New Jersey State Department of Education
Division of Field Services

Comprehensive Equity Plan for School Years 2025-26 through 2027-28

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

Due Date: On or before June 23, 2025

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General Information

Purpose

In September 2023, the State Board of Education re-adopted N.J.A.C. 6A:7, Managing for Equity in Education, which outlines responsibilities for achieving and maintaining compliance with all state and federal laws governing equity in educational activities and 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 of every public school district and charter school or renaissance school project board of trustees 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 or renaissance school project complies with equity requirements, and to provide guidelines to accomplish that result.

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

Federal Laws

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

State Laws

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

Questions

Questions regarding the development, submission, and implementation of the Comprehensive Equity Plan may be sent to countyoffice@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 CEP for school years 2025-26 through 2027-28 and corresponding forms to the **County Office of Education** for review and certification of completion no later than **Monday, June 23, 2025.** Pursuant to N.J.A.C. 6A:7-1.8(d), implementation of the CEP for school years 2025-26 through 2027-28 shall begin within 60 days of the Executive County Superintendent's (ECS) certification of completion.

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: Designate the Affirmative Action Officer and Establish the Affirmative Action Team

N.J.A.C. 6A:7-1.5 (Appendix A)

Each school district, charter school or 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 or 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 NJDOE encourages school 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: Analyze Data to Assess Needs for Achieving Equity N.J.A.C. 6A:7-1.4(c)1

Each school district, charter school or renaissance school project board shall assess the school district's needs for achieving equity in educational activities and programs based on an analysis of data including, but not limited to, National Assessment of Educational Progress and State assessment results, preschool-through-grade-12 promotion/retention data, preschool-through-grade-12 completion rates, and re-examination and re-evaluation of classification and placement of students in special education programs if there is overrepresentation within the protected categories listed at N.J.A.C. 6A:7-1.1(a); staffing practices; student demographic data; attendance data; quality of program data; the Federally mandated Civil Rights Data

Collection; student access to educational activities and programs; discipline, graduation rate, and postsecondary enrollment; student, staff, and community member interviews; enrollment and scoring in advanced classes; teacher workforce diversity; and stakeholder satisfaction data.

Step 3: Complete the Comprehensive Equity Plan Needs Assessment (Appendix B)

Each school district, charter school or renaissance school project board shall use Appendix B entitled, "District, Charter School and Renaissance School Project Needs Assessment" to conduct a needs assessment of each school. This document is intended to be used as a checklist to assist the AAO and the AAT to identify and eliminate discriminatory practices and other barriers to achieving equity in educational activities and programs. The completed Needs Assessment must be submitted to the county office as part of the documentation that accompanies the CEP. When citing documentation in the Needs Assessment, you must include the document title, date of board of education or board of trustees' adoption and 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 contains three 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.

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 NJDOE encourages the AAT preparing the CEP to refer to these sources of legal authority and become acquainted with the mandates they contain.

Step 4: Complete the Comprehensive Equity Plan Corrective Action Forms, if applicable (Appendix C)

After identifying items that were not compliant in Appendix B, improvement strategies covering the next three years must be developed for each identified item. For this purpose, forms specific to each assessment section are provided within the packet.

I. Board Responsibilities

II. Staff Development

III. School and Classroom Practices (One for each sub-area: Equity in Curriculum, Equity in Student Access, Equity in Guidance Programs, and Equity in Physical Education/Athletic Programs)

For each form:

Identify Items that were Not Compliant

In Appendix C, enter the section or subsection of items that were not compliant identified in Appendix B. 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, 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 item that was not compliant from the corresponding number in Appendix B, 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. 2025-2026 school year; 2026-2027 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 item is being or was corrected. Use qualitative or quantitative methods depending on the item that is being corrected. This will set forth the basis for approval of the CEP by the district board of education. The CEP is incomplete if this information is not included. Pursuant to N.J.A.C. 6A:7-1.4(c)4, submission of an incomplete CEP will result in the ECS returning the CEP to the school district, charter school, or renaissance school project for revision.

Step 5: Complete the Statement of Assurance (Appendix D)

The Statement of Assurance is submitted with the Comprehensive Equity Plan to ensure district, charter school or renaissance school project compliance with statute and code. The chief school administrator, charter school 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 6: Obtain Board Resolutions

The following Board or Board of Trustee (Board) resolutions must be attached to the CEP:

- Annual resolution appointing the Affirmative Action Officer for 2025-2026 school year;
- Board resolution authorizing the Affirmative Action Team to conduct the needs assessment and develop a CEP; and,
- Board resolution approving the CEP and authorizing its submission to the ECS.

Step 7: Assemble the Submission Package

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 CEP;
4. Resolution authorizing the submission of the proposed CEP.
5. List of Affirmative Action Team members (Appendix A)
6. District, Charter School and Renaissance School Needs Assessment (Appendix B)
7. Comprehensive Equity Plan Corrective Action forms, if applicable (Appendix C)

Step 8: Submit the CEP

Submit one (1) original CEP to the County Office of Education on or before Monday, June 23, 2025. The contact list for the county offices of education is available on the NJDOE County Information and Services webpage.

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 the date established by the NJDOE (Appendix D).

Managing for Equity in Education (N.J.A.C. 6A:7)

Accountability

Each school district, charter school or renaissance school project must review the board approved CEP on an annual basis and submit a statement of assurance regarding the CEP implementation to the County Office of Education no later than the date established by the NJDOE each year. Statements of Assurance forms for each school year are attached as Appendix D.

A sampling of school districts, charter schools or renaissance school projects may be reviewed by the NJDOE on an annual basis for compliance of the approved CEP.

Sanctions

As noted in N.J.A.C. 6A:7-1.8(e), if the district board of education does not implement the comprehensive equity plan within 60 days of the ECS's certification of completion date, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or the Commissioner's 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.

Affirmative Action Team

The following Affirmative Action Team (AAT) members 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. Add rows to Table 1 as needed.

School District, Charter School or Renaissance School Project Name:

Table 1: Affirmative Action Team Members

Name	**Title**	**Grade Level (If applicable)**	**Signature**
William Kimmick	AAO - Assistant Superintendent	District	
Matthew Mingle	Superintendent	District	
Christopher Heagle	Business Administrator	District	
Molly Lange	Director of Special Services	District	
Katherine Gorksi	HR Coordinator/Communication	District	
Melissa Smolenski	Special Education Supervisor	District	
Stacey Hann-Modugno	Curriculum Supervisor	District	
Scott Cook	Principal	PreK-5	
George Villar	Principal	6-8	

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

District, Charter School or Renaissance School Project Comprehensive Equity Plan Needs Assessment

Needs Assessments

Needs assessments for:

- Board Responsibilities (Tables 2–4)
- Staff Development and Training (Table 5)
- School and Classroom Practices (Table 6–13)

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 in the Comprehensive Equity Plan Corrective Action forms.

Board Responsibilities

N.J.A.C. 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

Adopt or re-adopt and implement written educational equity policies that require the following: (N.J.A.C. 6A:7-1.4a)

Table 2: Equity in School and Classroom Practices, that shall, as a minimum, do the following (N.J.A.C. 6A:7-1.7)

Board Responsibility	**Compliant (Yes or No)**	**Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision**	**Date of Board Adoption**
Identify and address all forms of prejudice and discrimination in all district, charter or renaissance school project activities and programs, practices, curricula, instructional materials and assessments.	**Yes**	• Policy 1140 – Educational Equity Policies / Affirmative Action • Policy 1523 – Comprehensive Equity Plan: • Policy & Regulation 2260 – Equity In School and Classroom Practices • Policy & Regulation 5750 – Equal Educational Opportunity: • Review of Curriculum and program resources – 5 year cycle, Administrative Oversight • Ongoing analysis of Standardized Assessment Results – Oversight • All curriculum documents posted for public review • All QSAC required elements of curriculum and program addressed within 2023 review.	**1140 - March 18, 2024** **1523 - March 18, 2024** **2260 - March 18, 2024** **5750 - March 18, 2024**

Ensure equitable access to all schools, facilities, activities and programs, and benefits for all students regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a).	**Yes**	● Policy 1140 – Educational Equity Policies / Affirmative Action ● Policy 1523 – Comprehensive Equity Plan: ● Policy & Regulation 2260 – Affirmative Action Program: ● Policy & Regulation 5750 – Equal Educational Opportunity: ● Policy 5841 – Secret Societies ● Policy 5842 – Equal Access of Student Organizations ● Program, activity and club enrollment/attendance records, Administrative oversight ● Program evaluation process developed and implemented to track enrollment and attendance. ● Strategic plan steps address analysis of participation to identify any underserved groups. ● All district programs are offered without family fees.	**1140 - March 18, 2024** **1523 - March 18, 2024** **2260 - March 18, 2024** **5750 - March 18, 2024** **5841 - March 18, 2024** **5842 - March 18, 2024**
Provide equitable treatment for pregnant and married students	Yes	● Policy 2416 – Programs for Pregnant Students: ● Policy 5752 – Marital Status and Pregnancy:	**2416 - June 18, 2018** **5752 - June 18, 2018**

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, or Bullying: ● Policy 5541 - Anti-Hazing ● Policy & Regulation 5751 – Sexual Harassment of Students ● Policy & Regulation 8461 – Reporting Violence, Vandalism, Harassment, Intimidation, Bullying, Alcohol, Other Drug Offenses ● Anti-Bullying Coordinator & information is posted clearly on district website. ● District HIB Records are maintained. Administrative oversight is well established within procedures. ● Classroom Meetings at the elementary schools are designed into master schedules and use of SEL core programming (Everyday Speech) takes place. Middle school programming and staff training is occurring with a consultant who is supporting integration of key SEL competencies within curriculum disciplines. ● Evaluation of students SEL skills and development occurs through administration of SEL surveys and the NJSCI survey in all buildings.	**1523 - March 18, 2024** **5512 - February 24, 2025** **5541 - February 28, 2022** **5751 - November 22, 2021** **8461 - March 11, 2019**

Table 3: Affirmative Action Officer, Affirmative Action Team, Develop Comprehensive Equity Plan

Board Responsibility	**Compliant (Yes or No)**	**Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision**	**Date of Board Adoption**

The appointment of an Affirmative Action Officer (AAO) who can also serve as, or coordinate with, the district, charter or renaissance school project school's Section 504 Officer and/or the district, charter or renaissance school project's Title IX Coordinator. (N.J.A.C. 6A-7-1.5).	Yes	• Policy 1140 – Educational Equity Policies/Affirmative Action
		• Policy & Regulation 1510 – Americans With Disabilities Act
		• Policy & Regulation 2418 – Section 504 of the Rehabilitation Act of 1973 - Students
		  ◦ BOE Agenda/Minutes
		  ◦ BOE Annual May Mini-Reorg Meeting: May 12, 2025
			1140 - March 18, 2024
			1510 - June 18, 2018
			2418 - June 18, 2018

Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	Yes	• Policy 1140 – Educational Equity Policies / Affirmative Action
		• Policy 1523 – Comprehensive Equity Plan
		  ◦ AAO complaint investigations and records are accurately maintained.
		  ◦ Professional Development Plan and Records
			1140 - March 18, 2024
			1523 - March 18, 2024

Authorize the Affirmative Action Officer and team to develop a Needs Assessment and a Comprehensive Equity Plan, implement the plan over a three-year period of time,	Yes	• Policy 1140 – Educational Equity Policies / Affirmative Action • Policy 1523 – Comprehensive Equity Plan: ◦ BOE Agenda/Minutes: 4/28/25	1140 - March 18, 2024 **1523 - March 18, 2024**

Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
submit an annual Statement of Assurance of its implementation and progress, and complete the District Performance Review in the NJQSAC. Charter and renaissance school projects will report annual progress in the NJDOE, Office of Charter and Renaissance Schools Annual Report.			
Collect and analyze Annual Yearly Progress Target data for underperforming student groups 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	Yes	● Policy 1140 – Educational Equity Policies / Affirmative Action ● Policy & Regulation 2423 – Bilingual Education: ● Policy 2610 – Educational Program Evaluation: ● Policy 2622 – Student Assessment: ● Special Education Identification Rates ● School Report Card Data ● District Data and Performance Presentations ● District Leadership Council Data Discussions (Meeting Agendas) ● SSDS and HIB data ● Data Protocol review of Benchmark administration data (iReady, BAS, etc) ● Development of data views within SIS to promote staff use of data.	1140 - March 18, 2024 2423 - March 18, 2024 2610 - March 11, 2019 2622 - February 28, 2022

Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
program data; and stakeholder satisfaction data. Identify any school-level underperforming student groups on Annual Yearly Progress Target reports for State assessments.		• Initiated development of MTSS within the district as identified within the newly adopted district strategic plan. • Implemented NJSCI survey and building analysis teams to identify cultural, SEL, and academic supports based on input from student, staff, and parent/caregiver stakeholder groups.	

Table 4: Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking or authorizing the following actions:

Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
Inform the school community of the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equity in educational activities and programs.	Yes	• Policy 1140 – Educational Equity Policies / Affirmative Action • Policy 5512 – Harassment, Intimidation, or Bullying: • Policies available to public on district website • Comprehensive Equity Plan posted on website • Professional Development – mandated training conducted annually.	**1140 - March 18, 2024** **5512 - February 24, 2025**
Define the responsibilities of the AAO (Affirmative Action Officer/504 Officer, and/or Title IX Coordinator); require that the AAO	Yes	• Policy 1140 – Educational Equity Policies / Affirmative Action • AAO, 504 Officer and Title IX Coordinator included in Director of Special Services Job Description	**1140 - March 18, 2024**

Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
be a certificated staff person; and train the AAO to handle the district, charter, or renaissance school projects equity responsibilities.		• Professional Development Records	
Inform students, staff and the community of the name, office address, and phone number of the district, charter, or renaissance school project's AAO, and publicize the location and availability of the district, charter, or renaissance school project's CEP, policies, grievance procedures and annual reports.	Yes	• Policy 1140 – Educational Equity Policies / Affirmative Action • Policy & Regulation 1510 – Americans with Disabilities Act: • Policy & Regulation 2260 – Equity in School and Classroom Practices: • AAO Policy on District Website • AAO appointed annually by BOE and posted to website • AAO and AA policy shared with staff annually • Grievance procedures outlined in staff handbook, distributed annually	1140 - March 18, 2024 1510 - June 18, 2018 2260 - March 18, 2024
Investigate and resolve discrimination complaints, grievances and incidents between students and staff or among students, based on the protected categories listed at N.J.A.C. 6A:7-1.1(a).	Yes	• Policy 1140 – Educational Equity Policies / Affirmative Action • Policy & Regulation 1510 – Americans with Disabilities Act • Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 2418 – Section 504 of the Rehabilitation Act of 1973 - Students • Policy 5512 – Harassment, Intimidation, or Bullying • Policy & Regulation 5750 – Equitable Educational Opportunity • Policy & Regulation 5751 – Sexual Harassment of Students	1140 - March 18, 2024 1510 - June 18, 2018 2260 - March 18, 2024 **2418** - June 18, 2018 **5512 - February 24, 2025**

Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
		• AAO responsible for investigating complaints • AAO record keeping • Title IX officer responsible for investigating complaints	**5750 - March 18, 2024** **5751 - November 22, 2021**
Report on progress made in meeting the adequate yearly targets (as set by the NJDOE) for closing the achievement gap.	Yes	• Policy 1140 – Educational Equity Policies/Affirmative Action • Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy 2415 – Every Student Succeeds Act • Regulation 2415 – Title I Services • Policy 2610 – Educational Program Evaluation • Presentations to BOE, Website Links, faculty and PTO meetings • School Performance Reports annually posted to district webpage.	1140 - March 18, 2024 2260 - March 18, 2024 2415 - September 19, 2022 2610 - March 11, 2019
Authorize the AAO to conduct yearly equity training for all staff.	Yes	• Policy 1140 – Educational Equity Policies / Affirmative Action • All Staff trained at September staff meetings • New Staff Orientation trainings • All staff acknowledge review of specific policies annually	1140 - March 18, 2024

Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
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 county vocational school district website. N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards.	NA	(For County Vocational School Districts Only)	NA

Staff Development and Training

Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement and opportunity gaps and other inequities arising from prejudice on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a) **every school year**, as follows (Table 5).

Table 5: Staff Development and Training (N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5)

Staff Development and Training	**Compliant (Yes or No)**	**Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision**	**Date of Board Adoption**

All certificated (administrative and professional) staff.	Yes	• Policy 1140 – Educational Equity Policies / Affirmative Action
		• 1523 – Comprehensive Equity Plan
		• Policy & Regulation 3240 – Professional Development for Teachers and School Leaders
		  • See Above
		  • Curriculum changes and assessment results are presented annually to the Board of Education.
		  • Building principals conduct building specific overviews for PTOs throughout the year.
		  • Professional Development Records are maintained annually by staff. PLC structures and offerings require student data element.
		  • Disaggregated performance data is included in annual assessment presentations, as well as benchmark result reviews that occur during the school year.
			1140 - March 18, 2024
			1523 - March 18, 2024
			3240 - June 18 , 2024

All non-certificated (non-professional) staff	Yes	• Policy 1140 – Educational Equity Policies / Affirmative Action • Policy 4240 – Employee Training • Professional Development Records	1140 - March 18, 2024 4240 - June 18, 2018

School and Classroom Practices

A. *Equity in Curriculum*
(Tables 6 and 7)

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

Ensure that the district, charter school or renaissance school project's curriculum and instruction are aligned to the New Jersey Student Learning Standards and 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 activities and programs and by providing opportunities for students to interact positively with others regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a). Areas covered include, but are not limited to, the following (Tables 6 and 7)

Table 6: Equity in Curriculum

School and Classroom Practices	**Compliant (Yes or No)**	**Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision**	**Date of Board Adoption**
School climate and culture, safe and positive learning environment.	Yes	• Policy 1140 – Educational Equity Policies/Affirmative Action • Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy 5512 – Harassment, Intimidation, or Bullying • Policy & Regulation 5750 – Equitable Educational Opportunity • The NJSCI survey is administered to parents, students, and staff to gather stakeholder feedback. • A district modified CASEL SEL survey is administered to students two times a year. • Results from all surveys are disaggregated and subgroup data is analyzed by building teams.	1140 - March 18, 2024 2260- March 18, 2024 5512 - February 24, 2025 5750- March 18, 2024

School and Classroom Practices	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
		• Building and district teams analyze results. • Results overviews shared with Board of Education. District and Board goals aligned to support specific areas of strategic plan.	
Courses of study, including Physical Education	Yes	• Policy & Regulation 2200 – Curriculum Content • Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy 2422 – Comprehensive Health and Physical Education • Policy & Regulation 5750 – Equitable Educational Opportunity • Policy & Regulation 2260 – Equity in School and Classroom Practices • All curriculum has met NJQSAC requirements and is publicly posted to district website.	2200 - August 26, 2024 2260- March 18, 2024 2422- February 7, 2022 5750- February 26, 2024 2260- March 18, 2024
Library materials/Instructional materials and strategies	Yes	• Policy & Regulation 2520 – Instructional Supplies • Policy & Regulation 5750 – Equitable Educational Opportunity • Each school is staffed with a full time librarian. • Librarians annually make purchases to provide varied reading and text materials for student body. • Library collections reflect the diversity within the school community and broader community.	2520- May 15, 2023 5750 - March 18, 2024

School and Classroom Practices	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
Technology/software and audio-visual materials	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 5750 – Equitable Educational Opportunity • All students have access to hardware and software necessary to access curriculum. • Families are surveyed annually during summer registration to identify any home access needs that require district support.	2260- March 18, 2024 5750 - March 18, 2024
Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, and grievance procedures.	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 2411 – Guidance Counseling • Policy 5512 – Harassment, Intimidation, Bullying • Policy & Regulation 5750 – Equitable Educational Opportunity • Policy 5541 Anti-Hazing • Policy & Regulation 5751 – Sexual Harassment of Students • Each elementary school has one full time guidance counselor. • The middle school has one guidance counselor per grade and a full time SAC. • Guidance counselors serve as the building's anti-bullying specailist.	2260- March 18, 2024 2411- March 18, 2024 5512 - February 24, 2025 5750 - March 18, 2024 5541 - February 28, 2022 5751- November 22, 2021

