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.

Appendix A
Affirmative Action Team Form

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
John Fritzky	Superintendent	—	
Nicole Sylvester	School Business Administrator Affirmative Action Officer	—	
Bryan Fleming	Middle School Principal	—	
Jenn Reynolds	Curriculum Supervisor	—	
Wendy Ehahalt	Teacher		

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	List name of noncompliant school(s) in the district
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 5/2024 Policy 1523 – Comprehensive Equity Plan 5/2024 Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024 Policy 5750 Equitable Educational Opportunity 5/2024 Regulation 5750 Equitable Educational Opportunity 9/2015	
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: 2260 Equity in School and Classroom Practices 5/2024 Regulation: 2260 Equity in School and Classroom Practices Complaint Procedure 5/2024 Policy: 5756 Transgender Students 3/2019 Policy 1140 – Educational Equity Policies/Affirmative Action 5/2024 Policy 1523 – Comprehensive Equity Plan 5/2024	
Provide equitable treatment for pregnant and married students	Yes	Policy 5752: Marital Status and Pregnancy 9/2015 Policy 2416 – Programs for Pregnant Students 9/2015	

Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010, c122).	Yes	Policy 1523 – Comprehensive Equity Plan 5/2024 Policy 5512 – Harassment, Intimidation, or Bullying 2/2025 Policy 5541 - Anti-Hazing 3/2022 Policy & Regulation 5751 – Sexual Harassment of Students 11/2021 Policy & Regulation 8461 – Reporting Violence, Vandalism, Harassment, Intimidation, Bullying, Alcohol, Other Drug Offenses 3/2019	

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**	**List name of noncompliant school(s) in the district**
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 5/2024 Policy & Regulation 1510 – Americans With Disabilities Act 5/2017 Policy & Regulation 2418 – Section 504 of the Rehabilitation Act of 1973 – Students 5/2017 Annual Board Reorganizing Meeting Agenda: appointing Affirmative Action Officers	
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 5/2024 Policy 1523 – Comprehensive Equity Plan 5/2024 Vector Solutions: Staff online training/ Diversity, Equity and Inclusion (DEI) Practices: Staff-to-Student	

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	List name of noncompliant school(s) in the district
		Fall Staff In-service days: Building Admin Review of Policies	
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, 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.	Yes	Policy 1140 – Educational Equity Policies/Affirmative Action 5/2024 Policy 1523 – Comprehensive Equity Plan 5/2024 Prior year's Statement of Assurances/Submission of Comprehensive Equity Plan QSAC: Operations Indicator 17	
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 program data; and stakeholder satisfaction data. Identify any school-level underperforming student groups on Annual Yearly Progress Target reports for State assessments.	Yes	Policy 1140 – Educational Equity Policies/Affirmative Action 5/2024 Policy & Regulation 2423 – Bilingual Education 5/2024 Policy 2610 – Educational Program Evaluation 3/2019 Policy & Regulation 2622 – Student Assessment 3/2022 National Assessment of Educational Progress and State Assessment Results Principal's Tri-annual Reports to the Board of Education Student Information System reports related to class ethnicity breakdown by buildings, including breakdown of IEP students, attendance, and discipline.	

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	List name of noncompliant school(s) in the district
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 5/2024 Policy 1523 – Comprehensive Equity Plan 5/2024 Policy 5512 – Harassment, Intimidation, or Bullying 2/2025 Annual Notification: Via Parent Square District Website: HIB Info tab – Affirmative Action contact information pg.	
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, or renaissance school projects equity responsibilities.	Yes	Policy 1140: Educational Equity Policies/Affirmative Action: revised 5/2024 NJPSA-FEAL Legal One: Affirmative Action Officer Certificate Program completed 4/2/25	
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 5/2024 Policy & Regulation 1510 – Americans with Disabilities Act 5/2017 Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024 District Website: HIB Info tab – Affirmative Action contact information pg.	
Investigate and resolve discrimination complaints, grievances and incidents between students and	Yes	Policy 1140 – Educational Equity Policies/Affirmative Action 5/2024	

