Gloucester County
Vocational-Technical
School District

Comprehensive Equity
Plan
2019-2022
Comprehensive Equity Plan
for School Years 2019-20 through 2021-22

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

Due Date: On or before June 14, 2019


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

School Years 2019-2020 through 2021-2022

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New Jersey State Board of Education

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

Lamont Repollet
Commissioner of Education
Secretary

Robert L. Bumpus
Assistant Commissioner
Division of Field Services
General Information

Purpose

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

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

Federal Laws

- Titles VI and VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Equal Pay Act
- The Americans with Disabilities Act of 1990
- Individuals with Disabilities Education Act (I.D.E.A.)

State Laws

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

Questions

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

Submission Deadlines

School districts, charter schools and renaissance school projects must submit the original Comprehensive Equity Plan and corresponding forms to the County Office of Education for review and approval no later than Friday, June 14, 2019 for implementation of the 2019-2020 CEP to begin on September 1, 2019.
Resources for more information about equity and equality in education:
- NJ State Division on Civil Rights website
- U.S. Dept. of Education Office for Civil Rights website
- U.S. Commission on Civil Rights website
- U.S. Dept. of Justice Civil Rights Division website

Instructions for completion of the comprehensive equity plan:

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

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

Step 2: Conduct Needs Assessment (Appendix B)

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

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

I. Board Responsibility - This section sets forth the types of policies and resolutions that the Board must adopt (create if nonexistent, revise if existing but deficient) in order to comply with applicable law. This section outlines specific areas that must be addressed in these policies and resolutions.

II. Staff Development - Staff development and training on equity matters is required annually for all staff, certified and non-certified.

III. School and Classroom Practices - This section sets forth the equity requirements for four categories: curriculum, student access, guidance, and physical education/athletics.

IV. Employment and Contract Practices - This section outlines the basic practices that must be observed to comply with equity requirements in this area.

Note: At the beginning of each section of the Needs Assessment, the laws and codes that specifically apply to the section have been provided for your convenience. The Department encourages the AAT preparing the CEP to refer to these sources of legal authority and become acquainted with the mandates they contain.
Step 3: Develop the Comprehensive Equity Plan (CEP) (Appendix C)

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

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

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

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

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

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

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

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

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

Step 4: Complete the Statement of Assurance (Appendix D)
The Statement of Assurance is submitted with the Comprehensive Equity Plan to ensure district, charter school and renaissance school project compliance with statute and code. The Chief School Administrator or Charter School Lead Person must sign and date the Statement of Assurance in the space indicated at the bottom of the form.

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

The following Board resolutions must be attached to the CEP:
- Annual resolution appointing the Affirmative Action Officer for 2019-20 school year;
- Resolution authorizing the Affirmative Action Team to conduct the Needs Assessment and develop a Comprehensive Equity Plan; and
- Resolution authorizing the submission of the proposed Comprehensive Equity Plan.

Step 6: Assemble the Submission Package in this order:

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

Step 7: Submit the CEP

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

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

Accountability:

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.

A sampling of school districts, charter school or renaissance school project may be reviewed by the New Jersey Department of Education on an annual basis for compliance of the approved Comprehensive Equity Plan.

Sanctions:

As noted in 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 NJSA 18A:36C-7h. Renaissance school projects are bound to the laws and regulations that govern charter schools
Appendix A

Affirmative Action Team Form

The Affirmative Action Team Form is a Word document available online: Appendix A - Affirmative Action Team.
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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Grade Level (If Applicable)</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Shakespeare</td>
<td>Affirmative Action Officer</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>James Dundee</td>
<td>Principal</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>Dr. Susan Heiken</td>
<td>Director-Clinical Services/Vocational Special Education</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Aja Thomas</td>
<td>Director-Human Resources</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Albert Frattali</td>
<td>Board of Education-Vice President</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>LaKesha Bryant</td>
<td>Teacher</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>Mr. and Mrs. Jason Reeves</td>
<td>Parent</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

Comprehensive Equity Plan Needs Assessment
*Specific, Measurable, Achievable, Reasonable, Time-Bound (S.M.A.R.T.)

The Comprehensive Equity Needs Assessment Form is a Word document available online: Appendix B – Comprehensive Equity Plan Needs Assessment
District, Charter School and Renaissance School Project Comprehensive Equity Plan

Needs Assessment

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

<table>
<thead>
<tr>
<th>Table 1: Needs Assessment, Board Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>II. Board Responsibility</strong></td>
</tr>
<tr>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>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; Castalleda v. Pickard</td>
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</tr>
</tbody>
</table>

A. Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following:
   a. Identify and address all forms of prejudice and discrimination in all district, charter and renaissance school project programs, practices, curricula, instructional materials and assessments.
   Yes
<table>
<thead>
<tr>
<th></th>
<th>Board Responsibility</th>
<th>Compliant (Yes or No)</th>
<th>Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.</th>
<th>List name of noncompliant school(s) in the district</th>
</tr>
</thead>
</table>
| b. | Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. | Yes                    | • Policy 1140 – Affirmative Action Program  
• Policy 1523 – Comprehensive Equity Plan  
• Policy & Regulation 2260 – Affirmative Action Program  
P2260 June 2016 and R2260 Nov 1992  
• Policy & Regulation 5750 – Equal Educational Opportunity  
P5750 June 2016 and R5750 Nov 1992  
• Policy 5755 – Equity in Educational Programs and Services  
   June 2016 | N/A |
| c. | Provide equitable treatment for pregnant and married students                         | Yes                    | • Policy 2416 – Programs for Pregnant Students  
• Policy 5752 – Marital Status and Pregnancy  
   April 2005  
   April 2005 | N/A |
| d. | Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122). | Yes                    | • Policy 1523 – Comprehensive Equity Plan  
• Policy 5512 – Harassment, Intimidation, and Bullying  
• Policy & Regulation 5751 – Sexual Harassment  
   August 2018 | N/A |
| 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                    | • Policy 1523 – Comprehensive Equity Plan  
• Policy & Regulation 1530 – Equal Employment Opportunity  
P1530 June 2016 and R1530 June 2016  
• Policy 1550 – Equal Employment/Anti-Discrimination Practices  
   April 2018 | N/A |
<table>
<thead>
<tr>
<th>Board Responsibility</th>
<th>Compliant (Yes or No)</th>
<th>Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision</th>
<th>List name of noncompliant school(s) in the district</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. The appointment of an Affirmative Action Officer (AAO) who can also serve as, or coordinate with, the district, charter and renaissance school project school’s Section 504 Officer and/or the district, charter and renaissance school project’s Title IX Coordinator.</td>
<td>Yes</td>
<td>Policy 1140 – Affirmative Action Program</td>
<td>June 2016</td>
</tr>
</tbody>
</table>
| 4. Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6. | Yes | Policy 1140 – Affirmative Action Program  
Employee Mandated Training Acknowledgements  
In-Service Training  
District Policy & Regulations #3244 | June 2016  
Aug 2019 |
| B. Authorize the Affirmative Action Officer team to develop a Needs Assessment and a Comprehensive Equity Plan, implement the plan over a three-year period of time, submit an annual Statement of Assurance of its implementation and progress, and complete the District Performance Review in the NJQSAC. Charter schools will report annual progress in the Charter School Annual Report. | Yes | Policy 1140 – Affirmative Action Program  
Policy 1523 – Comprehensive Equity Plan  
Board of Education Agendas/Minutes | June 2016  
June 2016  
N/A |
| C. Collect and analyze Annual Yearly Progress (Progress Targets) data for underperforming subgroups | Yes | Policy 1140 – Affirmative Action Program  
Policy & Regulation 2423 – Bilingual and ESL Education  
Policy 2610 – Educational Program Evaluation  
Policy 2622 – Student Assessment  
District Advisory Meeting Agendas  
Board of Education Agendas/Minutes | June 2016  
June 2016  
Jan 2019  
Feb 2017 |
<p>| | | | N/A |</p>
<table>
<thead>
<tr>
<th></th>
<th>Board Responsibility</th>
<th>Compliant (Yes or No)</th>
<th>Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.</th>
<th>List name of noncompliant school(s) in the district</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Board Responsibility</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant status, date of enrollment, student suspension, expulsion, child study team referrals; Pre-K-12 promotion/retention data; Pre-K-12 completion rates and re-examination and re-evaluation of classification and placement of 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.</td>
<td></td>
</tr>
</tbody>
</table>
| 2 | D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking or authorizing the following actions: | Yes | • Policy 1140 – Affirmative Action Program  
• Policy 1523 – Comprehensive Equity Plan  
• Board of Education Agendas/Minutes | N/A |
| 3 | 1. Inform the school community the Board’s policies prohibiting bias, harassment, discrimination and | Yes | • Policy 1140 – Affirmative Action Program  
• Policy 5512 – Harassment, Intimidation, & Bullying  
• District Policies, Regulations, Bylaws on website | N/A |

14
<table>
<thead>
<tr>
<th>I. Board Responsibility</th>
<th>Compliant (Yes or No)</th>
<th>Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.</th>
<th>List name of noncompliant school(s) in the district</th>
</tr>
</thead>
<tbody>
<tr>
<td>segregation; and ensuring equality in educational programs.</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
| 2. Define the responsibilities of the AAO (Affirmative Action Officer/504 Officer, and/or Title IX Coordinator); require that the AAO be a certificated staff person; and, train the AAO to handle the district, charter and renaissance school projects equity' responsibilities. | Yes                    | • Policy 1140 – Affirmative Action Program  
• Policy & Regulation 1510 – Americans with Disabilities Act  
P1510 Dec 2016 and R1510 Dec 2016  
• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices  
P2260 June 2016 and R2260 Nov 1992  
• District policies, regulations on website | N/A                                              |
| 3. Inform students, staff and the community of the name, office address, and phone number of the district, charter and renaissance school project’s AAO, and publicize the location and availability of the district, charter and renaissance school project’s CEP, policy(ies), grievance procedures and annual reports. | Yes                    | • Policy 1140 – Affirmative Action Program  
• Policy & Regulation 1510 – Americans with Disabilities Act  
P1510 Dec 2016 and R1510 Dec 2016  
• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices  
P2260 June 2016 and R2260 Nov 1992  
• District policies, regulations on website | N/A                                              |
| 4. Investigate and resolve discrimination complaints, grievances and incidents between students and teachers or among students, based on race, national origin, | Yes                    | • Policy 1140 – Affirmative Action Program  
• Policy & Regulation 1510 – Americans with Disabilities Act  
P1510 Dec 2016 and R1510 Dec 2016  
• Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices  
P2260 June 2016 and R2260 Nov 1992  
• Policy & Regulation 5750 – Equal Educational Opportunity  
P5750 June 2016 and R5750 Nov 1992 | N/A                                              |
<table>
<thead>
<tr>
<th>I. Board Responsibility</th>
<th>Compliant (Yes or No)</th>
<th>Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.</th>
<th>List name of noncompliant school(s) in the district</th>
</tr>
</thead>
<tbody>
<tr>
<td>sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 5. Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap. | Yes                  | • Policy 1140 – Affirmative Action Program June 2016  
• Board of Education Agendas/Minutes  
• District Advisory Meeting Agenda | N/A |
| 6. Authorize the AAO to conduct yearly equity training for all staff. | Yes                  | • Policy 1140 – Affirmative Action Program June 2016 | N/A |
| E. A county vocational school district shall admit resident students based on board-approved policies and procedures that ensure equity and access for enrollment that shall be posted on the school district, charter and renaissance school project’s district’s website. N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards. | Yes                  | • Policy & Regulation 5111 – Eligibility of Resident/Nonresident Students P5111 Jan 2019 and R5111 Jan 2019  
• Admissions procedure posted on webpage  
• Parent Information Session Presentation | N/A |
<table>
<thead>
<tr>
<th>II.</th>
<th>Staff Development And Training</th>
<th>Compliant (Yes or No)</th>
<th>Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.</th>
<th>List name of noncompliant school(s) in the district</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year, as follows:</td>
<td>Yes</td>
<td>• Policy 1140 – Affirmative Action Program&lt;br&gt;• Through District faculty meetings and staff development trainings (Professional Development) issues of data review, staff discussions of equity in classroom procedures and staff development in regards to teacher and staff evaluation and peer to peer assist in creating fair and equitable classrooms.&lt;br&gt;• Affirmative Action Officer</td>
<td>N/A</td>
</tr>
<tr>
<td>1.</td>
<td>To all certificated (administrative and professional) staff.</td>
<td>Yes</td>
<td>• Policy 1140 – Affirmative Action Program&lt;br&gt;• Policy &amp; Regulation 3240 – Professional Development for Teachers and School Leaders P3240 May 2017 and R3240 May 2017&lt;br&gt;• Sign in logs for staff meetings</td>
<td>N/A</td>
</tr>
<tr>
<td>2.</td>
<td>To all non-certificated (non-professional) staff.</td>
<td>Yes</td>
<td>• Policy 1140 – Affirmative Action Program&lt;br&gt;• Policy &amp; Regulation 4120 – Employee Training&lt;br&gt;• Sign in logs for staff meetings</td>
<td>June 2016</td>
</tr>
</tbody>
</table>
### Table 3: Needs Assessment, School and Classroom Practices

<table>
<thead>
<tr>
<th>III. School and Classroom Practices</th>
<th>Compliant (Yes or No)</th>
<th>Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.</th>
<th>List name of noncompliant school(s) in the district</th>
</tr>
</thead>
</table>
| A. Equality and Equity in Curriculum | Yes | • Policy & Regulation 2200 – Curriculum Content P2200 June 2016 and R2200 June 2016  
• Policy 5755 – Equity in Educational Programs and Services June 2016  
• Curricula for each course of study are located online in OnCourse.  
• Lesson plans reflect 21st Century Learners and Global Awareness | N/A |

1. Ensure that the district, charter school or renaissance school project’s curriculum and instruction are aligned to the State’s Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP (Progress Targets profiles) for State 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:
<table>
<thead>
<tr>
<th>III. School and Classroom Practices</th>
<th>Compliant (Yes or No)</th>
<th>Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.</th>
<th>List name of noncompliant school(s) in the district</th>
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</thead>
</table>
- Policy 5512 – Harassment, Intimidation, and Bullying July 2018  
- Policy & Regulation 5750 – Equal Educational Opportunity P5750 June 2016 and R5750 Nov 1992 | N/A |
- Policy 2422 – Health and Physical Education Jan 2019  
- Reviewed at PLC meetings, Faculty meetings and curriculum standards are addressed in regards to course/Common Core through SciP Committee. | N/A |
- Policy & Regulation 5750 – Equal Educational Opportunity P5750 June 2016 and R5750 Nov 1992 | N/A |
- Policy 2360 – Use of Technology Aug 2009  
- Policy 2361 – Acceptable use of Computer Network/Computer and Resources Aug 2012  
- Policy 7523 – School District Provided Technology Devices to Pupils July 2013 | N/A |
<table>
<thead>
<tr>
<th>III. School and Classroom Practices</th>
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<th>List name of noncompliant school(s) in the district</th>
</tr>
</thead>
</table>
| e. Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, & grievance procedures | Yes | - Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices P2260 June 2016 and R2260 Nov 1992  
- Policy & Regulation 2411 – Guidance Counseling P2411 June 2016 and R2411 June 2016  
- Policy 5512 – Harassment, Intimidation, and Bullying July 2018  
- HIB is listed on District website and reviewed at student assemblies.  
- Policy & Regulation 5750 – Equal Educational Opportunity P5750 June 2016 and R5750 Nov 1992 | N/A |
- HIB is addressed in 2018-19 Handbook/Faculty Guide  
- Title IX reviews gender equity. Advisors/coaches follow District Policies. | N/A |
- Testing standards are reviewed at department level.  
Common assessments are reviewed for cultural/race/gender sensitivity.  
State tests are reviewed by District Testing Supervisors.  
PARCC | N/A |
| h. Reduction and/or prevention of under representation of minority, female and male students in all classes and programs | Yes | - Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices P2260 June 2016 and R2260 Nov 1992  
- Policy 5755 – Equity in Educational Programs and Services June 2016  
- Students have equal and barrier-free access to programs, school facilities, career clusters, etc. Admission procedures help to offer all students regardless of race, gender, disability with access to apply/acceptance into all programs. Students are given equal access to all career areas. | N/A |
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<th>N/A</th>
</tr>
</thead>
</table>
• Policy & Regulation 5750 – Equal Educational Opportunity PS750 June 2016 and RS5750 Nov 1992  
• Curricula are located online in OnCourse | N/A |
• Policy & Regulation 5750 – Equal Educational Opportunity PS750 June 2016 and RS5750 Nov 1992  
• History PLC aligns curriculum and lessons to Common Core and addresses issues of cultural awareness.  
• Courses/electives cover the multicultural as well as specific issues of genocide. PLC meetings address current trends and cultural awareness. Projects/papers/exams cover all culturally sensitive topics  
• Curricula are located online in OnCourse | N/A |
• Policy & Regulation 5750 – Equal Educational Opportunity PS750 June 2016 and RS5750 Nov 1992  
• Course elective includes Genocide Course.  
• Curricula are located online in OnCourse | N/A |
| B. Equality and Equity in Student Access  
• Policy & Regulation 5750 – Equal Educational Opportunity PS750 June 2016 and RS5750 Nov 1992  
• Policy 5755 – Equity in Educational Programs and Services June 2016  
• Addresses issues of special education services. Student IEP and 504 are reviewed in multiple manners and CST personnel maintain compliance of all deadlines and materials.  
• Reviewing the rights of persons with handicaps. Student accommodations/modifications are reviewed through student meetings. | N/A |
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<th>List name of noncompliant school(s) in the district</th>
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<tbody>
<tr>
<td>1. Ensure equal and barrier-free access to all school and classroom facilities.</td>
<td>Yes</td>
<td>Policy 5755 – Equity in Educational Programs and Services</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Attain minority representation of students within each school, including racial and ethnic balance, within each school which approximates the district, charter and renaissance school project’s overall minority racial and ethnic representation.</td>
<td>Yes</td>
<td>Policy 5755 – Equity in Educational Programs and Services</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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:

- All students are provided with equal access to school facilities and classroom equipment.

