



**Scotch Plains-Fanwood
Comprehensive Equity Plan
2025-2026 through 2027-2028**

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: **Scotch Plains-Fanwood Public Schools**

Table 1: Affirmative Action Team Members

Name	Title	Grade Level (If applicable)
Robert McGarry	Affirmative Action Officer	P-12
Kelli Dunston	Parent	N/A
Lisa Howard	Supervisor of World Languages/ESL	P-12
Ryan Miller	Assistant Principal for Athletics	P-12
Andrea Tomesko	Supervisor of Special Education	5-12
Adina Williamson	Community Member	N/A

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

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	Affirmative Action Program, Policy 1140 (4/25/2024) Comprehensive Equity Plan, Policy 1523 (4/25/2024) Equity in School and Classroom Practices, Policy & Regulation 2260 (4/25/2024) Equal Educational Opportunity, Policy & Regulation 5750 (4/02/2024)	N/A
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	Affirmative Action Program, Policy 1140 (4/25/2024) Comprehensive Equity Plan, Policy 1523 (4/25/2024) Equal Educational Opportunity, Policy & Regulation 5750 (4/02/2024)	N/A
Provide equitable treatment for pregnant and married students	Yes	Programs for Pregnant Pupils, Policy 2416 (6/28/2012) Marital Status and Pregnancy, Policy 5752 (6/28/2012)	N/A
Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010, c122).	Yes	Comprehensive Equity Plan, Policy 1523 (4/25/2024) Harassment, Intimidation, and Bullying, Policy & Regulation 5512 (2/20/2025) Sexual Harassment, Policy & Regulation 5751 (11/11/2021)	N/A

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	Affirmative Action Program , Policy 1140 (4/25/2024)	N/A
Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	Yes	Affirmative Action Program , Policy 1140 (4/25/2024)	N/A
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	Yes	Affirmative Action Program , Policy 1140 (4/25/2024)	N/A

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
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 program data; and stakeholder satisfaction data. Identify any school-level underperforming student groups on Annual Yearly	Yes	Affirmative Action Program , Policy 1140 (4/25/2024) Academic Standards, Academic Assessments, and Accountability , Policy 2415.01 (06/28/2012) Bilingual and ESL Education , Policy & Regulation 2423 (04/25/2024) Educational Program Evaluation , Policy 2610 (04/25/2019) Student Assessment , Policy 2622 (05/19/2022) State Assessment Results 2023-2024 (NJGPA, NJSLA, DLM) Limited English Proficiency Data 2023-2024 (ACCESS for ELLs) School Performance Reports 2023-2024 AP Enrollment Demographics by Race/Ethnicity 2024-2025 Special Education Demographics 2024-2025	N/A

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
Progress Target reports for State assessments.		Monthly Suspension and Detention Reports: ○ September 2024 Suspension/Sat. Detention Report ○ October 2024 Suspension/Sat. Detention Report ○ November 2024 Suspension/Sat. Detention Report ○ April 2025 Suspension/Sat. Detention Report ○ December 2024 Suspension/Sat. Detention Report ○ January 2025 Suspension/Sat. Detention Report ○ February 2025 Suspension/Sat. Detention Report ○ March 2025 Suspension/Sat. Detention Report ○ April 2025 Suspension/Sat. Detention Report	

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	Yes	Affirmative Action Program, Policy 1140 (4/25/2024)	N/A

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
equity in educational activities and programs.			
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	Affirmative Action Program , Policy 1140 (4/25/2024)	N/A
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	Affirmative Action Program , Policy 1140 (4/25/2024)	N/A
Investigate and resolve discrimination complaints, grievances and incidents between students and staff or among	Yes	Affirmative Action Program , Policy 1140 (4/25/2024)	N/A

