of staff members from racially diverse backgrounds. See Appendix C-4 Hiring Committee teams. 1550-AFFIRMATIVE ACTION PROGRAM FOR	

orientation, gender, religion, disability, housing status or socioeconomic status.		EMPLOYMENT AND CONTRACT PRACTICES (M) <u>1550AffirmativeActionProgramforEmploymentandContractPractices.pdf</u> Adopted August 18, 2011 6311-CONTRACTS FOR GOODS OR SERVICES FUNDED BY FEDERAL GRANTS <u>6311ContractsforGoodsorServicesFundedbyFederalGrants.pdf</u> Adopted August 18, 2011 6320-PURCHASES SUBJECT TO BID <u>6320PurchasesSubjecttoBid.pdf</u> Adopted August 18, 2011	
---	--	--	--