During 2015-16 school year, the development of the Multi-Cultural Club and African-American Culture Club was established to ensure multicultural awareness throughout the student body. No student is deprived in any manner of opportunities to participate in extracurricular activities based on race, gender, disability, etc.
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</table>
| 3. Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments. | Yes | • Policy 5755 – Equity in Educational Programs and Services June 2016  
• Students are all provided access to the programs/classrooms/facilities/ at GCIT. Students are all afforded the opportunity to have access to the facilities regardless of gender, disability, race, etc. | N/A |
| 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 | • Policy 5755 – Equity in Educational Programs and Services June 2016  
• HIB procedures are reviewed to ensure students are not separated or made to feel isolated. Through extracurricular activities and Title IX, students are provided with equal opportunities to participate. | N/A |
| a. Ensure that minority and female students are not under-represented in gifted and talented or accelerated/advanced courses, including math and science. | Yes | • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices P2260 June 2016 and R2260 Nov 1992  
• Policy 5755 – Equity in Educational Programs and Services June 2016  
• All students through the admissions process allows all to apply. Once accepted students are placed into programs based on academic ability. Services are provided for students needed assistance on 504/IEP plans. | N/A |
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</table>
| b. Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications. | Yes | • Policy S755 – Equity in Educational Programs and Services June 2016  
• All students are provided with equal and barrier-free access to instructional practices/classrooms. 2018-2019 Parent-Student Handbook addresses issues of disciplinary infractions and appropriate disciplinary actions. No student is treated unfairly in the process. All students receive due process.  
• District Civil Rights Report  
• HIB Incident Report | N/A |
| 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/ssexual orientation, gender, religion, disability, English proficiency, immigration status, housing status or socioeconomic status. | Yes | • Policy S755 – Equity in Educational Programs and Services June 2016  
• All students are provided with barrier-free access to the classroom, facility, and instructional practices. Students that are determined to be in need of assistance may get additional services (Policy #2415 – Title I), 504/IEP | N/A |
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<th>III. School and Classroom Practices</th>
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</table>
| d. Ensure that all English language learners have equal and bias-free access to all school programs and activities. | Yes | • Policy 5755 – Equity in Educational Programs and Services June 2016  
• All ESL learners would be provided with a bias-free environment. | N/A |
| e. Ensure that all students with disabilities have equal and bias-free access to all school programs and activities | Yes | • Policy 5755 – Equity in Educational Programs and Services June 2016  
• All students have the ability to participate in a bias-free instructional environment.  
• IEP’s | N/A |
| f. Ensure that all schools’ registration procedures are in compliance with State and Federal regulations and case law. | Yes | • Policy & Regulation 5111 – Eligibility of Resident/Nonresident Students P5111 Jan 2019 and R5111 Jan 2019  
• All student records are appropriately registered with the appropriate state and federal agency. | N/A |
<p>| 5. Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners. | Yes | • Policy &amp; Regulation 2423 – Bilingual and ESL Education P2423 June 2016 and R2423 June 2016 | N/A |</p>
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• Policy 2460 – Special Education [Feb 2017]  
• Regulation 2460.1 – Special Education - Location, Identification, and Referral [Feb 2017]  
• Regulation 2460.8 – Special Education - Free and Appropriate Public Education [Feb 2017]  
• Regulation 2460.9 – Special Education - Transition From Early Intervention Programs to Preschool Programs [Feb 2017]  
• Regulation 2460.15 – Special Education - In-Service Training Needs for Professional and Paraprofessional Staff [Feb 2017]  
• Regulation 2460.16 – Special Education - Instructional Material to Blind or Print-Disabled Students [Feb 2017]  
• Pupils with disabilities are evaluated according to NJAC-6A:14-2.5 and 3.4. The Child Study Team will provide appropriate eligibility testing, determination, and follow state regulations.  
• CST | N/A |
| 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 | • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices [P2260 June 2016 and R2260 Nov 1992]  
• Related Services, counseling, additional supports are considered via CST meetings. SBYS will be utilized for additional supports when necessary.  
• SBYS Participation Lists | N/A |
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</table>
| 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 | • Policy 2416 – Programs for Pregnant Students April 2005  
• Policy 5752 – Marital Status and Pregnancy April 2005  
• Policy 5755 – Equity in Educational Programs and Services June 2016  
• No student will be deprived an opportunity due to pregnancy. Students will be able to participate based on medical approvals. Homebound instruction – Policy R2412 Sept 2014 | N/A |
| C. Equality and Equity in Guidance Programs and Services  
• N.J.A.C. 6A:7-1.7(c)Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998 | | | |
| Ensure that the district, charter and renaissance school project’s guidance program provides the following: | | | |
| 1. Access to adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, and students with disabilities. | Yes | • Policy & Regulation 2411 – Guidance Counseling P2411 June 2016 and R2411 June 2016  
• Policy 5755 – Equity in Educational Programs and Services June 2016  
• Ensures that all students are provided equal access to guidance and counseling services throughout the District. Services are provided to all in order to assist students to be college & career ready. | N/A |
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</tr>
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</table>
| 2. The presentation of a full range of possible occupational, professional, and Career and Technical Education choices for all students, including careers in the science and technology industries and nontraditional careers. | Yes | • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices P2260 June 2016 and R2260 Nov 1992  
• Policy & Regulation 2411 – Guidance Counseling P2411 June 2016 and R2411 June 2016  
• Policy 5755 – Equity in Educational Programs and Services June 2016  
Enable all students the opportunity to participate in both traditional/non-traditional tracks including CTE programs. | N/A |
• Policy 5755 – Equity in Educational Programs and Services June 2016  
All guidance personnel are providing students with bias-free information | N/A |
| • Equality and Equity in Physical Education N.J.A.C. 6A-7 (d) and Title IX, Education Amendment of 1972  
Ensure that the district, charter and renaissance school project's physical education program is co-educational, as follows:  
1. All instructional activities are equitable and are co-educational. | Yes | • Policy 2422 – Health and Physical Education Jan 2019  
• Policy 5755 – Equity in Educational Programs and Services June 2016  
All students will be afforded the opportunity to participate and have access to all instructional and curricular opportunities including physical education. | N/A |

