

**NEW JERSEY STATE DEPARTMENT OF EDUCATION DIVISION OF FIELD
SERVICES**



COMPREHENSIVE EQUITY PLAN
For School Years 2016-17 through 2018-19

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

Due Date: On or before April 1, 2016

“MANAGING FOR EQUALITY AND EQUITY IN EDUCATION” THREE YEAR COMPREHENSIVE EQUITY PLAN

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GENERAL INFORMATION

Purpose

In September 2008, 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 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 first CEP encompassed school years 2004-2007, the second encompassed 2007-2010 and subsequent to that, school districts and charter schools submitted signed statements of assurance, affirming compliance with the code. 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 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 Comprehensive Equity Plan 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 and Regulations

- 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.state.nj.us. 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 can be found at <http://www.state.nj.us/education/counties/>.

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, April 1, 2016** for implementation on September 1, 2016.

Resources for more Information About Equity and Equality in Education

- NJ State Division on Civil Rights website: <http://www.state.nj.us/lps/dcr/>
- U.S. Dept. of Education Office for Civil Rights website: <http://www.ed.gov/about/offices/list/ocr/index.html?src=mr>
- U.S. Commission on Civil Rights website: <http://www.usccr.gov/>
- U.S. Dept. of Justice Civil Rights Division website: <http://www.justice.gov/crt/>

INSTRUCTIONS FOR COMPLETION OF THE COMPREHENSIVE EQUITY PLAN

Step 1: Establish the Affirmation Action Team, N.J.A.C. 6A:7-1.5 (Appendix A)

Each district, charter school and renaissance school project 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—Affirmative Action Team Membership Form.

Step 2: Conduct Needs Assessment (Appendix B)

Each school district, charter school and renaissance school project board shall use the Appendix B entitled, “*Comprehensive Equity Plan Needs Assessment Checklist*,” to conduct a needs assessment of each school. This document is intended to be used as a checklist to help the AAO and the AAT identify problem areas. It must be submitted to the county office as part of the documentation that accompanies the Comprehensive Equity Plan. When citing documentation, 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), each charter school or each 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 that need correction, or require an internal monitoring procedure or system will form the basis for the improvement strategies that will be proposed in the CEP.

The “Comprehensive Equity Plan 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/Contract Practices** - This section outlines the basic practices that must be observed to comply with equity requirements in employment contract regulations.

Note that at the beginning of each section of the Needs Assessment, the laws and regulations 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, 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 area are provided with this packet:

- I. **Board Responsibility**
- 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 Ed/Athletic Programs)
- IV. **Employment and Contract Practices**

The plan to correct/address each identified item must be contained in the form covering the corresponding assessment area. 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 – 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. If the district, charter school or renaissance school project itself is not compliant, enter “district wide, charter school-wide or renaissance school project-wide.” If one

school is out of compliance, the entire district is considered noncompliant 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 to improve or correct the deficiency. Strategies must be 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/activities.

Plan the implementation timeline - Indicate the year or specific timeframe that the strategy or activity will take place, i.e. 2016-2017 school year; 2017-2018 school year, ongoing, etc.

Provide evidence of completion – List the indicator(s) and/or documentation that will be made available for review, if requested, to 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.

More than one “identified item as deficient or non-compliant” and accompanying strategies to correct the problem can be included on one form, or a separate form may be submitted for each.

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

The Statement of Assurance must be submitted with the Comprehensive Equity Plan to ensure compliance with statute and regulation. The Chief School Administrator, Charter or Renaissance School Project 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:

1. Annual resolution appointing the Affirmative Action Officer for 2016-17 school year;
2. 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 submission of the proposed Comprehensive Equity Plan.

4. List of Affirmative Action Team members (Appendix A)
5. Comprehensive Equity Plan Needs Assessment Checklist (Appendix B)
6. Comprehensive Equity Plan forms (Appendix C)

Step 7: Submit the CEP

Submit the CEP to the County Office of Education on or before Friday, April 1, 2016. For your convenience, a list of addresses of the County Offices of Education can be accessed on the NJDOE website at, <http://www.state.nj.us/education/counties/>.

****After approval and implementation of the comprehensive equity plan, each school district, charter school and renaissance school project is required to submit an annual statement of assurance to their respective county office of education by September 1, 2017 and September 1, 2018 (Appendix D).**

COMPREHENSIVE EQUITY PLAN

A. ACCOUNTABILITY:

1. Each school district, charter school and renaissance school project must review the approved Comprehensive Equity Plan (CEP) on an annual basis and submit a statement of assurance regarding the CEP implementation to the County Office of Education no later than September 1 of each year. Statements of Assurance forms for each school year are attached as Appendix D.
2. The New Jersey Department of Education will review a sampling of CEPs annually.

B. SANCTIONS:

As noted in N.J.A.C. 6A:7-1.9(f), “If the district board of education or charter school does not implement the comprehensive equity plan within 180 days of the approval date of the plan, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to suspend, terminate or refuse to award continued federal or state financial assistance, pursuant to N.J.S.A. 18A:55-2.”

*In accordance with N.J.S.A. 18A:36C-7h., Renaissance school projects are bound to the laws and regulations that govern charter schools

APPENDIX A: AFFIRMATIVE ACTION TEAM

The following Affirmative Action Team (AAT) members that participated in the development of the needs assessment and Comprehensive Equity Plan. The AAT **must** consist of a minimum of three personnel and be comprised of diverse stakeholders.

SCHOOL DISTRICT, CHARTER SCHOOL AND RENAISSANCE SCHOOL PROJECT NAME:

NAME	TITLE	GRADE LEVEL (if applicable)	SIGNATURE
Donna A. Medea	Affirmative Action Officer		
Linda Seidenstein	Literacy Coach	K-8	
Martha Goz	School Social Worker	K-5	
Zane Nestlerode	PE/Health Teacher	K-8	
Vanessa Jones	Asst. Education Director	K-8	
Lynne McGlue	School Nurse	K-8	
Cherie Ann Schulek	ESL Teacher	K-8	
Rachel Holeman	School Social Worker	6-8	

APPENDIX B: 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.

I. BOARD RESPONSIBILITY	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>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</p> <p>A. Adopt or re-adopt written equality and equity policies, requiring the following:</p>	yes	<p>1140- AFFIRMATIVE ACTION PROGRAM (M) 1140Affirmative Action Program.pdf</p>	
<p>1) Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following:</p> <p>a) Identify and address all forms of prejudice and discrimination in all district, charter and renaissance school project programs, practices, curricula, instructional materials and assessments.</p>	Yes	<p>1140- AFFIRMATIVE ACTION PROGRAM (M) 1140Affirmative Action Program.pdf</p> <p>5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf</p> <p>2260- AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES (M) 2260AffirmativeActionProgramforSchoolandClassroomPractices.pdf</p>	
<p>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.</p>	Yes	<p>5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf</p> <p>5756- TRANSGENDER STUDENTS 5756TransgenderStudents.pdf</p>	

c) Provide equitable treatment for pregnant and married students.	Yes	5752- MARITAL STATUS AND PREGNANCY (M) 5752MaritalStatusandPregnancy.pdf 2416- PROGRAMS FOR PREGNANT PUPILS (M) 2416ProgramsforPregnantPupils.pdf	
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	

I. BOARD RESPONSIBILITY	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
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	3125- EMPLOYMENT OF TEACHING STAFF MEMBERS (M) 3125EmploymentofTeachingStaffMembers.pdf 1510- RIGHTS OF PERSONS WITH HANDICAPS OR DISABILITIES/POLICY ON NON-DISCRIMINATION (M) 1510RightsofPersonswithHandicapsorDisabilitiesPolicyonNon-Discrimination.pdf 1530- EQUAL EMPLOYMENT OPPORTUNITIES (M) 1530EqualEmploymentOpportunities.pdf 1550- AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES (M) 1550AffirmativeActionProgramforEmploymentandContractPractices.pdf	
3) Appoint an Affirmative Action Officer (AAO) who can also serve as or coordinate with the Section 504 Officer and/or the district, charter and renaissance school project's Title IX Coordinator.	yes	Person is appointed at the reorganization meeting in July - see board minutes July 2015. VII. - Greater Brunswick Minutes 7-16-2015.pdf	
4) Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6.	no	HIB training is done annually and reinforced throughout the year. Other training is planned for this year and to continue next year. See appendix C-1, action plan and C-3, staff meeting agenda documenting HIB training. 3362- SEXUAL HARASSMENT (M) 3362SexualHarassment.pdf 3381- PROTECTION AGAINST RETALIATION 3381ProtectionAgainstRetaliation.pdf 4352- SEXUAL HARASSMENT (M) 4352SexualHarassment.pdf 4381- PROTECTION AGAINST RETALIATION 4381ProtectionAgainstRetaliation.pdf 5512- HARASSMENT, INTIMIDATION, AND BULLYING (M) 5512Harassment,Intimidation,andBullying.pdf	