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
students, based on the protected categories listed at N.J.A.C. 6A:7-1.1(a).			
Report on progress made in meeting the adequate yearly targets (as set by the NJDOE) for closing the achievement gap.	Yes	Rights of Persons With Handicaps or Disabilities/ Policy on Non-Discrimination , Policy & Regulation 1510 (8/30/2018) Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024) State Assessment Results 2023-2024 (NJGPA, NJSLA, DLM) Limited English Proficiency Data 2023-2024 (ACCESS for ELLs) School Performance Reports 2023-2024	N/A
Authorize the AAO to conduct yearly equity training for all staff.	Yes	Affirmative Action Program , Policy 1140 (4/25/2024) Global Compliance Network Training Completion 2024-2025 • Discrimination • Diversity for Supervisors	N/A

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
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.	N/A	Not Applicable	N/A

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	Affirmative Action Program , Policy 1140 (4/25/2024)	N/A
All non-certificated (non-professional) staff	Yes	Affirmative Action Program , Policy 1140 (4/25/2024)	N/A

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	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024)	N/A
Courses of study, including Physical Education	Yes	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024) Comprehensive Health and Physical Education , Policy 2422 (10/19/2023)	N/A
Library materials/Instructional materials and strategies	Yes	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024)	N/A

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
Technology/software and audio-visual materials	Yes	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024)	N/A
Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, and grievance procedures.	Yes	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024) Guidance Counseling , Policy & Regulation 2411 (04/25/2024) Harassment, Intimidation, and Bullying , Policy & Regulation 5512 (2/20/2025)	N/A
Extra-curricular activities and programs	Yes	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024)	N/A
Tests and other assessments	Yes	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024) Affirmative Action Program , Policy 1140 (4/25/2024)	N/A
Reduction and/or prevention of under representation of minority, female and male students in all classes, activities and programs.	No	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024) Affirmative Action Program , Policy 1140 (4/25/2024) State Assessment Results 2023-2024 (NJGPA, NJSLA, DLM)	District

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
		Limited English Proficiency Data 2023-2024 (ACCESS for ELLs) School Performance Reports 2023-2024 AP Enrollment Demographics by Race/Ethnicity 2024-2025 Special Education Demographics 2024-2025	

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	Equity in School and Classroom Practices, Policy & Regulation 2260 (4/25/2024) Affirmative Action Program, Policy 1140 (4/25/2024) SPF Comprehensive Equity Plan Needs Assessment Survey 2025 Curriculum Guides/Proficiencies	N/A

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	Equity in School and Classroom Practices, Policy & Regulation 2260 (4/25/2024) Affirmative Action Program, Policy 1140 (4/25/2024) SPF Comprehensive Equity Plan Needs Assessment Survey 2025 Curriculum Guides/Proficiencies	N/A
Ensure the Commission on Holocaust Education curriculum for elementary and secondary school students, as developmentally appropriate. (N.J.S.A. 18A:35-28)	Yes	Equity in School and Classroom Practices, Policy & Regulation 2260 (4/25/2024) Affirmative Action Program, Policy 1140 (4/25/2024) SPF Comprehensive Equity Plan Needs Assessment Survey 2025 Curriculum Guides/Proficiencies	N/A
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	Yes	Equity in School and Classroom Practices, Policy & Regulation 2260 (4/25/2024) Affirmative Action Program, Policy 1140 (4/25/2024)	N/A

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
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).		SPF Comprehensive Equity Plan Needs Assessment Survey 2025 Curriculum Guides/Proficiencies	

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	Equity in School and Classroom Practices, Policy & Regulation 2260 (4/25/2024)	N/A

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
		Equal Educational Opportunity , Policy & Regulation 5750 (4/02/2024) SPF Comprehensive Equity Plan Needs Assessment Survey 2025	
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	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024) SPF Comprehensive Equity Plan Needs Assessment Survey 2025	N/A
Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024)	N/A
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	Yes	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024) SPF Comprehensive Equity Plan Needs Assessment Survey 2025	N/A

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
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.			

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.	No	Equity in School and Classroom Practices, Policy & Regulation 2260 (4/25/2024) AP Enrollment Demographics by Race/Ethnicity 24-25 SPF Comprehensive Equity Plan Needs Assessment Survey 2025	High School
Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	No	Equity in School and Classroom Practices, Policy & Regulation 2260 (4/25/2024) Monthly Suspension and Detention Reports: ○ September 2024 Suspension/Sat. Detention Report ○ October 2024 Suspension/Sat. Detention Report ○ November 2024 Suspension/Sat. Detention Report ○ April 2025 Suspension/Sat. Detention Report	District

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
		○ December 2024 Suspension/Sat. Detention Report ○ January 2025 Suspension/Sat. Detention Report ○ February 2025 Suspension/Sat. Detention Report ○ March 2025 Suspension/Sat. Detention Report ○ April 2025 Suspension/Sat. Detention Report SPF Comprehensive Equity Plan Needs Assessment Survey 2025	
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	Equity in School and Classroom Practices, Policy & Regulation 2260 (4/25/2024) SPF Comprehensive Equity Plan Needs Assessment Survey 2025	N/A
Ensure that all multilingual learners have equal and bias-free access to all school activities and programs.	Yes	Equity in School and Classroom Practices, Policy & Regulation 2260 (4/25/2024) SPF Comprehensive Equity Plan Needs Assessment Survey 2025	N/A

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 all students with disabilities have equal and bias-free access to all school activities and programs.	Yes	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024) SPF Comprehensive Equity Plan Needs Assessment Survey 2025	N/A
Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Yes	Eligibility of Resident/Nonresident Pupils , Policy & Regulation 5111 (2/20/2025)	N/A

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	Bilingual and ESL Education , Policy & Regulation 2423 (4/25/2024)	N/A
Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024)	N/A

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
		Special Education, Policy 2460 (4/27/2017) Special Education - Location, Identification, and Referral, Regulation 2460.1 (04/27/2017) Special Education - Free and Appropriate Public Education, Regulation 2460.8 (4/25/2019) Special Education - Transition From Early Intervention Programs to Preschool Programs, Regulation 2460.9 (04/27/2017) Special Education - Instructional Material to Blind or Print-Disabled Pupils, Regulation 2460.16 (4/27/2017) SPF Comprehensive Equity Plan Needs Assessment Survey 2025	
Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including multilingual learners.	Yes	Equity in School and Classroom Practices, Policy & Regulation 2260 (4/25/2024) Bilingual and ESL Education, Policy & Regulation 2423 (4/25/2024) SPF Comprehensive Equity Plan Needs Assessment Survey 2025	N/A

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 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	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024) Programs for Pregnant Pupils , Policy 2416 (06/28/2012) Marital Status and Pregnancy , Policy 5752 (8/29/2012) SPF Comprehensive Equity Plan Needs Assessment Survey 2025	N/A

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	Guidance Counseling , Policy & Regulation 2411 (4/25/2024) Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024)	N/A

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
		SPF Comprehensive Equity Plan Needs Assessment Survey 2025	
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	Guidance Counseling , Policy & Regulation 2411 (4/25/2024) Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024) SPF Comprehensive Equity Plan Needs Assessment Survey 2025	N/A
Guidance counselors are using bias-free materials.	Yes	Guidance Counseling , Policy & Regulation 2411 (4/25/2024) Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024) SPF Comprehensive Equity Plan Needs Assessment Survey 2025	N/A

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	Equity in School and Classroom Practices, Policy & Regulation 2260 (4/25/2024) SPF Comprehensive Equity Plan Needs Assessment Survey 2025	N/A

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	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024) SPF Comprehensive Equity Plan Needs Assessment Survey 2025	N/A
Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Yes	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024) SPF Comprehensive Equity Plan Needs Assessment Survey 2025	N/A
Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Yes	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024) SPF Comprehensive Equity Plan Needs Assessment Survey 2025	N/A
Provides comparable facilities for male and female teams.	Yes	Equity in School and Classroom Practices , Policy & Regulation 2260 (4/25/2024)	N/A

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
		SPF Comprehensive Equity Plan Needs Assessment Survey 2025	

Comprehensive Equity Plan Corrective Actions

School District, Charter School or Renaissance School Project Name: Scotch Plains-Fanwood Public Schools