D. Equality and Equity in Athletic Programs

28
<table>
<thead>
<tr>
<th>III. School and Classroom Practices</th>
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<tr>
<td>• Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(6) and Title IX, Education Amendments of 1972 Ensure that the district, charter and renaissance school project’s Athletic Program accomplishes the following:</td>
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</tr>
<tr>
<td>1. Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.</td>
<td>Yes</td>
<td>• Policy S755 – Equity in Educational Programs and Services June 2016 • All programs have equal number of programs in compliance with Title IX. The Athletic Director monitors programs and suitable options.</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.</td>
<td>Yes</td>
<td>• Policy S755 – Equity in Educational Programs and Services June 2016 • All students are provided with equal sport opportunities as well as equal use of facilities/equipment.</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.</td>
<td>Yes</td>
<td>• Policy &amp; Regulation 2260 – Affirmative Action Program for School and Classroom Practices P2260 June 2016 and R2260 Nov 1992 • All teams are given the opportunity to order equipment and place proposed budget items to the Athletic Director. Budgeting process is reviewed at pro-season coach meeting and GCCP Athletic Handbook.</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Provides comparable facilities for male and female teams.</td>
<td>Yes</td>
<td>• Policy &amp; Regulation 2260 – Affirmative Action Program for School and Classroom Practices P2260 June 2016 and R2260 Nov 1992 • All students are provided with equitable training and competition facilities and schedules.</td>
<td>N/A</td>
</tr>
<tr>
<td>IV. Employment/Contract Practices</td>
<td>Compliant (Yes or No)</td>
<td>Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.</td>
<td>List name of noncompliant school(s) in the district</td>
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</tbody>
</table>
| A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows:  
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. | Yes | Policy & Regulation 1510 – Americans with Disabilities Act  
P1510 Dec 2016 and R1510 Dec 2016  
Policy & Regulation 1530 – Equal Employment Opportunities  
P1530 June 2016 and R1530 June 2016  
Policy & Regulation 1550 – Equal Employment/Anti-Discrimination Practices  
P1550 April 2018 and R1550 April 2018  
Evidence on file: Human Resources  
(Attachment #1)  
AppliTrack – Application Process  
(Attachment #2) | N/A |
| 2. Target recruiting practices for under-represented populations in every category of employment. | No | Policy & Regulation 1530 – Equal Employment Opportunities  
P1530 June 2016 and R1530 June 2016 | Gloucester County Institute of Technology |
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<tr>
<td>• 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</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>3. Ensure that the district, charter and renaissance school project’s employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.</td>
<td>Yes</td>
<td>• Policy &amp; Regulation 1510 – Americans with Disabilities Act P1510 Dec 2016 and R1510 Dec 2017</td>
<td>N/A</td>
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<tr>
<td></td>
<td></td>
<td>• Policy &amp; Regulation 1530 – Equal Employment Opportunities P1530 June 2016 and R1530 June 2016</td>
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<td></td>
<td></td>
<td>• Policy &amp; Regulation 1550 – Equal Employment/Anti-Discrimination Practices P1550 April 2018 and R1550 April 2018</td>
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<td>• Evidence on file: Human Resources (Attachment #1) AppliTrack – Application Process (Attachment #2)</td>
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<tr>
<td>4. Monitor promotions and transfers to ensure non-discrimination.</td>
<td>Yes</td>
<td>• Policy &amp; Regulation 1530 – Equal Employment Opportunities P1530 June 2016 and R1530 June 2016</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Policy &amp; Regulation 1550 – Equal Employment/Anti-Discrimination Practices P1550 April 2018 and R1550 April 2018</td>
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<td>• Evidence on file: Superintendents’ Office/Human Resources</td>
<td></td>
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<tr>
<td>5. Ensure equal pay for equal work among members of the district, charter and renaissance school project’s staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</td>
<td>Yes</td>
<td>• Policy &amp; Regulation 1530 – Equal Employment Opportunities P1530 June 2016 and R1530 June 2016</td>
<td>N/A</td>
</tr>
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<td></td>
<td></td>
<td>• Policy &amp; Regulation 1550 – Equal Employment/Anti-Discrimination Practices P1550 April 2018 and R1550 April 2018</td>
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<td>• Evidence on file: Human Resources</td>
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<td>IV. Employment/Contract Practices</td>
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</table>
| 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 | Policy & Regulation 1530 – Equal Employment Opportunities  
Policy & Regulation 1550 – Equal Employment/Anti-Discrimination Practices  
Affirmative Action Program for Employment and Contracts Benefits provided through NJ Division of Pensions & Benefits  
Benefits provided through NJ Division of Pensions & Benefits |
| 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 | Policy & Regulation 1530 – Equal Employment Opportunities  
Policy & Regulation 1550 – Equal Employment/Anti-Discrimination Practices  
Evidence on file: Human Resources Interview report based on grading system. |
| | | N/A |
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.
Comprehensive Equity Plan Corrective Actions

I. Board Responsibility

School District, Charter School or Renaissance School Project Name:

Objective:
For each noncompliant area of the district, charter school or renaissance school project’s 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.

Table 5: Corrective Actions, Board Responsibilities

<table>
<thead>
<tr>
<th>Section/subsection from needs assessment</th>
<th>Implementation Strategies</th>
<th>Staff Responsible</th>
<th>Implementation Timeline</th>
<th>Evidence of Completion</th>
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<tbody>
<tr>
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<td>2019 2020</td>
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II. Staff Development and Training

School District, Charter School or Renaissance School Project Name:

Objective:
For each noncompliant area of the district, charter school or renaissance school project’s Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 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.

Table 6: Corrective Actions, Staff Development and Training

<table>
<thead>
<tr>
<th>Section/sub-section from needs assessment</th>
<th>Implementation Strategies</th>
<th>Staff Responsible</th>
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</table>
III. School and Classroom Practices:  
*Equality and Equity in Curriculum*

School District, Charter School or Renaissance School Project Name:

Objective:  
For each noncompliant area of the district, charter school or renaissance school project’s 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.

**Table 7: Corrective Actions, School and Classroom Practices: Equality and Equity in Curriculum**

<table>
<thead>
<tr>
<th>Section/sub-section from needs assessment</th>
<th>Implementation Strategies</th>
<th>Staff Responsible</th>
<th>Implementation Timeline 2019-2020</th>
<th>Evidence of Completion</th>
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</table>
### III. School and Classroom Practices:  
*Equality and Equity in Student Access*

**School District, Charter School or Renaissance School Project Name:**

**Objective:**
For each noncompliant area of the district, charter school or renaissance school project’s Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status, immigration status, housing status or disability.

**Table 8: Corrective Actions, School and Classroom Practices: Equality and Equity in Student Access**

<table>
<thead>
<tr>
<th>Section/sub-section from needs assessment</th>
<th>Implementation Strategies</th>
<th>Staff Responsible</th>
<th>Implementation Timeline 2019-2020</th>
<th>Evidence of Completion</th>
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<td>2021 Ongoing</td>
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37
**Objective:**
For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to provide equitable treatment, adequate and appropriate counseling services for ALL students, including females, minority students, English language learners, non-college bound students, migrant students, students experiencing homelessness and students with disabilities, and to ensure exposure and counseling services focused on careers in the science and technology industries, non-traditional career options and post-secondary opportunities for minority and female students.

**Table 9: Corrective Actions, School and Classroom Practices: Equality and Equity in Guidance Program Services**

<table>
<thead>
<tr>
<th>Section/sub-section from needs assessment</th>
<th>Implementation Strategies</th>
<th>Staff Responsible</th>
<th>Implementation Timeline</th>
<th>Evidence of Completion</th>
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<td>2019 2020</td>
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<td>2021 Ongoing</td>
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38
Ill. School and Classroom Practices:  
Equity in Physical Education and Athletic Programs

School District, Charter School or Renaissance School Project Name:

Objective:
For each noncompliant area of the district, charter school or renaissance school project’s Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to ensure that there is gender equity in all physical education and athletic programs, and to ensure equitable opportunities for all students to participate in athletics regardless of race, national origin, gender, sexual orientation, religion, English proficiency, housing status, socio-economic status or disability.

Table 10: Corrective Actions, School and Classroom Practices: Equity in Physical Education and Athletic Programs

<table>
<thead>
<tr>
<th>Section/sub-section from needs assessment</th>
<th>Implementation Strategies</th>
<th>Staff Responsible</th>
<th>Implementation Timeline 2019 2020 2021 Ongoing</th>
<th>Evidence of Completion</th>
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</table>
**IV. Employment/Contract Practices**

**School District, Charter School or Renaissance School Project Name:**

**Objective:**
For each noncompliant area of the district, charter school or renaissance school project’s Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to ensure equitable practices in employment at all levels of responsibility, and to avoid engaging in business with firms that discriminate on the basis of race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status, or disability.

**Table 11: Corrective Actions, Employment/Contract Practices**

<table>
<thead>
<tr>
<th>Section/subject from needs assessment</th>
<th>Implementation Strategies</th>
<th>Staff Responsible</th>
<th>Implementation Timeline</th>
<th>Evidence of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV / A</td>
<td>Develop targeted recruiting practices for under represented population in every category of employment not represented</td>
<td>Director of HR</td>
<td>2019 2020 2021 Ongoing</td>
<td>Increase number of under represented populations offered employment / accepting employment</td>
</tr>
</tbody>
</table>


Appendix D

District, Charter School and Renaissance School Project
Comprehensive Equity Plan
Yearly Statements of Assurance

2019-2020 Comprehensive Equity Plan 3 Year Statement of Assurance
2020-2021 CEP Statement of Assurance
2021-2022 CEP Statement of Assurance
Comprehensive Equity Plan 3 Year Statement of Assurance
to be Submitted with the Three-Year CEP

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

Name of County: Gloucester

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

Gloucester County Vocational-Technical School District

Address: 1360 Tanyard Road, Sewell, NJ 08080

Affirmative Action Office (AAO): Brian Shakespeare Telephone #: 856-468-1445 ext. 2703

AAO Email: bshakespeare@vcn.cns

Alternate Contact Person: Aja Thomas Telephone #: 856-468-6530 ext. 1023

Title: Director of Human Resources Email: athomas@vcecn.org

1. The school district, charter school or renaissance school project has conducted a comprehensive needs assessment of its equality and equity needs at each school within the district, charter school or renaissance school project, if applicable. The attached Comprehensive Equity Plan is designed to meet the assessed equality and equity needs at each site, if applicable.

2. The local Board has authorized the submission of the Comprehensive Equity Plan and will support full implementation of the plan on September 1, 2019 upon approval by the New Jersey State Department of Education.


Certification:

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

Name and Title: Michael C. Dicken, Superintendent

Signature: [Signature]

Date: 5-23-19
Comprehensive Equity Plan Statement of Assurance 2020-2021

School District, Charter School or Renaissance School Project Information School Year 2020-2021:

Name of County: Gloucester

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

Gloucester County Vocational-Technical School District

Address: 1360 Tanyard Road, Sewell, NJ 08080

Affirmative Action Office (AAO): Brian Shakespeare Telephone #: 856-468-1445 ext. 2703

AAO Email: bshakespeare@gjcncnj.org

Alternate Contact Person: Alia Thomas Telephone #: 856-468-6530 ext. 1023

Title: Director of Human Resources Email: athomas@gjcncnj.org

1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2019-2020 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.


Certification:

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

Name and Title: Michael C. Dicken, Superintendent

Signature: [Signature]

Date: 5-23-19
Comprehensive Equity Plan Statement of Assurance 2021-2022

School District, Charter School or Renaissance School Project Information School Year 2021-2022:

Name of County: Gloucester

Name of School District/Charter School/Renaissance School Project:
Glooucester County Vocational-Technical School District

Address: 1360 Tanyard Road, Sewell, NJ 08080

Affirmative Action Office (AAO): Brian Shakespeare Telephone #: 856-468-1445 ext. 2703
AAO Email: bshakespeare@gcecni.org

Alternate Contact Person: Aia Thomas Telephone #: 856-468-6530 ext. 1023

Title: Director of Human Resources Email: athomas@gcecni.org

1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2020-2021 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.


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

Name and Title: Michael C. Dicken, Superintendent

Signature:

Date: 5-23-19