		5751- SEXUAL HARASSMENT (M) 5751SexualHarassment.pdf	
B. Authorize the Affirmative Action 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.	yes	1523- COMPREHENSIVE EQUITY PLAN (M) 1523ComprehensiveEquityPlan.pdf	
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 reexamination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data. Identify any school-level underperforming subgroups on Annual Yearly Progress (Progress Targets) reports for state assessments	yes	<ul style="list-style-type: none"> • 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-4, comparison of assessment data, Unit 1 & Unit 2 ELA. • Special Education is one area in which we do not make our targets on state testing. During Flextime, special education teachers are available to work with students to help close that gap. <i>See C-5, sample schedule for flex time.</i> • We analyze discipline and HIB reports monthly, and we look for any anomalies related to over reporting in ethnic groups. We tend to have more Hispanic students referred than other groups, but about $\frac{2}{3}$ of our student body are Hispanic so that makes sense. <i>See C-6, discipline totals by ethic group.</i> 1523- COMPREHENSIVE EQUITY PLAN (M) 1523ComprehensiveEquityPlan.pdf	

D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking the following actions:		The Comprehensive Action Plan was adopted at the April 21, 2016 Board of Trustee meeting.	
1) Inform the school community about the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	yes	Post online	
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 equity responsibilities.	yes	1140- AFFIRMATIVE ACTION PROGRAM (M) 1140Affirmative Action Program.pdf	
3) Provide students, staff and the community with contact information for the AAO and publicize the location and availability of the CEP, policy(ies), grievance	yes	need to put this online	

I. BOARD RESPONSIBILITY	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
procedures and annual reports.			
4) Investigate and resolve discrimination complaints, grievances and incidents between students and staff or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.	Yes	<p>2414- PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN HIGH NEED SCHOOL DISTRICTS (M) 2414ProgramsandServicesforPupilsinHighPovertyandinHighNeedSchools.pdf</p> <p>8461- REPORTING VIOLENCE, VANDALISM, HARASSMENT, INTIMIDATION, BULLYING, ALCOHOL, AND OTHER DRUG ABUSE (M) 8461ReportingViolence,Vandalism,Harassment,Intimidation,Bullying,Alcohol,andOtherDrugAbuse.pdf</p> <p>8465- HATE CRIMES AND BIAS-RELATED ACTS (M) 8465HateCrimesandBias-RelatedActs.pdf</p> <p>5756- TRANSGENDER STUDENTS 5756TransgenderStudents.pdf</p>	
5) Report on progress made in meeting the adequate yearly targets established for closing the achievement gap as set by the Department of Education.	yes	<p>The testing results are reported to the public at a board meeting and then posted online: http://www.greaterbrunswick.org/p_a_r_c_c</p>	
6) Authorize the AAO to conduct yearly equity training for all staff.	Yes	<p>1140- AFFIRMATIVE ACTION PROGRAM (M) 1140Affirmative Action Program.pdf</p>	
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 website. N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards.		(For County Vocational School Districts Only)	

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.	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 to:	yes	1140- AFFIRMATIVE ACTION PROGRAM (M) 1140Affirmative Action Program.pdf PARCC parent information nights Title I Parent Meeting Parent trainings throughout the year on various topics Strategic Plan Goal #1 – see Appendix C-7	
1) Certificated (administrative and professional) staff.	no	1140- AFFIRMATIVE ACTION PROGRAM (M) 1140Affirmative Action Program.pdf Strategic Plan Goal #7 – see Appendix C-7 Ongoing training throughout the year on higher order thinking/questioning, differentiated instruction, SIOP	
2) Non-certificated (non-professional) staff.	no	1140- AFFIRMATIVE ACTION PROGRAM (M) 1140Affirmative Action Program.pdf Strategic Plan Goal #7 - see Appendix C-7 Ongoing training throughout the year on higher order thinking/questioning, differentiated instruction, SIOP	

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.	List name of noncompliant school(s) in the district
<p>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</p> <p>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 that they address the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP (Progress Targets profiles) for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, English proficiency, housing status or socioeconomic status. Areas covered include, but are not limited to, the following:</p>	yes	<p>GBCS ELA and Math curricula are specifically aligned to the New Jersey Model Curriculum. Grade level colleagues have examined the New Jersey Model Curriculum Overview and the standards and student learning objectives addressed in each of the Model Curriculum units. Our classroom and ELL teachers are familiar with the ELL Scaffolded Student Learning Objectives as well. GBCS Social Studies and Science curricula are also aligned to the NJ Standards.</p> <p>In our heterogeneously grouped classrooms, all students (general education, special education and ELL students) are provided with instruction aligned to the Common Core and to New Jersey's Core Curriculum Content 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.</p> <p>Students often work in pairs and/or small groups. Diversity is kept in mind while pairing and/or grouping students. After school intervention and enrichment activities are open to the entire student population.</p> <p>5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf 2210- CURRICULUM DEVELOPMENT (M) 2210CurriculumDevelopment.pdf 2200- CURRICULUM CONTENT (M) 2200CurriculumContent.pdf</p>	
<p>a) School climate and culture, safe and positive learning environment</p>	yes	<p>We use Positive Discipline (Nelson, Jane) to foster social skills, conflict resolution and an overall respectful environment.</p> <p>The middle school has implemented PBIS, which has contributed to increased academic achievement and decreased behavior issues.</p>	

		<p>The Safety Committee oversees our character ed. Program, meeting regularly to assess progress and HIB incidents</p> <p>8461- REPORTING VIOLENCE, VANDALISM, HARASSMENT, INTIMIDATION, BULLYING, ALCOHOL, AND OTHER DRUG ABUSE (M)</p> <p><u>8461ReportingViolence,Vandalism,Harassment,Intimidation,Bullying,Alcohol,andOtherDrugAbuse.pdf</u></p>	
b) Courses of study, including physical education	yes	<p>2220- ADOPTION OF COURSES (M)</p> <p><u>2220AdoptionofCourses.pdf</u></p> <p>5750- EQUAL EDUCATIONAL OPPORTUNITY (M)</p> <p><u>5750EqualEducationalOpportunity.pdf</u></p> <p>2230- CURRICULUM GUIDES (M)</p> <p><u>2230CurriculumGuides.pdf</u></p> <p>5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M)</p> <p><u>5750EqualEducationalOpportunity.pdf</u></p> <p>2425- PHYSICAL EDUCATION</p> <p><u>2425PhysicalEducation.pdf</u></p> <p>Students are fairly represented in all classes, including PE</p>	
c) Library materials/instructional materials and strategies	Yes	<p>Our classroom libraries consist of reading selections in all genres and at all levels of difficulty. Cultural diversity is kept in mind 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.</p> <p>2361- ACCEPTABLE USE OF COMPUTER</p> <p><u>2361AcceptableUseofComputerNetworkComputersandResources.pdf</u></p> <p>2510- ADOPTION OF TEXTBOOKS</p> <p><u>2510AdoptionofTextbooks.pdf</u></p> <p>5750- EQUAL EDUCATIONAL OPPORTUNITY (M)</p> <p><u>5750EqualEducationalOpportunity.pdf</u></p>	

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.	List name of noncompliant school(s) in the district
d) Technology/software and audiovisual materials	yes	<p>All general ed. Classrooms have Smart Boards and document cameras. Throughout our Title I funding we have outfitted grades 4-8 with class sets of Chromebooks and we have two full classroom sets of Mac Books in the media center.</p> <p>Grades K-5 have a computer skills class each week, and middle school rotates through this class by trimester.</p> <p>2361- ACCEPTABLE USE OF COMPUTER 2361AcceptableUseofComputerNetworkComputersandResources.pdf</p> <p>5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf</p>	
e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures	yes	<p>All staff and students are trained and participate in Positive Discipline theories and techniques. Staff has received professional development on Anti-Bullying (HIB).</p> <p>2411-GUIDANCE COUNSELING (M) 2411GuidanceCounseling.pdf</p> <p>3362- SEXUAL HARASSMENT (M) 3362SexualHarassment.pdf</p> <p>5751- SEXUAL HARASSMENT (M) 5751SexualHarassment.pdf</p> <p>8461- REPORTING VIOLENCE, VANDALISM, HARASSMENT, INTIMIDATION, BULLYING, ALCOHOL, AND OTHER DRUG ABUSE (M) 8461ReportingViolence,Vandalism,Harassment,Intimidation,Bullying,Alcohol,andOtherDrugAbuse.pdf</p> <p>5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf</p> <p>9130- PUBLIC COMPLAINTS AND GRIEVANCES 9130PublicComplaintsandGrievances.pdf</p>	
f) Extra-curricular programs and activities	Yes	<p>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 an after school athletic program.</p>	

		<p>9130- PUBLIC COMPLAINTS AND GRIEVANCES 9130PublicComplaintsandGrievances.pdf 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf</p>	
g) Tests and other assessments	Yes	<p>9130- PUBLIC COMPLAINTS AND GRIEVANCES 9130PublicComplaintsandGrievances.pdf 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf 2622- PUPIL ASSESSMENTS (M) 2622PupilAssessments.pdf</p>	
h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	yes	<p>All classes are heterogeneously grouped and including equal representation from all gender, ethic, race, etc. groups.</p> <p>5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf 2220- ADOPTION OF COURSES (M) 2220AdoptionofCourses.pdf 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf 2230- CURRICULUM GUIDES (M) 2230CurriculumGuides.pdf</p>	
2) Incorporate multicultural aspects throughout the instructional content and practices across the curriculum.	Yes	<p>In every class efforts are made to recognize and honor the variety of cultural groups represented in our student body.</p> <p>2220- ADOPTION OF COURSES (M) 2220AdoptionofCourses.pdf 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf 2230- CURRICULUM GUIDES (M) 2230CurriculumGuides.pdf 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf</p>	

<p>3) Ensure that instruction in 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)</p>	<p>Yes</p>	<p>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 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf 2230- CURRICULUM GUIDES (M) 2230CurriculumGuides.pdf</p>	
<p>4) Include instruction on the Holocaust and other genocide curricula at all grade levels. (N.J.S.A. 18A:35-28)</p>	<p>No</p>	<p>We are currently updating our curriculum and the Holocaust curricula will be integrated at each grade level as required. See the Appendix C-2, action plan for curriculum revision.</p>	

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.	List name of noncompliant school(s) in the district
<p>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 Vocational Education (1989); U.S. Supreme Court, 1982; Plyler v. Doe; U.S. Supreme Court, 1974, Castañeda v. Pickard</p> <p>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:</p>	Yes	5756- TRANSGENDER STUDENTS 5756TransgenderStudents.pdf 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf 9130- PUBLIC COMPLAINTS AND GRIEVANCES 9130PublicComplaintsandGrievances.pdf	
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 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf 9130- PUBLIC COMPLAINTS AND GRIEVANCES 9130PublicComplaintsandGrievances.pdf	

2) Attain minority representation of students within each school, including racial and ethnic balance that approximates the district, charter and renaissance school project's overall minority racial and ethnic representation.	yes	<p>We are one school and each classroom mirrors our overall enrollment demographics.</p> <p>5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf 9130- PUBLIC COMPLAINTS AND GRIEVANCES 9130PublicComplaintsandGrievances.pdf</p>	
3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	<p>5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf</p>	
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, housing status or socioeconomic status, resulting in disproportionate placement within schools, courses, classes, programs or extracurricular activities.	yes	<p>5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf</p>	
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.	Yes	<p>5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf</p>	
b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Yes	<p>5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf</p>	

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.	List name of noncompliant school(s) in the district
c) Ensure equal and bias-free access for all students to computers, computer classes, career and technical education programs, and technologically-advanced 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.	Yes	<p>All classes in grades 4 through 8 have classroom sets of chrome books. In addition, the media center houses two full class sets of Mac Books, which is open on sign-up basis for all classes to use. Each year, we are adding additional class sets of chrome books.</p> <p>5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf</p>	
d) Ensure that all English language learners have equal and bias-free access to all school programs and activities.	yes	<p>ELL students are included in all activities and programs. All communication is translated for parents to ensure participation by students and families.</p> <p>5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf 2423-BILINGUAL AND ESL EDUCATION (M) 2423BilingualandESLEducation.pdf</p>	
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	yes	<p>5750- EQUAL EDUCATIONAL OPPORTUNITY (M) 5750EqualEducationalOpportunity.pdf 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf 1510-RIGHTS OF PERSONS WITH HANDICAPS OR DISABILITIES/POLICY ON NON-DISCRIMINATION (M)</p>	

		<u>1510Rights of Persons with Handicaps or Disabilities Policy on Non-Discrimination.pdf</u>	
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 forms are on the website: <u>http://www.greaterbrunswick.org/enrollment/enrollment_process</u> 5750- EQUAL EDUCATIONAL OPPORTUNITY (M) <u>5750EqualEducationalOpportunity.pdf</u> 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) <u>5755Equity in Educational Programs and Services.pdf</u>	
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) <u>5750EqualEducationalOpportunity.pdf</u> 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) <u>5755Equity in Educational Programs and Services.pdf</u> 2423-BILINGUAL AND ESL EDUCATION (M) ACCESS 2.0 Test <u>2423Bilingual and ESL Education.pdf</u>	
6) Utilize bias-free measures for determining the special needs of students with disabilities.	yes	5750- EQUAL EDUCATIONAL OPPORTUNITY (M) <u>5750EqualEducationalOpportunity.pdf</u> 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) <u>5755Equity in Educational Programs and Services.pdf</u> 1510-RIGHTS OF PERSONS WITH HANDICAPS OR DISABILITIES/POLICY ON NON-DISCRIMINATION (M) <u>1510Rights of Persons with Handicaps or Disabilities Policy on Non-Discrimination.pdf</u> 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) <u>5750EqualEducationalOpportunity.pdf</u> 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) <u>5755Equity in Educational Programs and Services.pdf</u>	

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.	List name of noncompliant school(s) in the district
		2423-BILINGUAL AND ESL EDUCATION (M) 2423BilingualandESLEducation.pdf 2414- PROGRAMS AND SERVICES FOR PUPILS IN HIGH POVERTY AND IN HIGH NEED SCHOOL SCHOOLS (M) 2414ProgramsandServicesforPupilsinHighPovertyandinHighNeedSchools.pdf 2415-NO CHILD LEFT BEHIND PROGRAMS (M) 2415NoChildLeftBehindPrograms.pdf 5310-HEALTH SERVICES (M) 5310HealthServices.pdf	
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 5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf 2416-PROGRAMS FOR PREGNANT PUPILS (M) 2415NoChildLeftBehindPrograms.pdf	
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:			

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.	List name of noncompliant school(s) in the district
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	<p>GBCS has a full time school social worker/CST CM and a part time school social worker/CST CM whose focus is the middle school. This part time position was added in response to the increasing needs and growth of the school. 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.</p> <p>5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf 2411-GUIDANCE COUNSELING (M) 2411GuidanceCounseling.pdf</p>	
2) 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.	<p>The part time school social worker was added in part, in order to allow for more focus on the transition from GBCS to high school. 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.</p> <p>5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf 2411-GUIDANCE COUNSELING (M) 2411GuidanceCounseling.pdf</p>	
3) Bias-free materials for use by counselors.	Yes	<p>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.</p>	

		5755- EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M) 5755EquityinEducationalProgramsandServices.pdf 2411-GUIDANCE COUNSELING (M) 2411GuidanceCounseling.pdf	
D. Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972 Ensure that the physical education program and instructional activities are equitable.	yes		
1) Relatively equal numbers of varsity and sub-varsity teams for male and female students.	NA	We do not have a sports program.	
2) 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) Equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	NA	We do not have a sports program.	
4) Comparable facilities for male and female teams.	NA	We do not have a sports program.	

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.	List name of noncompliant school(s) in the district
<p>A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows:</p> <p>1) 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.</p>	Yes	1510-RIGHTS OF PERSONS WITH HANDICAPS OR DISABILITIES/POLICY ON NON-DISCRIMINATION (M) 1510RightsofPersonswithHandicapsorDisabilitiesPolicyonNon-Discrimination.pdf 1530-EQUAL EMPLOYMENT OPPORTUNITIES (M) 5750EqualEducationalOpportunity.pdf 1550-AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES (M) 1550AffirmativeActionProgramforEmploymentandContractPractices.pdf	
<p>2) Target recruiting practices for under-represented populations in every category of employment.</p>	Yes	We attend a wide variety of job fairs and advertise all positions online. 1530-EQUAL EMPLOYMENT OPPORTUNITIES (M) 5750EqualEducationalOpportunity.pdf 1550-AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES (M) 1550AffirmativeActionProgramforEmploymentandContractPractices.pdf 1510-RIGHTS OF PERSONS WITH HANDICAPS OR DISABILITIES/POLICY ON NON-DISCRIMINATION (M) 1510RightsofPersonswithHandicapsorDisabilitiesPolicyonNon-Discrimination.pdf	

3) Compliance of 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 1550-AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES (M) 1550AffirmativeActionProgramforEmploymentandContractPractices.pdf	
4) Monitor promotions and transfers to ensure non-discrimination.	Yes	1530-EQUAL EMPLOYMENT OPPORTUNITIES (M) 5750EqualEducationalOpportunity.pdf 1550-AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES (M) 1550AffirmativeActionProgramforEmploymentandContractPractices.pdf	
5) Provide equal pay for equal work 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 1550-AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES (M) 1550AffirmativeActionProgramforEmploymentandContractPractices.pdf	
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 6311-CONTRACTS FOR GOODS OR SERVICES FUNDED BY FEDERAL GRANTS 6311ContractsforGoodsorServicesFundedbyFederalGrants.pdf 6320-PURCHASES SUBJECT TO BID 6320PurchasesSubjecttoBid.pdf	

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.	List name of noncompliant school(s) in the district
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 orientation, gender, religion, disability, housing status or socioeconomic status.	yes	1530-EQUAL EMPLOYMENT OPPORTUNITIES (M) 5750EqualEducationalOpportunity.pdf 1550-AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES (M) 1550AffirmativeActionProgramforEmploymentandContractPractices.pdf	

APPENDIX C: *COMPREHENSIVE EQUITY PLAN CORRECTIVE ACTIONS*

C-1
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 2016-17 through 2018-19, 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				Evidence of Completion
			2016	2017	2018	Ongoing	
I.A4	<p>Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6.</p> <p>Activities will include:</p> <ul style="list-style-type: none"> • Provide initial training at a staff meeting in May 2016 • Summer of 2016 investigate on-line training resources • Initiate online training for 2016-2017 • Follow-up workshops for staff. • This topic to be included in evening workshops for parents beginning in 2016-2017 	<p>Education Director</p> <p>Asst. Education Director</p> <p>Affirmative Action Officer</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>				<ul style="list-style-type: none"> • Sign-in sheet • Agenda & hand-outs • pre & post assessment for staff • List of online resources explored • Parent sign-in sheets & agendas

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 2016-17 through 2018-19 to provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Evidence of Completion
			2016	2017	2018	Ongoing	
III. A1	Curriculum revision to incorporate the Holocaust Curricula.	Education Director					<ul style="list-style-type: none"> 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 Ongoing monitoring through lesson plans and observations
	Activities to include:	Asst. Education Director	X				
	<ul style="list-style-type: none"> 2016 -curriculum work ongoing throughout the year Summer 2016 – with the help of a curriculum writer, the curriculum will be finalized Curriculum review will occur on an ongoing basis Summer 2016 – during curriculum work teachers will assess available instructional materials and identify additional needs 2016-2017 school year the curriculum will be implemented. 2016-2017 – budget for purchasing of identified instructional supplies 2017-2018 – full implementation 	Teachers	X	X	X	X	
		Consultant	X	X	X	X	
			X	X	X	X	
			X	X	X	X	
			X	X	X	X	

APPENDIX C: *COMPREHENSIVE EQUITY PLAN* support documents

C-3: Document HIB training, Section: I.A.2

All Staff Orientation - *August 31 - September 2 2015 - Welcome Back!*

Day 1 - Monday, August 31

8:00 - 8:30	Welcome Back Breakfast - courtesy of the union
8:30 - 9:00	General Meeting - Donna
9:00 - 12:00	Team Building with Mayida Zaal
12:00 - 1:00	Lunch
1:00-3:30	Work in Classrooms/team meetings/cross grade meetings per the schedule below & other meetings as listed
2:00 - 3:00	Mentor/Mentee meeting - Vanessa & Donna
3:00 - 3:30	Union meeting

Day 2 - Tuesday, September 1

8:00 - 12:00	Math Program Training
12:00 - 1:00	Lunch
1:00 - 3:30	Work in Classrooms/team meetings/cross grade meetings per the schedule below & other meetings as listed
1:00 - 2:00	New staff training on Oncourse - George

Day 3 Wednesday, September 2

8:00 - 9:00	General Meeting
9:00 - 11:00	Literacy Update: Linda & Maureen?? Review of rubrics and expectations for ELA (portfolios ??)
11:00 - 11:30	Michael Falkowski
11:30 - 12:30	Lunch hosted by the Board of Trustees
12:30 - 1:30	HIB training & Character Ed. - Vanessa & Martha
1:30 - 2:30	HIB training for new staff
1:30 - 3:30	Work in Classrooms/team meetings/cross grade meetings per the schedule (TBD) & other meetings(TBD)

APPENDIX C: *COMPREHENSIVE EQUITY PLAN* support documents

C-4: Document data reviews, Section: I.C.

ELA	Unit 1	Unit 2		Unit 1	Unit 2		Unit 1	Unit 2
	Total	Total		MC	MC		ECR	ECR
Grade 2	63%	64		59%	55		75%	64
Grade 3	41%	67		27%	63		82%	67
Grade 4	57%	66		51%	61		77%	66
Grade 5	56%	66		49%	61		75%	66
Grade 6	56%	49		48%	40		79%	49
Grade 7	61%	66		55%	60		82%	66
Grade 8	70%	63		66%	58		82%	63
GBCS average	58%	63%		51%	57%		79%	63%

