

APPENDIX C: COMPREHENSIVE EQUITY PLAN CORRECTIVE ACTIONS

C-1

I. BOARD RESPONSIBILITY

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

OBJECTIVE: For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2019-20 through 2021-22, to ensure that the Board of Education or Board of Trustees follows through with its responsibilities, including adoption or re-adoption of written equality and equity policies; the authorization of the AAO to develop a CEP; collection of disaggregated data; and adoption of the CEP and facilitate and support its implementation.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion
IIA	(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. So, while we are in compliance with the policy, we chose to list this as a corrective action in order to develop and increase participation.) B. Provide staff development, which will be open to parents and community members, to identify and	Education Director Asst. Education Director Affirmative Action Officer		• Parent/guardian sign-in sheets & agendas • Syllabus • Volunteer hour log system • Agenda & hand-outs • pre & post assessment

III. SCHOOL AND CLASSROOM PRACTICES: EQUALITY AND EQUITY IN CURRICULUM C-2

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

OBJECTIVE: For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2019 2020 2021 Ongoing	Evidence of Completion
IIIA4	Curriculum revision to more comprehensively incorporate the Holocaust Curricula. Activities to include: - Curriculum work ongoing throughout the year - Spring 2020 – with the help of a curriculum writer, the curriculum will be revised to more effectively and comprehensively incorporate the Holocaust Curricula. - Curriculum review will occur on an ongoing basis - Autumn 2019 – during curriculum work teachers will assess available instructional materials and identify additional needs	Education Director Asst. Education Director Teachers Literacy Coach Consultant	* * * *	- Completed Curriculum Units will be posted on our website - Time sheets & teacher logs - Resources to be listed in completed units - Ongoing monitoring through lesson plans and observations - Line item in budget for instructional supplies

	• 2020-2021 school year the curriculum will be implemented. • 2020-2021 – budget for purchasing of identified instructional supplies • 2021-2022 – full implementation			* * *	

Appendix C

Comprehensive Equity Plan Corrective Actions

The Comprehensive Equity Plan Corrective Actions Form is a Word document available online: [Appendix C – Comprehensive Equity Plan Corrective Actions.](#)

Appendix C: Comprehensive Equity Plan Support Documents

C-3, Section I.A.1, and I.A.4

Race Equity Team - Mission, Vision, Meeting Calendar, and PD Topics Race Equity Team Notes, Meeting Schedule, Continuum of Becoming Anti-Racist Organization

1. Vision and mission statements.

VISION: To be a brave, open, inclusive, equitable community where members of varying racial identities challenge concerns and use their voices to encourage change.

MISSION: To develop a racially equitable school.

2. RET Action Plan Goals - based on staff PD data (see chart paper)

1. Unconscious bias (School Culture & Trad.)
2. Understanding white privilege (Prof. Dev.)

4. Other items discussed on December 11 and earlier

- Use staff meetings, team meetings, and/or emails to share RET updates.
- Use an article or interactive Do-Now at staff meetings
- Share RET action plan with staff
- Need work on implicit bias, microaggressions
- How do we affirm folks of color?
- We would like to have racial affinity spaces in the future. Next year?

5. What are our next steps to work on our goals? (See #2)

- Share mission, vision, and goals with staff
- Share posters and explain how they led to goals
- Share a few personal stories

RET members will look for resources to help staff with unconscious bias and institutional white privilege and use them as we develop our action plans.

Race Equity Team Meetings:		
Tue.	Sept	4,5
Tue.	Oct.	9
Tue.	Nov.	6
Tue.	Dec.	11
Tue.	Jan.	15
Tue.	Feb.	5
Tue.	March	12
Tue.	April	2
Tue.	May	14
Tue.	June	4

Continuum on Becoming an Anti-Racist Multicultural Organization

MONOCULTURAL ==> MULTICULTURAL ==> ANTI-RACIST ==> ANTI-RACIST MULTICULTURAL
Racial and Cultural Differences Seen as Deficits ==> Tolerant of Racial and Cultural Differences ==> Racial and Cultural Differences Seen as Assets

Exclusive An Exclusionary Institution	2. Passive A "Club" Institution	3. Symbolic Change A Compliance Organization	4. Identity Change An Affirming Institution	5. Structural Change A Transforming Institution	6. Fully Inclusive Anti-Racist Multicultural Organization in a Transformed Society
- Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos, and Asian Americans - Intentionally and publicly enforces the racist status quo throughout institution - Institutionalization of racism includes formal policies and practices, teachings, and decision making on all levels - Usually has similar intentional policies and practices toward other socially oppressed groups such as women, gays and lesbians, Third World citizens, etc. - Openly maintains the dominant group's power and privilege	- Tolerant of a limited number of "token" People of Color and members from other social identity groups allowed in with "proper" perspective and credentials. - May still secretly limit or exclude People of Color in contradiction to public policies - Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings, and decision making on all levels of institutional life - Often declares, "We don't have a problem." - Monocultural norms, policies and procedures of dominant culture viewed as the "right way" business as usual - Engages issues of diversity and social justice only on club member's terms and within their comfort zone.	- Makes official policy pronouncements regarding multicultural diversity - Sees itself as "non-racist" institution with open doors to People of Color - Carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or office staff - Expanding view of diversity includes other socially oppressed groups "Not those who make waves" - Little or no contextual change in culture, policies, and decision making - Is still relatively unaware of continuing patterns of privilege, paternalism and control - Token placements in staff positions; must assimilate into organizational culture	- Growing understanding of racism as barrier to effective diversity - Develops analysis of systemic racism - Sponsors programs of anti-racism training - New consciousness of power and privilege - Develops intentional identity as an "anti-racist" institution - Begins to develop accountability to racially oppressed communities - Increasing commitment to dismantle racism and eliminate inherent white advantage - Actively recruits and promotes members of groups have been historically denied access and opportunity - But... - Institutional structures and culture that maintain white power and privilege still intact and relatively untouched	- Commits to process of intentional institutional restructuring, based upon anti-racist analysis and identity - Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their world-view, culture and lifestyles - Implements structures, policies and practices with inclusive decision making and other forms of power sharing on all levels of the institutions life and work - Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities - Anti-racist multicultural diversity becomes an institutionalized asset - Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments	- Future vision of an institution and wider community that has overcome systemic racism and all other forms of oppression. - Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices - Members across all identity groups are full participants in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interest - A sense of restored community and mutual caring - Allies with others in combating all forms of social oppression - Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations.

- Expectation of learning is unclear

Curriculum : Pedagogy - Teachers may be culturally aware but have no background in implementation of culturally responsive teaching. *

- Finances

- budget for anti-racist programs for students

- Social Studies / L.A.

- intentional focus on inclusive/accurate U.S. history

Native American : Spanish in US wars
Lack of inclusion of Spanish speaking culture or other in the curriculum and classroom
- Resources

- Lack of outside resources for Dia

Professional Development

Lack of
time
for PD

Parents:

*Educate parents on self
advocacy (solution)

- Cultural barriers
- Language barriers
- Immigration status
- Lack of information

Staff:

for everyone?

*Training for equity team for how
to call others in (solution)

- "We don't have a problem here"
- Lack of empathy
- Lack of understanding of institutional

Family/Parents

Problem: Lack of information

Short Term: Family ~~Learning~~ Nights
(0-3 months) → Once a week.

different subject

Long Term: Autism, IEPs, etc.
workshops

→ On going

Culturally Reflective Resources



1 to 3 months

3 to 6 months

- research of equitable texts

• - Create reading list of diverse cultures

- Long term planning of resources/exchanges

• - Meet w/ other schools for input/resources/advice



People of Color do not apply here.

- Develop Partnerships w/ community organizations (Rutgers)
- recruit at HBC's and bilingual colleges or universities that target minority students.
- recruit alumni who are in after school program

White Privilege: Unpacking the Invisible Knapsack

Peggy McIntosh

"I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group"

Through work to bring materials from women's studies into the rest of the curriculum, I have often noticed men's unwillingness to grant that they are overprivileged, even though they may grant that women are disadvantaged. They may say they will work to women's statues, in the society, the university, or the curriculum, but they can't or won't support the idea of lessening men's. Denials that amount to taboos surround the subject of advantages that men gain from women's disadvantages. These denials protect male privilege from being fully acknowledged, lessened, or ended. Thinking through unacknowledged male privilege as a phenomenon, I realized that, since hierarchies in our society are interlocking, there are most likely a phenomenon, I realized that, since hierarchies in our society are interlocking, there was most likely a phenomenon of white privilege that was similarly denied and protected. As a white person, I realized I had been taught about racism as something that puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage. I think whites are carefully taught not to recognize white privilege, as males are taught not to recognize male privilege. So I have begun in an untutored way to ask what it is like to have white privilege. I have come to see white privilege as an invisible package of unearned assets that I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks.

Describing white privilege makes one newly accountable. As we in women's studies work to reveal male privilege and ask men to give up some of their power, so one who writes about having white privilege must ask, "having described it, what will I do to lessen or end it?"

After I realized the extent to which men work from a base of unacknowledged privilege, I understood that much of their oppressiveness was unconscious. Then I remembered the frequent charges from women of color that white women whom they encounter are oppressive. I began to understand why we are just seen as oppressive, even when we don't see ourselves that way. I began to count the ways in which I enjoy unearned skin privilege and have been conditioned into oblivion about its existence.

My schooling gave me no training in seeing myself as an oppressor, as an unfairly advantaged person, or as a participant in a damaged culture. I was taught to see myself as an individual whose moral state depended on her individual moral will. My schooling followed the pattern my colleague Elizabeth Minnich has pointed out: whites are taught to think of their lives as morally neutral, normative, and average, and also ideal, so that when we work to benefit others, this is seen as work that will allow "them" to be more like "us."

Daily effects of white privilege

I decided to try to work on myself at least by identifying some of the daily effects of white privilege in my life. I have chosen those conditions that I think in my case attach somewhat more to skin-color privilege than to class, religion, ethnic status, or geographic location, though of course all these other factors are intricately intertwined. As far as I can tell, my African American coworkers, friends, and acquaintances with whom I come into daily or frequent contact in this particular time, place and time of work cannot count on most of these conditions.

1. I can if I wish arrange to be in the company of people of my race most of the time.
2. I can avoid spending time with people whom I was trained to mistrust and who have learned to mistrust my kind or me.
3. If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.
4. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
5. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
6. I can turn on the television or open to the front page of the paper and see people of my race widely represented.
7. When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is.
8. I can be sure that my children will be given curricular materials that testify to the existence of their race.
9. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
10. I can be pretty sure of having my voice heard in a group in which I am the only member of my race.
11. I can be casual about whether or not to listen to another person's voice in a group in which s/he is the only member of his/her race.
12. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods which fit with my cultural traditions, into a hairdresser's shop and find someone who can cut my hair.
13. Whether I use checks, credit cards or cash, I can count on my skin color not to work against the appearance of financial reliability.
14. I can arrange to protect my children most of the time from people who might not like them.
15. I do not have to educate my children to be aware of systemic racism for their own daily physical protection.
16. I can be pretty sure that my children's teachers and employers will tolerate them if they fit school and workplace norms; my chief worries about them do not concern others' attitudes toward their race.
17. I can talk with my mouth full and not have people put this down to my color.
18. I can swear, or dress in second hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty or the illiteracy of my race.
19. I can speak in public to a powerful male group without putting my race on trial.
20. I can do well in a challenging situation without being called a credit to my race.
21. I am never asked to speak for all the people of my racial group.

22. I can remain oblivious of the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.
23. I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.
24. I can be pretty sure that if I ask to talk to the "person in charge", I will be facing a person of my race.
25. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.
26. I can easily buy posters, post-cards, picture books, greeting cards, dolls, toys and children's magazines featuring people of my race.
27. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered, unheard, held at a distance or feared.
28. I can be pretty sure that an argument with a colleague of another race is more likely to jeopardize her/his chances for advancement than to jeopardize mine.
29. I can be pretty sure that if I argue for the promotion of a person of another race, or a program centering on race, this is not likely to cost me heavily within my present setting, even if my colleagues disagree with me.
30. If I declare there is a racial issue at hand, or there isn't a racial issue at hand, my race will lend me more credibility for either position than a person of color will have.
31. I can choose to ignore developments in minority writing and minority activist programs, or disparage them, or learn from them, but in any case, I can find ways to be more or less protected from negative consequences of any of these choices.
32. My culture gives me little fear about ignoring the perspectives and powers of people of other races.
33. I am not made acutely aware that my shape, bearing or body odor will be taken as a reflection on my race.
34. I can worry about racism without being seen as self-interested or self-seeking.
35. I can take a job with an affirmative action employer without having my co-workers on the job suspect that I got it because of my race.
36. If my day, week or year is going badly, I need not ask of each negative episode or situation whether it had racial overtones.
37. I can be pretty sure of finding people who would be willing to talk with me and advise me about my next steps, professionally.
38. I can think over many options, social, political, imaginative or professional, without asking whether a person of my race would be accepted or allowed to do what I want to do.
39. I can be late to a meeting without having the lateness reflect on my race.
40. I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.
41. I can be sure that if I need legal or medical help, my race will not work against me.
42. I can arrange my activities so that I will never have to experience feelings of rejection owing to my race.
43. If I have low credibility as a leader I can be sure that my race is not the problem.
44. I can easily find academic courses and institutions which give attention only to people of my race.
45. I can expect figurative language and imagery in all of the arts to testify to experiences of my race.

46. I can chose blemish cover or bandages in "flesh" color and have them more or less match my skin.
47. I can travel alone or with my spouse without expecting embarrassment or hostility in those who deal with us.
48. I have no difficulty finding neighborhoods where people approve of our household.
49. My children are given texts and classes which implicitly support our kind of family unit and do not turn them against my choice of domestic partnership.
50. I will feel welcomed and "normal" in the usual walks of public life, institutional and social.

Elusive and fugitive

I repeatedly forgot each of the realizations on this list until I wrote it down. For me white privilege has turned out to be an elusive and fugitive subject. The pressure to avoid it is great, for in facing it I must give up the myth of meritocracy. If these things are true, this is not such a free country; one's life is not what one makes it; many doors open for certain people through no virtues of their own. In unpacking this invisible knapsack of white privilege, I have listed conditions of daily experience that I once took for granted. Nor did I think of any of these perquisites as bad for the holder. I now think that we need a more finely differentiated taxonomy of privilege, for some of these varieties are only what one would want for everyone in a just society, and others give license to be ignorant, oblivious, arrogant, and destructive.

I see a pattern running through the matrix of white privilege, a patter of assumptions that were passed on to me as a white person. There was one main piece of cultural turf; it was my own turn, and I was among those who could control the turf. My skin color was an asset for any move I was educated to want to make. I could think of myself as belonging in major ways and of making social systems work for me. I could freely disparage, fear, neglect, or be oblivious to anything outside of the dominant cultural forms. Being of the main culture, I could also criticize it fairly freely. In proportion as my racial group was being made confident, comfortable, and oblivious, other groups were likely being made unconfident, uncomfortable, and alienated. Whiteness protected me from many kinds of hostility, distress, and violence, which I was being subtly trained to visit, in turn, upon people of color. For this reason, the word "privilege" now seems to me misleading. We usually think of privilege as being a favored state, whether earned or conferred by birth or luck. Yet some of the conditions I have described here work systematically to over empower certain groups. Such privilege simply confers dominance because of one's race or sex. Earned strength, unearned power I want, then, to distinguish between earned strength and unearned power conferred privilege can look like strength when it is in fact permission to escape or to dominate. But not all of the privileges on my list are inevitably damaging. Some, like the expectation that neighbors will be decent to you, or that your race will not count against you in court, should be the norm in a just society. Others, like the privilege to ignore less powerful people, distort the humanity of the holders as well as the ignored groups. We might at least start by distinguishing between positive advantages, which we can work to spread, and negative types of advantage, which unless rejected will always reinforce our present hierarchies. For example, the feeling that one belongs within the human circle, as Native Americans say, should not be seen as privilege for a few. Ideally it is an unearned entitlement. At present, since only a few have it, it is an unearned advantage for them.

This paper results from a process of coming to see that some of the power that I originally say as attendant on being a human being in the United States consisted in unearned advantage and conferred dominance. I have met very few men who truly distressed about systemic, unearned male advantage and conferred dominance. And so one question for me and others like me is whether we will be like them, or whether we will get truly distressed, even outraged, about unearned race advantage and conferred dominance, and, if so, what we will do to lessen them. In any case, we need to do more work in identifying how they actually affect our daily lives. Many, perhaps most, of our white students in the United States think that racism doesn't affect them because they are not people of color; they do not see "whiteness" as a racial identity. In addition, since race and sex are not the only advantaging systems at work, we need similarly

to examine the daily experience of having age advantage, or ethnic advantage, or physical ability, or advantage related to nationality, religion, or sexual orientation. Difficulties andangers surrounding the task of finding parallels are many. Since racism, sexism, and heterosexism are not the same, the advantages associated with them should not be seen as the same. In addition, it is hard to disentangle aspects of unearned advantage that rest more on social class, economic class, race, religion, sex, and ethnic identity than on other factors. Still, all of the oppressions are interlocking, as the members of the Combahee River Collective pointed out in their "Black Feminist Statement" of 1977. One factor seems clear about all of the interlocking oppressions. They take both active forms, which we can see, and embedded forms, which as a member of the dominant groups one is taught not to see. In my class and place, I did not see myself as a racist because I was taught to recognize racism only in individual acts of meanness by members of my group, never in invisible systems conferring unsought racial dominance on my group from birth. Disapproving of the system won't be enough to change them. I was taught to think that racism could end if white individuals changed their attitude. But a "white" skin in the United States opens many doors for whites whether or not we approve of the way dominance has been conferred on us. Individual acts can palliate but cannot end, these problems.

To redesign social systems we need first to acknowledge their colossal unseen dimensions. The silences and denials surrounding privilege are the key political surrounding privilege are the key political tool here. They keep the thinking about equality or equity incomplete, protecting unearned advantage and conferred dominance by making these subject taboo. Most talk by whites about equal opportunity seems to me now to be about equal opportunity to try to get into a position of dominance while denying that systems of dominance exist. It seems to me that obliviousness about white advantage, like obliviousness about male advantage, is kept strongly inculturated in the United States so as to maintain the myth of meritocracy, the myth that democratic choice is equally available to all. Keeping most people unaware that freedom of confident action is there for just a small number of people props up those in power and serves to keep power in the hands of the same groups that have most of it already.

Although systemic change takes many decades, there are pressing questions for me and, I imagine, for some others like me if we raise our daily consciousness on the perquisites of being light-skinned. What will we do with such knowledge? As we know from watching men, it is an open question whether we will choose to use unearned advantage, and whether we will use any of our arbitrarily awarded power to try to reconstruct power systems on a broader base.

Peggy McIntosh is associate director of the Wellesley College Center for Research on Women. This essay is excerpted from Working Paper 189. "White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies" (1988), by Peggy McIntosh; available for \$4.00 from the Wellesley College Center for Research on Women, Wellesley MA 02181 The working paper contains a longer list of privileges. This excerpted essay is reprinted from the Winter 1990 issue of Independent School.

Appendix C: Comprehensive Equity Plan Support Documents

C-4, Section I.A.2

Hiring Committee Teams (representing a diverse group of GBSC staff)

Team 1:

Vanessa Jones
Maria Rivera
Trish Mollema
Lirzell Bello Johnson

Team 2:

Hector Alvarez
Martha Goz
Caitlin Mitchell
Amina Chowdhry

Team 3:

Vanessa Jones
Maria Torres
Maria Rivera
Trish Mollema

Team 4:

Hector Alvarez
Kelly Sadowski
Caitlin Mitchell
Jennifer Lin Banks

Appendix C: Comprehensive Equity Plan Support Documents

C-5, Section I.A.4

Equity Workshops and Professional Development Dates

Full Day or 2.5 hr PD @ GBCS		Staff Professional Development
2017-2018		
	Jan	2
		Talking About Race in the Classroom - Part 1- Explorations of race and racism with K-12 students - History or Racism, Internalized, Interpersonal, Institutionalized, . (We believe that if educators are prepared to have meaningful conversations about equity, students will be better equipped to interrupt patterns of structural racism and injustice in their own lives and thrive in a multicultural society.) w/Center for Racial Justice in Education (new name, Formerly Border Crossers)
	May	23
		Talking About Race in the Classroom - Part 2 - Scenario work! Role Play! Explorations of race and racism with K-12 students w/Center for Racial Justice in Education (new name, Formerly Border Crossers)
2018-2019		
	Sept.	5th
		Creating Racially Equitable Schools - Center for Racial Justice in Education
	Jan	9
		Race Equity - Unconscious Bias and Understanding White Privilege w/GBCS Race Equity Team
	Feb.	15
		Race Equity Full Day - - Microaggressions, Bias, and Racism - Connecting the Dots w/ Center for Racial Justice in Education (new name, Formerly Border Crossers)

Appendix C: Comprehensive Equity Plan Support Documents

C-6, Section I.A.4

Schedules that Include: HIB Training, Character Education, SEL, Crisis Prevention Intervention



GCN Online training

One of the responsibilities of all state employees is to participate in training sessions that are required by state law. GBCS is registered to take some of these training sessions online. Please see the tables below for a list of the online training required annually and the list of the recipients who need to take them. These training sessions will be available online starting August. You are required to have them completed by the deadline. You will receive an additional document with the website and instructions on how to log in.

Deadline: by the end of the first trimester 12/3/18		
Training	Time	Recipients
School Safety --NJ	Within 60 days of employment. Annually	District Employees
Anti-Bullying Bill of Rights -- NJ	Annually	• Public School Teachers; • School Employees • Volunteers with student contact; • Contracted service providers
Student-to-Student Hazing and Harassment	Annually	Public School Teachers; • School Employees • Volunteers with student contact; • Contracted service providers
Food Safety/Food Handler	Annually	Teaching Staff and Support

Deadline : by the end of the second trimester 3/01/19		
Training	Time	Recipients
Child Abuse -- NJ	Only for new employees Annually	• Employees • Volunteers • Interns
Asthma	Annually	• Teaching Staff • Medical Inspectors; • School Physicians;

Reading Disabilities/Dyslexia -- NJ (2 hour training)	Annually	• General Education Teachers employed in K-3 • Special Education and Basic Skills Teachers • English as a Second Language Teachers • Reading Specialists • Learning Disabilities Teacher Consultants • Speech-Language Specialists
Concussions in Schools Videos	Annually	• School Physicians • Athletic Trainers • Coaches

Deadline : by the end of the third trimester 6/20/19		
Training		Recipients
Alcohol, Tobacco and Drug Awareness – NJ	Annually	Public School Instructional Teachers
Allergy Management/Food Allergies	Only for new employees	New employees
Bloodborne Pathogens	Annually	School Staff
Suicide Prevention Video (2 hour)	Every 5 years	Teaching Staff Members (Similar to “school staff,” a member of the professional staff of any board of education who holds a valid and effective standard, provisional or emergency certificate, including teachers, administrators, school nurse, and school athletic trainer.

Teacher Induction Program – New Staff Orientation - 2018

Day 1, Wednesday, August 22

Homework (Do before Day 1)	- View FLEX Video and PPT (Google Classroom) - Review the book, <u>Positive Discipline in the Classroom</u> - Learn about New Brunswick! Ask around and visit these websites: http://www.cityofnewbrunswick.org https://en.wikipedia.org/wiki/New_Brunswick,_New_Jersey
8:00 – 8:20	Introductions/Ice Breaker – Read Day 1 Objectives
8:20 – 9:45	GBCS – Mission, Vision, and Goals & GBCS Today –Vanessa and Hector
9:45 – 9:50	BREAK
9:50 – 10:20	Observation Model Overview – Marshall
10:20 – 11:25	Tour of New Brunswick
11:30 – 12:30	Lunch – If you'd like- Group outing to La Finca Restaurant (Pay for self. Pre-order Wednesday morning. Arrive at La Finca at 11:30. Leave at 12:30)
12:40 – 2:50	Positive Discipline – Social Emotional Learning, HIB – Vanessa and guest
2:50 – 3:10	TIP–Teacher Induction Program –Handbook Overview –VJ/HA
3:10– 3:25	Q&A for FLEX video and PPT _{Hector and Vanessa}
3:25 – 3:30	Evaluation Form

Day 2, Thursday, August 23

Homework (Do before Day 2)	- Read articles related to classroom environment (Google Classroom) - Review Kagan's book, <u>Cooperative Learning</u>
8:00 – 8:05	Welcome – Do Now (Three questions for teacher panel), Review Day 1 Accomplishments, Read Day 2 Objectives
8:05 – 9:25	Cooperative Learning - - Donna Medea
9:25 -9:35	Break
9:35 – 10:10	Handbook Scavenger Hunt-Teacher & TIP-Teacher Induction Program –Handbook Overview –VJ/HA
10:10 – 11:20	Higher Order Thinking Skills and Productive Struggle - Hector
11:20-12:20	Lunch
12:20 – 1:45	Classroom Environment – Vanessa (Articles pre-read at home.) Visit classrooms – Tour of GBCS.
1:45 -2:30	Dual Language Overview – Hector and Daniela Garay
2:30 – 3:15	Teacher Question Panel – Ask GBCS teachers questions about anything you'd like.
3:15 – 3:30	Closing – What did you learn? What would you like to learn? Evaluation Form - Group Photo and Individual Head Shots.

Welcome Back to School! - Whole Staff Orientation & Preparation Days

Full Days: Monday, August 27 - Thursday, August 30 - Afternoons: 9/4/18 - 9/7/18

The building will be open Monday - Friday until students return, 7:00 AM - 9:00 PM, except Labor Day.

The building will be open on Saturday, September 1, 8:00 AM - 4:00

Monday, August 27, 2018

8:00 - 8:30	Welcome Back Breakfast - Courtesy of the BCEA (union)
8:30 - 9:30	General Meeting
9:30 - 11:30	K-8 Science Teachers: Project Learning Tree and Project WET Workshop - Part 1 of 2. Others: Work in Classrooms/meetings and MS PARCC Data Review
11:30 - 12:30	Lunch
12:30 - 2:30	K-8 Science Teachers: Project Learning Tree and Project WET Workshop - Part 2 of 2. Others: Work in Classrooms/meetings
2:30 - 2:45	Break
2:45 - 3:30	BCEA - Brunswick Charter Education Association - Union Meeting

Tuesday, August 28, 2018

8:00 - 8:30	General Meeting - T-Eval PD Plan, Goals, Self-Assessment Review & GCN
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8:30 -11:30	Group A. Crisis Prevention Intervention Training –CPI (K-3, up to 25 staff- see list) Part 1 of 3. Group B. Work in Classrooms/team meetings/cross grade meetings per the schedule below - TLC Meetings – Grade levels meet to share materials/information for incoming students. • 4th and 5th 8:30 – 9:00 • 5th with 6th 9:00 – 9:30 • 6th with 7th/8th 9:30 – 10:00
11:30-12:30	Lunch
12:30 – 3:30	Group A. Crisis Prevention Intervention Training – CPI (K-3, up to 25 staff- see list) Part 2 of 3. Group B. Work in Classrooms/team meetings, T-Eval: PD Plan, Goals, Self-Assessment

Wednesday, August 29, 2018

8:00 – 8:30	General Meeting - Crisis Management Review
8:30 – 11:30	Group B. Crisis Prevention Intervention Training –CPI (3rd-8th, up to 25 staff- see list) Part 1 of 3. Group A. Work in Classrooms/team meetings/cross grade meetings per the schedule below - TLC Meetings – Grade levels meet to share materials/information for incoming students. • K with 1st 8:30 – 9:00 • 1st with 2nd 9:00 – 9:30 • 2nd with 3rd 9:30 – 10:00

11:30 – 12:30	Lunch – Courtesy of GBCS Board of Trustees
12:30 – 3:30	Group B. Crisis Prevention Intervention Training (3rd-8th, up to 25 staff- see list) Part 2 of 3. Group A. Work in Classrooms/team meetings, T-Eval: PD Plan, Goals, Self-Assessment

Thursday, August 30, 2018

8:00 – 11:00	Group A. Crisis Prevention Intervention Training (K-3, up to 25 staff- see list) Part 3 of 3. Group B. Work in Classrooms/team meetings/ Curriculum Review with Linda (Optional to attend, must know.) - In Team Leader's classroom or agreed space 4-5: 8:30 – 9:30 6-8: 9:30 – 10:30
11:00 – 12:00	Lunch – 403b Representatives - Optional To Attend * Location: Faculty Room (before, during, and after lunch... 10:30 – 12:30)
12:00 – 3:00	Group B. Crisis Prevention Intervention Training (3rd-8th, up to 25 staff- see list) Part 3 of 3. Group A. Work in Classrooms/team meetings/ Curriculum Review with Linda (Optional to attend, must know.) - In Team Leader's classroom or agreed space K-1: 1:00 – 2:00 2-3: 2:00 – 3:00

3:00 – 3:30	Group A&B: Work in Classrooms TIP: Crisis Management 101 – Media Center
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Friday, August 31 & Saturday, September 1

7:00 – 9:00	Not a Staff Work Day – Custodian Present (Building open from 7:00 AM - 9:00 PM)
8:00 – 4:00	Not a Staff Work Day – Custodian Present (Building open from 8:00 AM - 4:00 PM)

Tuesday, September 4, 2018

1:45 – 3:30	- Work in Classrooms/team meetings/collaboration - TLC Meetings – 3 rd with 4 th 2:00-2:30
2:30 – 3:30	- PARCC Data Analysis – Grades 6-8 (VJ, HA, LS)

Day 4 Wednesday, September 5

1:45 – 4:15	A. Creating Racially Equitable Schools – All are welcome! Required for Race Equity Team - 1:45 – 4:15 B. Work in Classrooms/team meetings/collaboration - 1:45 – 4:15
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Day 5 Thursday, September 6

1:45 – 2:40	- Work in Classrooms/team meetings/collaboration
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	- PARCC Data Analysis – Grades 3 rd , 4-5 th (VJ, HA, LS)
2:40 – 3:30	- Work in Classrooms/team meetings/collaboration - SRC
Day 6 Friday, September 7	
1:45 – 3:30	Work in Classrooms/team meetings/collaboration

Meeting Schedule:

TLC Meetings – Meet in a team leader's classroom or other agreed to space.
Grade levels meet to share materials/information for incoming students.

This schedule should allow Sp.Ed., ESL, and Success teachers to attend as needed.

Tuesday, August 28:

- 4th and 5th 8:30 – 9:00
- 5th with 6th 9:00 – 9:30
- 6th with 7th/8th 9:30 – 10:00

Wednesday, August 29:

- K with 1st 8:30 – 9:00
- 1st with 2nd 9:00 – 9:30
- 2nd with 3rd 9:30 – 10:00

Tuesday, September 4:

- 3rd with 4th 2:00-2:30

Curriculum Review - with Linda- Optional to attend, must know. (In Team Leader's classroom or agreed space.)