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
Reduction and/or prevention of under representation of minority, female and male students in all classes, activities and programs.	Strategies: Develop and implement targeted instructional interventions and support programs for identified subgroups (Students with Disabilities, Economically Disadvantaged Students, Multilingual Learners, Black or African American students, Hispanic or Latino	Affirmative Action Officer/Team, Curriculum Supervisors, Director of Special Services, Building Principals, Teachers, Multilingual Learner specialists (ESL teachers), Child Study Team members.	Ongoing development and refinement of interventions and professional development throughout the 2025-2028 school years. Data analysis conducted annually after state assessments.	NJSLA and NJGPA assessment data reports disaggregated by student subgroup showing progress towards proficiency/readiness targets. Documentation of implemented intervention programs and professional development activities. Curriculum documents showing alignment

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion
	students) in ELA and Mathematics. ● Provide professional development to teachers on differentiated instruction, scaffolding for Multilingual Learners, and strategies for supporting students with disabilities in the general education setting. ● Utilize disaggregated assessment data (NJSLA, NJGPA, local assessments) to inform instructional planning and resource allocation at the school and classroom levels. SMART Goals: 1. By the end of the 2027-2028 school year, increase the percentage of Economically Disadvantaged Students meeting or exceeding			with strategies for supporting diverse learners.

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion
	expectations on NJSLA ELA by 10 percentage points from the 2023-2024 rate (41.6%). 2. By the end of the 2027-2028 school year, increase the percentage of Students with Disabilities meeting or exceeding expectations on NJSLA Mathematics by 8 percentage points from the 2023-2024 rate (22.2%). 3. By the end of the 2027-2028 school year, increase the NJGPA Mathematics Graduation Ready rate for Hispanic or Latino students from 71.6% (Class of 2025) to 78% or higher. 4. By the end of the 2027-2028 school year, increase the NJGPA Mathematics Graduation Ready rate for achieving Graduation Ready status on the NJGPA-Math			

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion
	assessment from 51.4% (2023-24 data) to 70%.			

School District, Charter School or Renaissance School Project Name: Scotch Plains-Fanwood Public Schools

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
Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Strategies: • Implement targeted training for staff on culturally responsive classroom management and alternatives to exclusionary discipline, particularly focusing on implicit bias and de-escalation techniques. • Review and revise the student code of conduct and disciplinary procedures to ensure equitable application	Affirmative Action Officer/Team, School Administrators (Principals, Assistant Principals), Director of Special Services, School Counselors, Teachers	Implement training for all staff by the start of the 2025-2026 school year (initial focus) and continue ongoing professional development annually. Code of conduct review by end of 2025-2026 school year. Program implementation/expansion ongoing 2025-2028.	Updated professional development logs showing staff training attendance and topics. Revised student handbook/code of conduct. Suspension and Saturday detention data reports disaggregated by race/ethnicity, gender, and disability status showing decreased disproportionality. Documentation of restorative

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion
	across all student groups. Analyze incident data by location and staff member to identify specific areas for support or intervention. Enhance restorative justice practices or conflict resolution programs at all school levels. SMART Goals: By the end of the 2026-2027 school year, reduce the percentage of Black or African American students receiving out-of-school suspensions by 2 percentage points from the 2023-2024 rate (8%) to 6% or below. By the end of the 2027-2028 school year, reduce the percentage of Students with Disabilities receiving any suspension by 1			justice or conflict resolution program activities.

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion
	percentage point from the 2023-2024 rate (4%) to 3% or below. By the end of the 2027-2028 school year, decrease the proportionality gap in Saturday detentions between male and female students compared to their enrollment percentages.			
Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications. Utilize bias-free measures for	Strategies: ● Review and analyze special education referral and classification data disaggregated by race/ethnicity and gender to identify potential areas of disproportionality. ● Provide professional development to Child Study Team members and	Affirmative Action Officer/Team, Director of Special Services, Child Study Team members (School Psychologists, Social Workers, LDTCs), Building Administrators.	Annual data analysis of classification rates. Implement professional development by the start of the 2025-2026 school year and ongoing. Enhance I&RS procedures throughout 2025-2028.	Annual special education classification data reports disaggregated by race/ethnicity and gender showing reduced disproportionality. Documentation of professional development for CST and staff on bias-free assessment and evaluation.

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion
determining the special needs of students with disabilities.	school staff on culturally responsive evaluation practices and bias-free assessment measures. ● Enhance pre-referral intervention services (Intervention and Referral Services - I&RS) to ensure students' needs are addressed in the general education setting before special education referral is considered. SMART Goals: 1. By the end of the 2027-2028 school year, decrease the percentage of Black or African American male students classified for special education by 5 percentage points from the current			Updated I&RS logs and documentation.

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion
	rate (32.51%) to 27.51% or below. 2. By the end of the 2027-2028 school year, decrease the proportionality index for special education classification for Black or African American students closer to 1.0 (indicating representation in special education proportional to their representation in the overall student population).			
Ensure that minority and female students are not under-represented in gifted and talented or	Strategy: Implement initiatives to identify and encourage eligible Black, Hispanic, and Students with	Affirmative Action Officer/Team, School Counselors, Building Administrators (High School),	Ongoing identification and counseling efforts throughout the 2025-2028 school years.	AP enrollment data disaggregated by race/ethnicity showing increased participation of target subgroups.

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion
accelerated/advanced courses, including math and science.	Disabilities to enroll in AP courses. This could include early identification, targeted counseling, and communicating the benefits of advanced coursework to students and families. ● Review enrollment criteria and prerequisites for advanced courses to ensure they do not create unintended barriers for underrepresented groups. ● Provide academic support structures to help students from underrepresented groups succeed in AP/IB courses. SMART Goals:	Supervisors, AP Teachers.	Review enrollment criteria by end of 2025-2026 school year. Implement support structures starting 2025-2026.	Documentation of counseling sessions and outreach efforts. Revised course catalogs or policy documents for advanced courses. Data on student performance and success rates in AP courses.

Section/sub-section from needs assessment	Improvement Strategies, SMART Goals, and Targets	Staff Responsible	Implementation Timeline	Evidence of Completion
	1. By the start of the 2027-2028 school year, increase the percentage of Black or African American 11th and 12th graders enrolled in one or more AP courses from 56.3% (2023-2024) to 65% or higher. 2. By the start of the 2027-2028 school year, increase the percentage of Students with Disabilities in grades 11 and 12 enrolled in one or more AP courses from 17.1% (2023-2024) to 25% or higher.			

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: Union

Name of School District/Charter School/Renaissance School Project: Scotch Plains-Fanwood Public Schools

Address: 512 Cedar Street, Scotch Plains, NJ 07076

Affirmative Action Office (AAO): Dr. Robert McGarry Telephone #: 908-232-6161 ext. 41201

AAO Email: rmcgarry@spfk12.org

Alternate Contact Person: Christopher Jones Telephone #: 908-232-6161 ext. 41301

Title: Business Administrator

Email:

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: Dr. Joan Mast, Superintendent

Signature:

Date: June 19, 2025

Comprehensive Equity Plan Statement of Assurance, Year 2

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

Name of County: Union

Name of School District/Charter School/Renaissance School Project: Scotch Plains-Fanwood Public Schools

Address: 512 Cedar Street, Scotch Plains, NJ 07076

Affirmative Action Office (AAO): Dr. Robert McGarry Telephone #: 908-232-6161 ext. 41201

AAO Email: rmcgarry@spfk12.org

Alternate Contact Person: Christopher Jones Telephone #: 908-232-6161 ext. 41301

Title: Business Administrator

Email:

4. 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.
5. 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.

6. 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: Dr. Joan Mast, Superintendent

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: Union

Name of School District/Charter School/Renaissance School Project: Scotch Plains-Fanwood Public Schools

Address: 512 Cedar Street, Scotch Plains, NJ 07076

Affirmative Action Office (AAO): Dr. Robert McGarry Telephone #: 908-232-6161 ext. 41201

AAO Email: rmcgarry@spfk12.org

Alternate Contact Person: Christopher Jones Telephone #: 908-232-6161 ext. 41301

Title: Business Administrator

Email:

7. 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.
8. 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.
9. 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: Dr. Joan Mast, Superintendent

Signature:

Date: