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RECORDING, VIDEO AND CAMERA POLICY

Since technology is constantly changing and improving, the purpose of this policy, whether or not the actual device is included herein, is to prevent a student from recording or capturing an image and transmitting same on the Internet or downloading it to any other mechanism without the permission of the person recorded or captured and the approval of the Principal or his/her designee. This policy includes, but is not limited to, an audio/video tape recorder, a video camera, a digital camera, a PDA with built-in camera capabilities or any other device that can be used to record or capture images.

This offense will result in the disciplinary measures deemed appropriate by the building Principal or his/her designee, depending upon the nature of the offense.

Revised: August 28, 2014

Date: June 28, 2004

AFFIRMATIVE ACTION TEAM MEMBERSHIP FORM

The following Affirmative Action Team (AAT) members and other stakeholders participated in the development of the needs assessment and Comprehensive Equity Plan. PLEASE NOTE: The AAT must consist of a minimum of three personnel and is comprised of diverse stakeholders **FORMS WITHOUT SIGNATURES WILL BE RETURNED TO THE DISTRICT.**

DISTRICT/CHARTER SCHOOL NAME: Pennsville School District

| NAME | TITLE | GRADE LEVEL | GENDER | SIGNATURE |
|------------------------|---|-------------|--------|-----------|
| Susan B. Ficke | Affirmative Action Officer | P-12 | F | |
| Michael Brodzik, Ed.D. | Superintendent | P-12 | M | |
| Steve Hindman | Elementary Principal | 2-3 | M | |
| Matt McFarland | High School Principal | 9-12 | M | |
| Jerry Grasso | Guidance | 9-12 | M | |
| Adam Slusher | Phys. Ed./Health Supervisor | K-12 | M | |
| Don Palmucci | Substance Awareness Coordinator | K-12 | M | |
| Marian Sennstrom | ESL Humanities/Supervisor of History and LA | K-12 | F | |
| Jennifer Spears | Special Education Teacher | K-5 | F | |
| Nancy Gibau | Supervisor of Special Services | P-12 | F | |
| Heather Mayhew | Business Administrator | - | F | |

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| Christina Collazo | Middle School Principal | 6-8 | F |
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**DISTRICT/CHARTER SCHOOL NEEDS ASSESSMENT CHECKLIST
TO ACHIEVE EQUALITY AND EQUITY IN EDUCATIONAL PROGRAMS**

Directions: *Indicate compliance by checkmark. When a district is 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 or Non-compliant | 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. | NJAC 6A:7-1.7; Boarder v. Plainfield, 461 N.J. 1965; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX Adopt or re-adopt written equality and equity policies, requiring the following: | | | |
| 1) | Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following: Identify and address all forms of prejudice and discrimination in all district/charter school programs, practices, curricula, instructional materials and assessments. | Compliant | Policy #5145.4: Equal Educational Opportunity; 2/10/98 | |
| (a) | | | | |
| (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. | Compliant | Policy #5145.4: Equal Educational Opportunity; 2/10/98 | |
| (c) | Provide equitable treatment for pregnant and married students. | Compliant | Policy #5134: Married/Pregnant Pupils; 2/10/98 | |

| | | Compliant | Policy 5145.4: Equal Educational Opportunity; 2/10/98 | |
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| (d) | Prohibit or eliminate sexual harassment, and harassment. | | | |
| 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. | Compliant | Policy #4131.1: Non-Discrimination/Affirmative Action; 5/8/06 | |
| 3) | The appointment of an Affirmative Action Office (AAO) who can also serve as, or coordinate with, the district/charter school's Section 504 Officer and/or the district/charter school's Title IX Coordinator. | Compliant | Board Resolution Attached | |
| 4) | Provide Staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6. | Compliant | Policy #4131/4131.1: Staff Development/In-Service Education et.al; 5/8/06 | |

| BOARD RESPONSIBILITY | | Compliant or Non-compliant | 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 |
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| B. | <p>Authorize the Affirmative Action Officer team to develop 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 NJ QSAC. Charter schools will report annual progress in the Charter School Annual Report.</p> | Compliant | Board Resolution Attached | |
| C. | <p>Collect and analyze AYP data for underperforming subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant, 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</p> | Compliant | Assembled Assessment and Behavioral Data | |

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| | subgroups on annual AYP reports for state assessments. | | |
| D. | Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking or authorizing the following actions: | | |
| 1) | Publicize throughout the community the local Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs. | Compliant | School District Web-site, Letters to parents and students, Faculty and student handbooks. |
| 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 school's equity' responsibilities. | Compliant | Policy 4111.1: Non-Discrimination/ Affirmative Action; 3/28/11 |
| 3) | Inform students, staff and the community of the name, office address, and phone number of the district/charter school's AAO, and publicize the location and availability of the district/charter school's CEP, 'policy(ies), grievance procedures and annual reports. | Compliant | Letters to parents and students, posters in all school facilities, parent handbook. |

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| 4) | Investigate and resolve discrimination complaints, grievances and incidents between students and teachers or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status or disability. | Compliant | Grievance Process found on pgs. 14-16 in the School Calendar. |
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| BOARD RESPONSIBILITY | Compliant or Non-compliant | 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 |
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| 5) | Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap | Compliant No gap exists. | |
| 6) | Authorize the AAO to conduct yearly equity training for all staff. | Compliant Policy #4111.1: Non-Discrimination/Affirmative Action; 3/28/11 | |
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| II. | STAFF DEVELOPMENT AND TRAINING NJAC 6A:7-1.6 & N.J.S.A. 10:5 | Compliant or Non-compliant | Documentation or Evidence to Substantiate Compliance. |
| 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 or socioeconomic status every | Ongoing MANDATORY: Address this on page 15 | List name of noncompliant school(s) in the district |

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| | school year, as follows: | | |
| 1) | To all certified (administrative and professional) staff. | Ongoing | MANDATORY: Address this on page 15 |
| 2) | To all non-certified (non-professional) staff. | Ongoing | MANDATORY: Address this on page 15 |
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| III. | SCHOOL AND CLASSROOM PRACTICES | Compliant or Non-compliant | Documentation or Evidence to Substantiate Compliance |
| A. | Equality and Equity in Curriculum | | List name of noncompliant school(s) in the district |
| 1) | N.J.A.C. 6A:7-7.7(B); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972. Ensure that the district/charter school'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 reports 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, | | |

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| | national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. Areas covered include, but are not limited to, the following: | | |
| (a) | School climate/learning environment | Compliant | Positive Behavior Support Programs at all buildings |
| (b) | Courses of study, including Physical education | Compliant | Class lists |
| (c) | Literary materials/Instructional materials and strategies | Compliant | Policy #6161.1: Instructional Materials, Selection & Adoption, 10/4/98 |
| (d) | Technology/software and audio-visual materials | Compliant | Policy 5131.1: Creating & Placing Web Pages: 4/99 Policy #4161: District E-mail Policy: 2/23/99 Software Review Committee |
| (e) | Guidance and counseling, including sexual harassment & grievance procedures | Compliant | Guidance hirings at all levels and curriculum/publications from department |
| (f) | Extra-curricular programs and activities | Compliant | Policy #6145: Extra-Curricular Activities; Policy #6145: 10/31/11 |
| (g) | Testing and other assessments | Compliant | IEP's & 504's. Review of district-wide testing |
| (h) | Reducing or preventing the under representation of minority, female and male students in all classes and programs. | Compliant | Class lists |
| 2) | Include Multicultural Education content and practices across the curriculum. | Compliant | PSD Curricula Integrated Multicultural Club |
| 3) | Ensure that instruction on African-American History, Compliant including the Amistad, and the | Compliant | PSD History/Social Studies Curricula |

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| | history of other cultures is taught as part of the history of the United States. (NJSIA:8A.35-2) | | |
| 4) | Include instruction on the Holocaust and other genocides in the curriculum for elementary and secondary school students. (NJSIA:18A.35-28) | Compliant | PSD History/Social Studies Curricula |

| III. | SCHOOL AND CLASSROOM PRACTICEScontinued | Compliant or Non-compliant | Documentation or Evidence to Substantiate Compliance | List name of noncompliant school(s) in the district |
|------|--|----------------------------|--|---|
| B. | <p>Equality and Equity in Student Access</p> <p>N.J.A.C. 6A:7-1.7 & (g); 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 IDBA of 1997, <u>Articles 2B</u></p> <p><u>Eliminating Discrimination and Denial of Services in Vocational Education</u> (1989), U.S. Supreme Court, 1982: <u>Evans v. Doe</u></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 or socioeconomic status, as follows:</p> | | | |
| 1) | <p>Ensure equal and barrier-free access to all school and classroom facilities.</p> | Compliant | Five-Year Facilities Plan | |
| 2) | <p>Attain minority representation, including racial and ethnic balance, within each school that approximates the district/charter school's overall minority racial and ethnic representation.</p> | Compliant | Student Enrollment Data | |
| 3) | <p>Refrain from locating new facilities in areas that will contribute to</p> | Compliant | No new facilities in last 30 years. None Planned. | |