Thursday, August 29

- 4-5: 8:30 – 9:30
- 6-8: 9:30 – 10:30
- K-1: 1:00 – 2:00
- 2-3: 2:00 – 3:00

Online Training (GCN) – See separate document for more details. **Required training.**

Other:

- Creating Racially Equitable Schools - ALL WELCOME! Required for Race Equity Team – Wednesday, September 5, 1:45 – 4:15
- Mentor/Mentee meeting – Vanessa & Hector Intro. - Monday, Sept. 24, 3:00- 3:30
- Teacher Induction Program – HIB Workshop – Thursday, Sept. 13th, 3:00- 4:30

Suggested Team Meeting Topics: How will you/your team implement/use: 1. Curriculum Frameworks - 2. Science/Social Studies – Interdisciplinary 3. Field Trips connected to curriculum 4. Differentiating a. Flex Time b. SIOP c. iReady d. Lesson Planning 5. Vocabulary 6. Advisory/Character Ed. a. Mistaken Goals of Behavior, Conflict Resolution, Positive Disc. Class Meetings 7. Higher Order Thinking Questions & Productive Struggle 8. Smartboard and other Technology 9. Oncourse resources, Class website, etc.	Other Tasks Due This Week: • T-eval - PD Plan, Goals, and Self Assessment
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Appendix C: Comprehensive Equity Plan Support Documents

C-7: Section I.B - Affirmative Action Team Meeting Agendas - May 14 and June 4, 2019

May 14, 2019 Agenda: Affirmative Action Team Meeting

Purpose of meeting: to review CEP document (shared ahead digitally)

- Overview of each section
- Determine criteria to decide if the school is compliant

Breakdown - who will review each part

- Board Responsibility - Vanessa, Zoe
- Curriculum - Daniela, Caitlin, Yesenia, Zoe
- Counseling - Martha, Zoe
- Sports - Jesse, Zoe
- Other - Vanessa, Zoe

Plan

- Zoe will share a new digital version of the CEP with her comments and the group will add their comments, focussing on the part each person was assigned to (above).
- Each AFT/RET member will read, review, and enter comments regarding compliance.
- Vanessa will review the collective work of all members and complete the document.

June 4, 2019 Agenda: Affirmative Action Team Meeting

Purpose of meeting: to review and finalize CEP document

- Updated document was sent via email for review (Google Drive)
- Team will go through each section to discuss and revise as needed

Review action plans

Final Discussion - is the plan ready for board approval and submission?

Appendix C: Comprehensive Equity Plan Support Documents

C-8: Data Review Sample

School Level - All Grades

NEW! - GBCS GROWTH FROM 2018-19 BENCHMARK 1 TO BENCHMARK 2 ON GBCS BENCHMARK ASSESSMENTS ELA BENCHMARK ASSESSMENTS PERCENT OF STUDENTS PROFICIENT

PERCENT OF STUDENTS PROFICIENT					
Grade	Benchmark Assessment #1 2018-19	Benchmark Assessment #2 2018-19	Benchmark Assessment #3 2018-2019	Growth from B #1 to B #2	Growth from B #2 to B #3
Grade 2	36%	33%	37%	-3%	+4%
Grade 3	60%	63%	37%	+3%	-26%
Grade 4	52%	23%	30%	-29%	+7%
Grade 5	48%	55%	70%	+7%	+15%
Grade 6	18%	30%	15%	+12%	-15%
Grade 7	15%	33%	9%	+18%	-24%
Grade 8	31%	26%	27%	-5%	+1%
Average	37.1%	37.6%	34%	+5%	-3.6%
					-3.1%
					19

GBCS/ Classroom Data Analysis

Classroom Level - Grade 5
 Name: Jen, Amina, Caitlin, Daniela, Erica Grade: 5 Subject: ELA
 Assessment: Unit 2 Benchmark- Main Idea and Inferences (Informational) Date: 2/14/18

Curriculum area for Improvement : RI 5.1; RI 5.2

In the future, incorporate more Newsela articles that progress in text complexity- take note of sentence structure and vocabulary.

Continually use and introduce at the beginning of the year: Have students use a "tracking your thinking" page to look at each paragraph and identify a wonder, thought, or question. (Strategy

modeled by Maureen Hall):

Recreated Template-

<https://docs.google.com/document/d/1ufhrKimNzhmYUOuHlj1-zwe1LegvnNnf1CTuUKkLMSI/edit?usp=sharing>

Continue to build a library of quality resources that focus on standards and increase in text complexity.

Include more opportunities in curriculum for students to build reading thinking and stamina.

Noticings: Overall, students have shown some or significant growth between benchmark 1 and benchmark 2. Could this be because we focus on these skills and continue to reteach and work with the skills in reading groups, whole class work, and integrate these skills into ALL curriculum disciplines.

In addition, both benchmarks focused on the inference and main idea standards.

Average score for SPED students in B1: 34%

Average score for SPED students in B2: 33%*

*Amir went from a 36 to an 8; Karen went from a 48 to a 19- could their scores could have been due to guessing on both Benchmarks.

Tanaiya went from a 38 to a 42- was it from being a good guesser? Improvement due to TLP?

Average score for ELL students in B1: 44.3%

Average score for ELL students in B2: 47.67%* Angelo remained the same with his score between both benchmarks- 42%; Alanie went from a 60 to a 58%; Jose showed improvement from B1 and B2- 31% to a 43%- why?

Average score for GenEd students in B1: 63.3%

Average score for GenEd students in B2: 67.25%*

*Notable growth from Sean B1: 51% and B2: 71%; Kishore B1: 71% to 89%; Priya B1: 81% to B2: 100%

Significant decrease from Dariana B1: 67% to B2: 54%- **WHY? Is her small group in ELA too rigorous for her? Do we need to readjust and change her grouping though her classwork does reflect solid mastery of standards?

Instructional area for Improvement : RI 5.1; RI 5.2

Continued area of concern- Main Ideas and Key Details

To be noted, students showed slight improvement in main idea and details between B1 and B2: 40% average score B1 and 48% average score B2. More students in the % of students progressing for this standard after B2 and a few more students are proficient in this standard after B2.

PARCC like practice has been provided for the students but should we focus on mastering the skills using lower level text examples from iReady Benchmarks Gr.1, Gr. 2, Gr. 3 and Gr.4 for students who are not reading on grade level? (Ex: Students like TG, AT, KP? Eyes glazed over when they saw the text. Not a question of stamina or interest- the text was too hard for them; Do we instead review test taking strategies for these students? (Always guess C???)

Continue to differentiate and expose students to skills. While assessing students, monitor skill development and target students who are on the cusp with more intensive activities.

Teach all students how to unpack complex or boring texts- we noticed stamina was a concern (as it has been in the past).

Implement necessary thought tracking for students as they read and insist on student note taking.

Teach valuable note taking skills.

Perhaps, change teachers for small groups (have students rotate between working with Amina and Jen during reading groups)

Use and implement PARCC and Common Core Lessons from Standards Solutions (we received access at the end of December).

Have students create questions from passages that are similar to the questions/ design of PARCC/Benchmark tasks.

- Proficient on these assessments= 66% and higher- According to iReady
- In fifth grade, 23% of students were considered Proficient (5 students)
- 66% and higher= proficient
- 33%-65%= progressing
- <33%= beginning

Overall class percentage: 53%

R.I 5.1 57%

R.I 5.2 48%

"# STUDENTS"= number of students who score **BELOW** proficient on each skill/standard:

Skill/Standard: RI 5.1 Inference	# students: 14	
Strategies Used -Look at images and comics, form inferences -Small Group instruction -Packets with inference specific work from Scholastic resources -iReady -Online inference games (websites) -Continue to build student vocabulary -Use of specific guided reading texts for building inference skills -Standards Solution Lessons -Examine past PARCC questions -RACE	Intervention Plan for these students: (What strategies will you be implementing in your lessons to help the student to improve this skill/standard?) As agreed upon by Hector, Caitlin, Erica, and Jen, intervention plan will focus on more narrow group; students who are on the cusp of proficiency for standard. Students who are not on the cusp of proficiency- orange names (40% proficient or higher with the exception of Edgar who received a 25%) will focus on Guided Reading improvement and test taking strategies. Frontload lesson with vocabulary words related to the text. Small groups. Use prior knowledge as it relates to the understanding of the word. Common phrases, use of idioms. Discussions in small groups. Restate what the vocabulary words mean with their own sentence. Draw a picture to illustrate the meaning of the word. Read the text carefully as a group. Teacher models how to read the text. Think about what the text actually says. Model by talking out loud. Consider what conclusions can be made based on what the text says and what the student knows already. Look for clues to help draw conclusions. PRINT and Review: Questions from assessment that were difficult for students- learn to read deeply and recognize terms in questions that could be tricky- Questions 1B, 2, 3A, 3B Passages California Gold and Avalanche Dogs --Turn this into a center or movable independent practice work for the week-	Name of Students Mono: *= SPED **= ELL *** = SPED/ELL Ala** Sa Le*** Ya Jo** Chr Ja*** Ta* Da* Ed*** An** Sa* Ka* Am*

RI 5.1 Reteach Activities (FLEX)- Week of Feb 20	Reassessment by 2/26	Reflection by 2/28 (How are we collecting this data?)
Question Review Activity/Center Newsela Articles: https://newsela.com/read/elementary-big-q-why-do-we-love-sugar/id/39429/quiz/3/ Students can make connections to the topic; Focus on questions 1 and 2. NOTE- there was a sugar passage in B2 https://newsela.com/read/elementary-miy-valentines-day-chocolates/id/40285/ Students will have a procedural text to draw inferences from. This is an interesting article but the questions have tricky wording.	Suggested by Linda- use NEWSELA article to check standards mastery- Should we use 2 articles to check for main idea mastery?? https://newsela.com/read/superbowl-ads-show-family-values/id/40211/quiz/3/ This text is Lexile 830 complexity- has questions touching on both RI 5.1 and RI 5.2 https://newsela.com/read/maryan-megalopolis-discovery/id/40205/ This text is Lexile 870 complexity- has questions touching on both RI 5.1 and RI 5.2	

Skill/Standard: RI 5.2 Main Idea		# students: 17
Strategies Used -Small Group instruction -Packets with main idea specific work	Intervention Plan for these students: (What strategies will you be implementing in your lessons to help the student to improve this skill/standard?)	Name of Students Mono: *= SPED **= ELL *** = SPED/ELL

from Scholastic resources -iReady -Online main idea games (websites) -Continue to build student vocabulary -Use of specific guided reading texts for building main idea skills -Standards Solution Lessons -Examine past PARCC questions -RACE -Key Words	As agreed upon by Hector, Caitlin, Erica, and Jen, intervention plan will focus on more narrow group; students who are on the cusp of proficiency for standard. Students who are not on the cusp of proficiency 39% proficient or higher with the exception of Jared (22%) and Dariana who received a 33% will focus on Guided Reading improvement and test taking strategies- Tanaiya, Karen, Davian, Sammy, Amir. Frontload lesson with vocabulary words related to the text. Small groups. Use prior knowledge as it relates to the understanding of the word. Restate what the vocabulary words mean with their own sentence. Model reading the headline of the text. Begin reading the text one section at a time and underlining important information, drawing a box around key vocabulary words, and circling important dates. Small group or large group instruction. Model looking over important underlined words and deciding which words will be used to come up with the main idea for that section. Model how to review each section showing important information and then creating a few sentences or paragraph about the main idea of the text. PRINT and Review: Questions from assessment that were difficult for students- learn to read deeply and recognize terms in questions that could be tricky- Questions 5B, 6, 7A, 7B, 8 Passages Faking It: The Scoop on Sweeteners and Coast to Coast with Cal Rodgers --Turn this into a center or movable independent practice work for the week- Have students create their own graphic organizers and teach students note taking tips for main idea: show and have students determine which graphic organizers work best for them	Ke Em St Ala** Sa Da Le*** Ya Ed*** Ch An** Ta* Ka* Ja*** Da** Sa* Am*
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RI 5.2 Reteach Activities (FLEX)- Week of Feb 20	Reassessment by 2/26	Reflection by 2/28 (How are we collecting this data?)
Question Review Activity/Center Newsela Articles: https://newsela.com/read/elele-m-original-girl-scout-cookie-history/id/40296/ Students can make connections to the topic https://newsela.com/read/elele-m-winter-olympics-whimsical-words/id/40104/ Difficult vocabulary to work through https://newsela.com/read/schools-poorly-teach-slavery/id/40355/quiz/1/ Questions 1 and 2 focus on RI 5.2 Students are gaining knowledge and building on background taught in Social Studies.	Suggested by Linda- use NEWSELA article to check standards mastery- Same articles as above for mastery https://newsela.com/read/superbowl-ads-show-family-values/id/40211/quiz/3/ This text is Lexile 830 complexity- has questions touching on both RI 5.1 and RI 5.2 https://newsela.com/read/many-megalopolis-discovery/id/40205/ This text is Lexile 870 complexity- has questions touching on both RI 5.1 and RI 5.2	

"# STUDENTS"= number of students who score **AT** or **ABOVE** proficient on each skill/standard:

- 66% and higher= proficient
- 33%-65%= progressing
- <33%= beginning

Skill/Standard: RI 5.1: Inferences		# students: 8
Strategies Used See above- the same strategies were used for these students as this was a very big area of weakness for students in B1 Create comic strips after examining comic strips (look for hidden details in graphic novels)	Enrichment Plan for these students: (What strategies will you implement in your lessons to help the student to continue improving this skill/standard?) 1. Continued comic strips 2. iReady 3. Inference games online 4. Fiction and Nonfiction paired passages 5. While reading biographies, make inferences about "Why" events happened in life that molded or shaped person for the better or worse 6. Use skills while unpacking social studies text (complex)	Name of Students Mono: *= SPED **= ELL *** = SPED/ELL Pri Cl Kis Se Kes Em St Da

Skill/Standard: RI 5.2: Main Idea		# students: 5
Strategies Used See above- the same strategies were used for these students as this was a very big area of weakness for students in B1	Enrichment Plan for these students: (What strategies will you implement in your lessons to help the student to continue improving this skill/standard?) 1. Continue with work using Scholastic and Newsela articles 2. Independent research- slides using bullet points 3. Paired Passages	Name of Students Mono: *= SPED **= ELL *** = SPED/ELL Pr Clo Ki Se An**

Appendix C: Comprehensive Equity Plan Support Documents

C-9: Sample "FLEX Time" Instructional Intervention Schedule

 GBCS Greater Brunswick Charter School		4/5th Grade - Jen Banks			
	4th/5th Grade Monolingual				
	ELA & Social Studies				
	SPED - Inclusion				
	Rm. 132				
	Jen Banks				
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:35	Breakfast/HR Ind. Reading/Read Aloud	Breakfast/HR Ind. Reading/Read Aloud	Breakfast/HR Ind. Reading/Read Aloud	Breakfast/HR Ind. Reading/Read Aloud	Breakfast/HR Ind. Reading/Read Aloud
8:35 - 9:45	8:35 - 9:45 ELA 5JB ICS SPED- Amina 8:45 - 9:45	8:35 - 9:45 ELA 5JB ICS SPED- Amina 8:45 - 9:45	8:35 - 9:45 ELA 5JB ICS SPED- Amina 8:00 - 8:50	8:35 - 9:45 ELA 5JB ICS SPED- Amina 8:45 - 9:45	8:35 - 9:45 ELA 5JB ICS SPED- Amina 8:45 - 9:45
			9:45-10:35 (50min) Group 2-ZC Spanish		
9:45 - 10:35	9:45 - 10:35 Social Studies 5JB ICS ESL Erica Katz	9:45 - 10:35 Social Studies 5JB ICS ESL Erica Katz	10:35 - 11:30 ELA 4ZC ICS Amina 10:40 - 11:30	9:45 - 10:35 Social Studies 5JB ICS ESL Erica Katz	9:45 - 10:35 Social Studies 5JB ICS ESL Erica Katz
10:35 - 11:25	10:35-11:25/ 50 min. Group 1 PE Group 2 PE Group 3 Art Group 4 Music	10:35-11:25/ 50 min. Group 1 Art Group 2 Music Group 3 PE Group 4 PE		10:35-11:25/ 50 min. Group 1 PE Group 2 PE Group 3 Music Group 4 Art	10:35-11:25/ 50 min. Group 1 Music Group 2 Art Group 3 PE Group 4 PE
11:30-12:00	Recess 11:30 - 12:00	Recess 11:30 - 12:00	Recess 11:30 - 12:00	Recess 11:30 - 12:00	Recess 11:30 - 12:00
12:00 - 12:30	Lunch 12:00 - 12:30	Lunch 12:00 - 12:30	Lunch 12:00 - 12:30	Lunch 12:00 - 12:30	Lunch 12:00 - 12:30
12:30 - 1:00	FLEX TIME 12:30-1:00 ICS - AC	FLEX TIME 12:30-1:00 ICS - AC	12:30-1:00	FLEX TIME 12:30-1:00 ICS - AC	FLEX TIME 12:30-1:00 ICS - AC
1:00-2:00	1:00 - 2:10 ELA 4ZC ICS SPED -Amina -1:00 -2:00	1:00 - 2:10 ELA 4ZC ICS SPED -Amina -1:00 -2:00	PREP Class Meeting	1:00 - 2:10 ELA 4ZC ICS SPED -Amina -1:00 -2:00	1:00 - 2:10 ELA 4ZC ICS SPED -Amina -1:00 -2:00
2:00-2:56	2:10-3:00 Social Studies 4ZC ICS ESL Erica Katz	2:10-3:00 Social Studies 4ZC ICS ESL Erica Katz	Dismissal & Whole School Planning 1:35-3:30 Enrichment Clusters 1:45-2:45	2:10-3:00 Social Studies 4ZC ICS ESL Erica Katz	2:10-3:00 Social Studies 4ZC ICS ESL Erica Katz
2:56 - 3:30	Dismissal/Prep	Dismissal/Prep		Dismissal/Prep	Dismissal/Prep
	4/5 KEY Group 1 DG -5th Group 2 ZC - 4th Group 3 JB -5th Group 4 NA - 4th		9:45 -10:35 = Cross Grade Collaboraiton		

APPENDIX C: COMPREHENSIVE EQUITY PLAN support documents

C-10: Document of discipline reports by ethnic group and general education/special education students. Section:I.C.

Percentages mirror percentages represented in the whole population.

Total Number of Students with a Disposition in the 18/19 School Year					
	Hispanic/Latino	African Am/Black	White	Asian	Total
Boy Gen Ed	43	8		0	0
Girl Gen Ed	23	1		1	0
Total Gen Ed	66	9		1	0
Boy Sped	20	4		0	0
Girl Sped	4	0		0	0
Total Sped	24	4		0	0
Grand Total					104

Total Percentages of Students with a Disposition in the 18/19 School Yr.					
	Hispanic/Latino	African Am/Black	White	Asian	Total
Boy Gen Ed	41%	8%	0%	0%	0%
Girl Gen Ed	22%	1%	1%	0%	0%
Total Gen Ed	63%	9%	1%	0%	73%
Boy Sped	19%	4%	0%	0%	0%
Girl Sped	4%	0%	0%	0%	0%
Total Sped	23%	4%	0%	0%	27%
Grand Total					100%

Total Percentages of Students at GBCS in Subgroups					
	Hispanic/Latino	African Am/Black	White	Asian	Total
	85%	10%	3%	2%	100%
			Sped	Gen Ed	Total
			19%	81%	100%