APPENDIX C: *COMPREHENSIVE EQUITY PLAN* support documents

C-5: Document flex time for intervention – sample schedule, Section: I.C.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:20	Breakfast/HR	Breakfast/HR	Breakfast/HR	Breakfast/HR	Breakfast/HR
8:25-9:05			8:25-9:37 Guided Reading 9:00-9:35 ICS Katie		
9:35-10:05	FLEX TIME 9:35-10:05	FLEX TIME 9:35-10:05	9:37-10:17 40 min.	FLEX TIME 9:35-10:05	FLEX TIME 9:35-10:05
10:05-10:55	Group 1 - PE Group 2 - PE Group 3 - Art Group 4 - Music	Group 1 - Music Group 2 - Art Group 3 - PE Group 4 - PE	Group 2 - Comp. Group 3 - Music Group 4 - Art	Group 1 - PE Group 2 - PE Group 3 - Art Group 4 - Spanish	Group 1 - Art Group 2 - Music Group 3 - PE Group 4 - PE
11:00-12:00	Literacy Guided Reading ICS Katie	Literacy Guided Reading ICS Katie	ICS Teaching Assistant	Literacy Guided Reading ICS Katie	Literacy Guided Reading ICS Katie
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
12:31-1:00	RECESS Playground- 12:30- 1:00	RECESS Playground- 12:30- 1:00	RECESS Playground- 12:30- 1:00	RECESS Playground- 12:30- 1:00	RECESS Playground- 12:30- 1:00
1:05-2:00	Math ICS Ileana Hilton	Math ICS Ileana Hilton		Math ICS Ileana Hilton	Math ICS Ileana Hilton
2:01-2:55	ESL - Cherie 2:00 - 3:00	ESL - Cherie 2:00 - 3:00	Dismissal & Whole School Planning 1:35-3:30 Enrichment Clusters	ESL - Cherie 2:00 - 3:00	ESL - Cherie 2:00 - 3:00
2:56 - 3:00	Dismissal/Prep	Dismissal/Prep		Dismissal/Prep	Dismissal/Prep

APPENDIX C: *COMPREHENSIVE EQUITY PLAN support documents*

C-6: Document of discipline reports by ethnic group, Section: I.C.

- Percentiles mirror percentages represented in the whole population.

Total #	African Amer.	Hispanic	other
435	67/15%	350/80%	18/4%

APPENDIX C: *COMPREHENSIVE EQUITY PLAN* support documents

C-7: Strategic Plan Goals list, Section: II. A.

GREATER BRUNSWICK CHARTER SCHOOL

Strategic Plan Goals

Adopted September 2015

Goal 1:	Foster Parental Involvement and Education
Goal 2:	Attract and Retain Best Teachers/Staff
Goal 3:	Expand and strengthen curriculum and programs to foster teachers' and students' adaptability to GBCS, state, and federal learning standards.
Goal 4:	Address recent trends and obstacles to student academic achievement and personal development to support the well being of the whole child.
Goal 5:	Undertake capital improvements and facilities expansions to support anticipated growth.
Goal 6:	Identify and manage relationships with new and existing community partners and donors to enhance GBCS's capacity to fulfill its strategic plan goals.
Goal 7:	Continually Improve Student Achievement

APPENDIX D: COMPREHENSIVE EQUITY PLAN

YEARLY STATEMENTS OF ASSURANCE

2016-2017

2017-2018

2018-2019

Comprehensive Equity Plan Statement of Assurance
to be Submitted with the Three-Year CEP
School District, Charter School or Renaissance School Project Information:

County: Middlesex	
School District/Charter School/Renaissance School Project: Greater Brunswick Charter School	
Address: 429 Joyce Kilmer Ave., New Brunswick, NJ 08901	
Affirmative Action Officer (AAO): Donna A. Medea Telephone #: 732-448-1052 ext. 116	
AAO Email: donna.medea@greaterbrunswick.org	
Alternate Contact Person: Vanessa Jones Telephone #: 732-448-1052	
Title: Asst. Education Director	Email: donna.medea@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, 2016 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 Donna A. Medea Title Education Director

Signature: 

Date: April 30, 2016

**COMPREHENSIVE EQUITY PLAN ANNUAL STATEMENT
OF ASSURANCE**
School Year 2017-2018

County:	
School District, Charter School or Renaissance School Project:	
Address:	
Affirmative Action Officer (AAO):	Telephone #:
AAO Email:	
Alternate Contact Person:	Telephone #:
Title:	Email:

1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2016-17 and provides assurance that the implementation timeline has been met at each school within the district, charter school or renaissance school project, if applicable. The areas of noncompliance as indicated in the CEP have met specific indicators of achievement at each site, if applicable, during this previous school year.

2. The school district, charter school or renaissance school project will continue to fully implement the NJDOE approved Comprehensive Equity Plan.

3. The 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 _____ Title _____

Signature: _____ Date: _____

**COMPREHENSIVE EQUITY PLAN ANNUAL STATEMENT
OF ASSURANCE**
School Year 2018-2019

County:		
School District, Charter School or Renaissance school project:		
Address:		
Affirmative Action Officer (AAO):	Telephone #:	
AAO Email:		
Alternate Contact Person:	Telephone #:	
Title:	Email:	

1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2017-18 and provides assurance that the implementation timeline has been met at each school within the district, charter school or renaissance school project, if applicable. The areas of noncompliance as indicated in the CEP have met specific indicators of achievement at each site, if applicable, during this previous school year.

2. The school district, charter school or renaissance school project will continue to fully implement the NJDOE approved Comprehensive Equity Plan.

3. The 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 _____ Title _____

Signature: _____ Date: _____