School and Classroom Practices	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
Extra-curricular activities and programs	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 5750 – Equitable Educational Opportunity • School Performance Report data and district practices reflect consistent offerings and practices among the district schools. • Equitable offerings of middle school sports and extra curricular programming. • Development of MTSS procedures supported by scheduling techniques support inclusive programming. • All sports and offerings are included within the district's operating budget.	2260- March 18, 2024 5750 - March 18, 2024
Tests and other assessments	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy 2428.1 – Standards-Based Instructional Priorities • Policy & Regulation 2622 – Student Assessment • Policy & Regulation 5750 – Equitable Educational Opportunity • All curriculum is standards based and resources are consistent among the four district elementary schools.	2260- March 18, 2024 2428.1- June 18, 2018 2622 - February 28, 2022 5750 - March 18, 2024

School and Classroom Practices	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
		• District Benchmark Assessment Schedules are annually developed and implemented across all buildings. • Access to state assessments is provided to all students with participation rates that annually exceed 95%.	
Reduction and/or prevention of under representation of minority, female and male students in all classes, activities and programs.	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 5750 – Equitable Educational Opportunity • Access to specialized programming is based on review of multiple performance indicators. • Tracking occurs only in mathematics beginning in grade 7. • Waiver options are provided to promote family engagement and input in the placement process.	2260- March 18, 2024 5750 - March 18, 2024

Table 7: Equity in Curriculum

School and Classroom Practices	**Compliant (Yes or No)**	**Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision**	**Date of Board Adoption**
Include a multicultural curriculum in the instructional content and practices across the curriculum.	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 5750 – Equitable Educational Opportunity • Multiculturalism is an indicator used to identify high quality instructional resources. (ie. Being a Reader core texts; iReady Math resources) • Staff evaluation elements (Danielson Framework For Teaching, 2022 - Domain 2) address diversity and cultural responsiveness and promote staff development, feedback, and reflection.	2260- March 18, 2024 5750 - March 18, 2024
Ensure the Amistad Commission Curriculum is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy 2422 – Comprehensive Health and Physical Education • Policy & Regulation 5750 – Equitable Educational Opportunity • All curriculum documents include references to Amistad Commission when appropriate and have been reviewed through QSAC process.	2260- March 18, 2024 2422- February 7, 2022 5750 - March 18, 2024

School and Classroom Practices	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
Ensure the Commission on Holocaust Education curriculum for elementary and secondary school students, as developmentally appropriate. (N.J.S.A. 18A:35-28)	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 5750 – Equitable Educational Opportunity • All curriculum documents include references to Holocaust Education when appropriate and have been reviewed through QSAC process.	2260- March 18, 2024 5750 - March 18, 2024
Include instruction on all curricular requirements pursuant to N.J.A.C. 6A:8, including curriculum developed concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) or curriculum developed by any commissions constituted for the development of curriculum concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a).	Yes	• Policy & Regulation 2200 – Curriculum Content • Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 5750 – Equitable Educational Opportunity • All curriculum documents include references to protected classes when appropriate and have been reviewed through QSAC process. • Documents are posted on the district website for public to access as needed.	2200- August 26, 2024 2260- March 18, 2024 5750 - March 18, 2024

B. *Equity in Student Access*
(Tables 8–10)

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

Provide equitable and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a) as follows (Table 8):

Table 8: Equity in Student Access

School and Classroom Practices	**Compliant (Yes or No)**	**Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision**	**Date of Board Adoption**
Ensure equal and barrier-free access to all school and classroom facilities.	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 5750 – Equitable Educational Opportunity • District maintains neighborhood elementary schools. • All students attend a single middle school. • Courtesy bussing is provided for all students within the community. • All facilities are ADA compliant.	2260- March 18, 2024 5750 - March 18, 2024
Attain minority representation of students within each school, including racial and ethnic balance, within each school which approximates the district, charter or renaissance school project's overall minority racial and ethnic representation.	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 5750 – Equitable Educational Opportunity • District maintains neighborhood elementary schools. • All students attend a single middle school.	2260- March 18, 2024 5750 - March 18, 2024

School and Classroom Practices	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 5750 – Equitable Educational Opportunity • Policy & Regulation 7102 – Site Selection and Acquisition • District maintains neighborhood elementary schools. • All students attend a single middle school.	2260- March 18, 2024 5750 - March 18, 2024 7102- June 18, 2018
Ensure that students are not separated or isolated on the basis of protected categories listed at N.J.A.C. 6A:7-1.1(a) resulting in disproportionate placement within schools, courses, classes, activities and programs or extracurricular activities, except as provided under N.J.A.C. 6A:7-1.7(b), which permits a district, at its discretion, to conduct portions of classes that deal exclusively with human sexuality in separate developmentally appropriate sessions based on gender identity, provided the course content for each such separately conducted sessions is the same.	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 5750 – Equitable Educational Opportunity • Policy 8110 – Attendance Areas • District maintains neighborhood elementary schools. • All students attend a single middle school. • All K-8 classes are heterogenously grouped.	2260- March 18, 2024 5750 - March 18, 2024 8110- June 18, 2018

Ensure that students are not separated or isolated on the basis of protected categories listed at N.J.A.C. 6A:7-1.1(a) resulting in disproportionate placement within schools, courses, classes, activities and programs or extracurricular activities (Tables 9 and 10)

Table 9: Equity in Student Access

School and Classroom Practices	**Compliant (Yes or No)**	**Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision**	**Date of Board Adoption**
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 – Equity in School and Classroom Practices • Policy & Regulation 5750 – Equitable Educational Opportunity • Access to specialized programming is based on review of multiple indicators conducted by a committee. • Indicators are reviewed to ensure that students are appropriately identified based on course requirements.	2260- March 18, 2024 5750 - March 18, 2024
Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 5750 – Equitable Educational Opportunity • Data is annually reviewed by building and district teams for disportionality in each area. • I&RS and MTSS procedures are inclusive of the unique SEL and mental health supports necessary to engage students.	2260- March 18, 2024 5750 - March 18, 2024

School and Classroom Practices	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
Ensure equitable and bias-free access for all students to computers, computer classes, career and technical education programs, and technologically advanced instructional assistance, regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a).	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy 2428.2 – Career and Technical Education • Policy & Regulation 5750 – Equitable Educational Opportunity • All students participate in each aspect of the curriculum. Class rosters are heterogenously developed. • All students are provided equitable access to district provided technology. • STEM programs are provided in the K-5 and 6-8 settings and all students participate.	2260- March 18, 2024 2428.2- June 18, 2018 5750 - March 18, 2024
Ensure that all multilingual learners have equal and bias-free access to all school activities and programs.	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 2423 – Bilingual Education • Policy & Regulation 5750 – Equitable Educational Opportunity • All students participate in each aspect of the curriculum. Class rosters are heterogenously developed. • MLs are provided support with certificated ELL teacher as required by code. • ML Frameworks by grade level are approved annually by the BOE and posted to the district webpage.	2260- March 18, 2024 2423- March 18, 2024 5750 - March 18, 2024

School and Classroom Practices	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
		• ML Family Nights occur two times a year to promote home school connections and celebrate accomplishments of ML students.	
Ensure that all students with disabilities have equal and bias-free access to all school activities and programs.	Yes	• Policy & Regulation 1510 – American with Disabilities Act • Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 2460 – Special Education • Policy & Regulation 5750 – Equitable Educational Opportunity • All students participate in each aspect of the curriculum. Class rosters are heterogenously developed. LCR and inclusive rostering are priotizied. MTSS is a focus of the five year strategic plan. • Special education resources and code are available on the district's webpage.	1510- June 18, 2018 2260- March 18, 2024 2460- June 18, 2018 5750 - March 18, 2024
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 • District employs a full time data manager to manage SIS and address annual enrollment process. • All state and federal reporting is addressed by this individual.	5111- February 24, 2025

Table 10: Equity in Student Access

School and Classroom Practices	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of multilingual learners.	Yes	• Policy & Regulation 2423 – Bilingual Education • ACCESS is administered annually. Results are reported annually.	2423- March 18, 2024
Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 2460 – Special Education • Regulation 2460.1 – Special Education - Location, Identification, and Referral • Regulation 2460.15 – Special Education – In-Service Training Needs for Professional and Paraprofessional Staff • Regulation 2460.16 – Special Education - Instructional Material to Blind or Print-Disabled Students • Regulation 2460.8 – Special Education - Free and Appropriate Public Education • Regulation 2460.9 – Special Education - Transition From Early Intervention Programs to Preschool Programs • The district Director of Special Education and Supervisor of Special Education oversee building Child Study Teams who address all aspects of special education code and FAPE.	2260- March 18, 2024 2460- June 18, 2018

School and Classroom Practices	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
		• Preschool programming meets integrated requirements and expands as needed to address special education needs. Lottery systems are used to ensure appropriate levels of integration.	
Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including multilingual learners.	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 2423 – Bilingual Education • Each building is staffed with a full time school nurse. • Each elementary building is staff with a full time guidance counselor. • Each middle school grade is assigned a guidance counslor. • Mentoring and tutoring services are provided to all students who meet established criteria via high impact tutoring and Title I grants as appropriate. (Example building webpage) • Social workers and school psychologists serve on building I&RS teams.	2260- March 18, 2024 2423- March 18, 2024
Ensure that all pregnant students are permitted to remain in the regular school activities and programs. Ensure that equivalent instruction is provided to the students, if not permitted to attend school by a doctor.	Yes	• Policy 2416 – Programs for Pregnant Students • Policy 5752 – Marital Status and Pregnancy • Policy & Regulation 5750 – Equitable Educational Opportunity	2416- June 18, 2018 5752- June 18, 2018 5750 - March 18, 2024

C. 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 school district, charter or renaissance school project's guidance program provides the following (Table 11):

Table 11: Guidance Programs and Services

Guidance Programs and Services	**Compliant (Yes or No)**	**Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision**	**Date of Board Adoption**
Access to adequate and appropriate counseling services for all students, inclusive of any protected categories listed at N.J.A.C. 6A:7-1.1(a)	Yes	• Policy & Regulation 2411 – Guidance Counseling • Policy & Regulation 5750 – Equitable Educational Opportunity • All elementary school are staff with a full time guidance counselors. • Each grade at district middle school has an assigned guidance counselor. • SAC assigned to middle school full time.	2411- March 18, 2024 5750 - March 18, 2024
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 non-traditional careers.	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 2411 – Guidance Counseling • Policy 2421 – Career and Technical Education • Policy & Regulation 5750 – Equitable Educational Opportunity • All K-5 students provided opportunity to participate in elementary preengineering program.	2260- March 18, 2024 2411- March 18, 2024 2428.2- June 18, 2018 5750 - March 18, 2024

Guidance Programs and Services	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
		• All 6-8 students participate in a sequence of cycle courses that address engineering, coding, public speaking, and home ec programs.	
Guidance counselors are using bias-free materials.	Yes	• Policy & Regulation 2411 – Guidance Counseling • Policy & Regulation 5750 – Equitable Educational Opportunity • Guidance counselors are directly supervised by the Director of Special Services. • Counselors annually participate in and deliver training to staff.	2411- March 18, 2024 5750 - March 18, 2024

D. Equity in Physical Education

N.J.A.C. 6A:7-1.7 (d) and Title IX, Education Amendment of 1972

Ensure that the district, charter or renaissance school project's physical education program is co-educational, as follows (Table 12):

Table 12: Physical Education

Physical Education	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
All instructional activities are equitable and are co-educational.	Yes	• Policy 2422 – Comprehensive Health and Physical Education	2422- February 7, 2022 2260- March 18, 2024

Physical Education	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
		• Policy & Regulation 2260 – Equity in School and Classroom Practices • Policy & Regulation 5750 – Equitable Educational Opportunity • All students participate in each aspect of the curriculum. • Class rosters are heterogenously developed. • LRE and inclusive rostering are priotized	5750 - March 18, 2024

E. Equity in Athletic Programs

Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(d) and Title IX, Education Amendments of 1972

Ensure that the district, charter or renaissance school project's Athletic Program accomplishes the following (Table 13):

Table 13: Athletic Programs

Athletic Programs	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
Ensures relatively equitable numbers of varsity and sub-varsity teams for male and female students.	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices	2260- March 18, 2024

Athletic Programs	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	Date of Board Adoption
		• Equitable offerings of middle school sports and extra curricular programming. • All sports and offerings are included within the district's operating budget to ensure equitable access.	
Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • Schedules are balanced and coordinated to ensure equity between sports offerings. • The district employs a designated staff member to serve as AD and evaluate offerings annually.	2260- March 18, 2024
Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices • The district employs a designated staff member to serve as AD and evaluate offerings annually.	2260- March 18, 2024
Provides comparable facilities for male and female teams.	Yes	• Policy & Regulation 2260 – Equity in School and Classroom Practices	2260- March 18, 2024