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| | imbalanced, isolated, or racially identifiable school enrollments. | | |
| 4) | <p>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 or socioeconomic status, resulting in inappropriate placement within schools, courses, classes, programs or extracurricular activities.</p> | Compliant | Student schedules are computer Generated. |
| (a) | <p>Ensure that minority and female students are not disproportionately represented in gifted and talented or accelerated/advanced courses, including math and science.</p> | Compliant | Class lists |
| (b) | <p>Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.</p> | Compliant | Suspension records, expulsion records, behavior logs, Child Study Team referrals. |
| (c) | <p>Ensure equal and bias-free access for all students to computers, computer classes, vocational ed classes, and technologically-advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability or socioeconomic status.</p> | Compliant | Class lists |

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| (d) | <p>Ensure that all limited English-proficient students have equal and bias-free access to all school programs and activities.</p> | <p>Class lists</p> |
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| III. | SCHOOL AND CLASSROOM PRACTICEScontinued | Compliant or Non-compliant | Documentation or Evidence to Substantiate Compliance | List name of noncompliant school(s) in the district |
|------|--|----------------------------|--|---|
| (c) | Ensure that all students with disabilities have equal and bias-free access to all school programs and activities. | Compliant | Class Lists | |
| (d) | Ensure that all schools' registration procedures are in compliance with State and Federal regulations. | Compliant | Registration forms | |
| 5) | Utilize a State approved language proficiency measure on an annual basis for determining the special needs of language-minority students. | Compliant | ELLs English Language Proficiency Test | |
| 6) | Utilize bias-free measures for determining the special needs of students with disabilities. | Compliant | Child Study Team policies and procedures. | |
| 7) | Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including limited English-proficient students. | Compliant | Guidance services | |
| 8) | Ensure that all pregnant students are permitted to remain in the regular school program and activities. If not permitted to attend school by her doctor, ensure that equivalent instruction is provided the student. | Compliant | Policy #5134:Married/Pregnant Pupils; 2/10/98 | |
| C. | Equality and Equity in Guidance Programs and Services N.J.C. 6A:7-1.7(O)TITLE IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998 Ensure that the district/charter school's guidance program provides the following: | | | |

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| 1) | Access to adequate and appropriate counseling services for all students, including females, minority students, limited English proficient students, non-college bound students, and students with disabilities. | Compliant | Guidance counselor hirings at all levels and curriculum/pamphlets from department | |
| 2) | The presentation of a full range of possible career, professional, and/or vocational choices for all students, including careers in the science and technology industries and nontraditional careers. | Compliant | Student handbook; "The Occupation Finder"; SDA by Psychological Assessment Resources | |
| 3) | Guidance Counselors are not using biased materials. | Compliant | Review of Guidance Procedures | |

| III. | SCHOOL AND CLASSROOM PRACTICEScontinued | Compliant or Non-compliant | Documentation or Evidence to Substantiate Compliance | List name of noncompliant school(s) in the district |
|------|---|----------------------------|--|---|
| D. | Equality and Equity in Physical Education N.J.A.C. 6A:7(c) and Title IX, Education Amendment of 1972 Ensure that the district/charter school's physical education program is co-educational, as follows: | | | |
| 1) | All instructional activities are equitable and are co-educational. | Compliant | Roster of classes. | |
| E. | Equality and Equity in Athletic Programs Athletic Guidelines 1986; N.J.A.C. 6A:7(d) and Title IX, Education Amendment of 1972 | | | |
| 1) | Ensure that the district/charter school's Athletic Program accomplishes the following: An interest survey has been completed in the last three years to ensure equitable opportunities for female and male students to participate in athletics. | Compliant | Survey results | |
| 2) | Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students. | Compliant | List of all teams | |
| 3) | Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams. | Compliant | Schedule of games/practices | |
| 4) | Ensures that athletic programs receive equitable treatment that | Compliant | Athletic budget and extra-curricular salary schedule | |