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	List name of noncompliant school(s) in the district
staff or among students, based on the protected categories listed at N.J.A.C. 6A:7-1.1(a).		Policy & Regulation 1510 – Americans with Disabilities Act 5/2017 Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024 Policy & Regulation 2418 – Section 504 of the Rehabilitation Act of 1973 – Students 5/2017 Policy 5512 – Harassment, Intimidation, or Bullying 2/2025 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 Policy & Regulation 5751 – Sexual Harassment of Students 11/2021	
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 5/2024 Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024 Policy 2415 – Every Student Succeeds Act 9/2022 Regulation 2415 – Title I Services 9/2015 Policy 2610 – Educational Program Evaluation 3/2019 Board Committee Meetings Principal's Tri-annual Reports to the Board of Education National Assessment of Educational Progress and State Assessment Results	

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	List name of noncompliant school(s) in the district
		NJ DOE: NJ School Performance Report	
Authorize the AAO to conduct yearly equity training for all staff.	Yes	Policy 1140: Educational Equity Policies/Affirmative Action: revised 5/2024 Vector Solutions: Staff online training/ Diversity, Equity and Inclusion (DEI) Practices: Staff-to-Student Fall Staff In-service days: Building Admin Review of Policies	
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.		(For County Vocational School Districts Only)	

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**	**List name of noncompliant school(s) in the district**
All certificated (administrative and professional) staff.	Yes	Policy 1140 – Educational Equity Policies/Affirmative Action 5/2024 Policy 1523 – Comprehensive Equity Plan 5/2024 Policy & Regulation 3240 – Professional Development for Teachers and School Leaders 8/2017 MTSD: Opening Day PD programing for all staff Vector Training: Online Mandatory Training Notification to school community on district polices, practices, and district contacts.	
All non-certificated (non-professional) staff	Yes	Policy 1140 – Educational Equity Policies/Affirmative Action 5/2024 Policy 4240 – Employee Training 9/2015 MTSD: Opening Day PD programing for all staff Vector Training: Online Mandatory Training Notification to school community on district polices, practices, and district contacts.	

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	List name of noncompliant school(s) in the district

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**	**List name of noncompliant school(s) in the district**
School climate and culture, safe and positive learning environment.	Yes	Policy 1140 – Educational Equity Policies/Affirmative Action 5/2024 Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024 Policy 5512 – Harassment, Intimidation, or Bullying 2/2025 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 School SEL and Climate surveys completed Programs and Trainings (SSDS evidence) MS: Advisory Program Student survey completed in March of 2025 Zones of Regulation	

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	List name of noncompliant school(s) in the district
Courses of study, including Physical Education	Yes	Policy & Regulation 2200 – Curriculum Content 5/2024 Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024 Policy 2422 – Comprehensive Health and Physical Education 10/2021 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 District Curriculum Review and Standards Updates QSAC 2024-2025 Instruction and Program Review	
Library materials/Instructional materials and strategies	Yes	Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024 Policy & Regulation 2520 – Instructional Supplies 9/2015 & /2023 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 Materials Adoption Review Process District Curriculum Review and Standards Updates	
Technology/software and audio-visual materials	Yes	Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024	

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	List name of noncompliant school(s) in the district
		Policy & Regulation 5750 – Equitable Educational Opportunity Policy 5/2024 & 9/2015 Policy 2360: Use of Technology 9/2015 Materials Adoption Review Process District Curriculum Review and Standards Updates QSAC 2024-2025 Instruction and Program Review	
Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, and grievance procedures.	Yes	Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024 Policy & Regulation 2411 – Guidance Counseling 5/2024 & 12/2016 Policy 5512 – Harassment, Intimidation, Bullying 2/2025 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 Student Safety Data System Submission Review School Safety Team Meetings – twice a year	
Extra-curricular activities and programs	Yes	Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015	

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	List name of noncompliant school(s) in the district
Tests and other assessments	Yes	Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024 Policy 2428.1 – Standards-Based Instructional Priorities 9/2015 Policy & Regulation 2622 – Student Assessment 3/2022 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015	
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 5/2024 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015	

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	List name of noncompliant school(s) in the district
Include a multicultural curriculum in the instructional content and practices across the curriculum.	Yes	Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 PTA – Various School Assemblies	

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	List name of noncompliant school(s) in the district
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 Practice 5/2024 Policy 2422 – Comprehensive Health and Physical Education 10/2021 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Holocaust Law: N.J.S.A. QSAC 2024-2025 Review: I&P Overall Score no recommendations, standards meet.	
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 5/2024 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 Sample documentation for curriculum reviews: 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. QSAC 2024-2025 Review: I&P Overall Score no recommendations, standards meet.	

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	List name of noncompliant school(s) in the district
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 10/2024 & 5/2024 Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015	

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	List name of noncompliant school(s) in the district
Ensure equal and barrier-free access to all school and classroom facilities.	Yes	Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 Annual Facilities Checklist	

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	List name of noncompliant school(s) in the district
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 5/2024 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015	
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 5/2024 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 Policy & Regulation 7102 – Site Selection and Acquisition 9/2017	
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 5/2024 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 Student Information System review of course breakdown by ethnicity report	

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**	**List name of noncompliant school(s) in the district**
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 5/2024 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 Student Information System review of course breakdown by gender	
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 5/2024 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 Student Information System review of disciple categories by ethnicity	
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 5/2024 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 Student Information System review of course breakdown by gender and ethnicity	
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 5/2024	

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	List name of noncompliant school(s) in the district
		Policy & Regulation 2423 – Bilingual Education 5/2024 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015	
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 5/2017 Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024 Policy & Regulation 2460 – Special Education 5/2017 & 9/2015 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 Board Motions that support students with disabilities and their participation in activities and programs – play, chorus, after school activities, and track	
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 3/2025 & 11/2023	

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	List name of noncompliant school(s) in the district
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 5/2024 Review of LIEP Plan	
Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024 Policy & Regulation 2460 – Special Education 5/2017 & 9/2015 Regulation 2460.1 – Special Education - Location, Identification, and Referral 3/2017 Regulation 2460.15 – Special Education – In-Service Training Needs for Professional and Paraprofessional Staff 3/2017 Regulation 2460.16 – Special Education - Instructional Material to Blind or Print-Disabled Students 9/2015 Regulation 2460.8 – Special Education - Free and Appropriate Public Education 3/2019 Regulation 2460.9 – Special Education - Transition From Early Intervention Programs to Preschool Programs 3/2017	
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 5/2024 Policy & Regulation 2423 – Bilingual Education 5/2024	
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 9/2015 Policy 5752 – Marital Status and Pregnancy 9/2015	

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	List name of noncompliant school(s) in the district
		Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015	

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**	**List name of noncompliant school(s) in the district**
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 5/2024 & 9/2016 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 Board and District support of hiring tow school counselors in each building	
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 5/2024 Policy & Regulation 2411 – Guidance Counseling 5/2024 & 9/2016 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015	
Guidance counselors are using bias-free materials.		Policy & Regulation 2411 – Guidance Counseling 5/20024 & 9/2016 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 Materials Adoption Process Review of SEL and Guidance Curriculum	

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**	**List name of noncompliant school(s) in the district**
All instructional activities are equitable and are co-educational.	Yes	Policy 2422 – Comprehensive Health and Physical Education 10/2021 Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024 Policy & Regulation 5750 – Equitable Educational Opportunity 5/2024 & 9/2015 Review of PE/Health Curriculums	

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**	**List name of noncompliant school(s) in the district**
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 5/2024 & 12/2014	

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	List name of noncompliant school(s) in the district
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 5/2024 & 12/2014	
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 5/2024 & 12/2014	
Provides comparable facilities for male and female teams.	Yes	Policy & Regulation 2260 – Equity in School and Classroom Practices 5/2024 & 12/2014	

Appendix C

Comprehensive Equity Plan Corrective Actions

Improvement Strategies, SMART* Goals, and Targets

*Specific, Measurable, Achievable, Reasonable, Time-Bound (S.M.A.R.T)

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 2025-2026 through 2027-2028, to ensure that the Board of Education or Board of Trustees follows through with its responsibilities, including adoption or re-adoption of written educational 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. Add rows as needed.

Table 14: Correction Action, Board Responsibilities

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion

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 2025-2026 through 2027-2028 to provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a).

Table 15: Corrective Actions, Staff Development and Training

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion

III. School and Classroom Practices

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 2025-2026 through 2027-2028 for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students. Add rows as needed

Table 16: Corrective Actions, School and Classroom Practices: Equity in Curriculum

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion

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 2025-2026 through 2027-2028 to provide equal and bias-free access for all students to all school facilities, courses, activities, programs and services, regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a). Add rows as needed.

Table 17: Corrective Actions, School and Classroom Practices: Equity in Student Access

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion

Equity in Guidance Program Services

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 2025-2026 through 2027-2028 to provide equitable treatment, adequate and appropriate counseling services for all students that shall not restrict or limit the options presented on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a), and to ensure exposure and counseling services focused on careers in the science and technology industries, non-traditional career options and post-secondary opportunities that shall not restrict or limit the options presented to all students on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a). Additionally, guidance counselors are using bias-free materials. Add rows as needed.

Table 18: Corrective Actions, School and Classroom Practices: Equity in Guidance Program Services

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion

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 2025-2026 through 2027-2028 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 the protected categories listed at N.J.A.C. 6A:7-1.1(a). Add rows as needed.

Table 19: Corrective Actions, School and Classroom Practices: Equity in Physical Education and Athletic Programs

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion

Appendix D

Yearly Statements of Assurance

2025-2026

2026-2027

2027-2028

Comprehensive Equity Plan Statement of Assurance

(to be Submitted with the Three-Year CEP)

School District, Charter School or Renaissance School Project Information School Year 2025-2026

Name of County: Sussex

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

Address: 707 Limecrest Road, Newton, NJ 07860

Affirmative Action Office (AAO): Nicole Sylvester Telephone #: 973-315-5254

AAO Email: nsylvester@andoverregional.org

Alternate Contact Person: Nicole Sylvester Telephone #: 973-315-5254

Title: School Business Nicole Sylvester - Administrator/Board Secretary

Email: nsylvester@andoverregional.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 within 60 days of certification of completion by the Executive County Superintendent.

3. The school district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

Certification

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

Name and Title: John Fritzky, Superintendent of Schools

Signature:

Date: 6/12/25

Comprehensive Equity Plan Statement of Assurance, Year 2

School District, Charter School or Renaissance School Project Information School Year 2026-2027

Name of County: Sussex

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

Address:

Affirmative Action Office (AAO): Telephone #:

AAO Email: nsylvester@andovoverregional.org

Alternate Contact Person: Telephone #:

Title: Superintendent

Email: jfritzky@andoverregional.org

1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2025-2026 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 its Board-approved Comprehensive Equity Plan.

3. The district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes, and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

Certification

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

Name and Title:

Signature:

Date:

Comprehensive Equity Plan Statement of Assurance, Year Three

School District, Charter School or Renaissance School Project Information School Year 2027-2028

Name of County:

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

Address:

Affirmative Action Office (AAO): Telephone #:

AAO Email:

Alternate Contact Person: Telephone #:

Title:

Email:

1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2026-2027 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 its Board-approved Comprehensive Equity Plan.

3. The district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes, and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

Certification

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

Name and Title:

Signature:

Date: