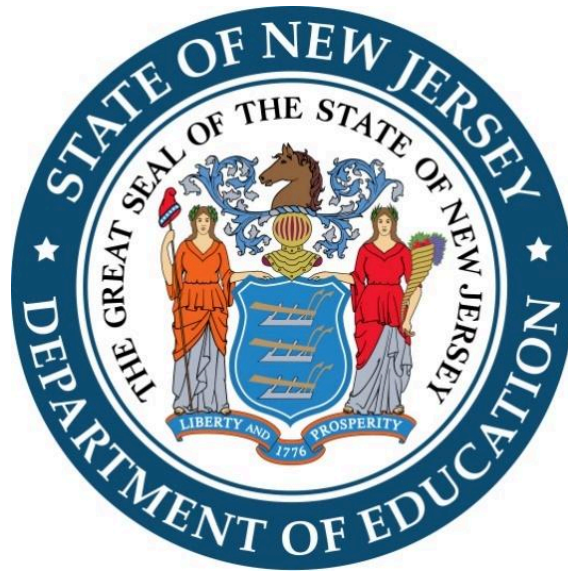


**New Jersey State Department of Education
Division of Field Services**



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
Bonnie Smeltzer	Affirmative Action Officer, Principal		
Shamus Burke	Director of Curriculum and Instruction		
Cheryl Kane	Administrative Assistant		
Debbie Roncace	Business Administrator		
Dawn Bentley	Administrative Assistant		
Sandra Allen	Superintendent		

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	<ul style="list-style-type: none"> ● Policy 1140 – Affirmative Action Program (April 2019) ● Policy 1523 – Comprehensive Equity Plan (April 2019) ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy & Regulation 5750 – Equal Educational Opportunity (May 2019) ● Policy 5755 – Equity in Educational Programs and Services (May 2019) 	
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	<ul style="list-style-type: none"> ● Policy 1140 – Affirmative Action Program (April 2019) ● Policy 1523 – Comprehensive Equity Plan (April 2019) ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy & Regulation 5750 – Equal Educational Opportunity (May 2019) ● Policy 5755 – Equity in Educational Programs and Services (May 2019) 	
Provide equitable treatment for pregnant and married students	Yes	<ul style="list-style-type: none"> ● Policy 2416 – Programs for Pregnant Students (November 2015) ● Policy 5752 – Marital Status and Pregnancy (November 2015) 	
Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010, c122).	Yes	<ul style="list-style-type: none"> ● Policy 1523 – Comprehensive Equity Plan (April 2019) ● Policy 5512 – Harassment, Intimidation, and Bullying (March 2023) ● Policy & Regulation 5751 – Sexual Harassment (November 2021) ● Elementary & High School Discipline codes (2024) ● All school counselors received HIB training Summer 2024 	

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	<ul style="list-style-type: none"> ● Policy 1140 – Affirmative Action Program (April 2019) ● Bonnie Smeltzer appointed as Affirmative Action Officer at the 5/14/25 BOE Meeting ● Dan Howey approved as Section 504 Coordinator at the 5/14/25 BOE Meeting ● Chris Baker appointed as the Title IX Coordinator at the 5/14/25 BOE Meeting 	
Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	Yes	<ul style="list-style-type: none"> ● Policy 1140 – Affirmative Action Program (April 2019) ● Resources available on the Audubon School District staff website ● District in-services ● Leadership team meetings ● Mandated training videos assigned to all staff and administrators for the 2025-2026 school year to be completed by 10/31/2025: this video series to be permanently included in mandated training requirements in 2025-2026, 2026-2027, 2027-2028 ● PL opportunity: Equity discussion in-service (8/29/2024) ● All school counselors received HIB training Summer 2024 ● Equity Toolkit 	
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	Yes	<ul style="list-style-type: none"> ● Policy 1140 – Affirmative Action Program (April 2019) ● Policy 1523 – Comprehensive Equity Plan (April 2019) ● Affirmative Action Team approved 7/16/25: Bonnie Smeltzer, Shamus Burke, Dawn Bentley, Debbie Roncace, Cheryl Kane, Sandra Allen ● Needs Assessment Developed in June 2025 ● CEP approved at the 7/16/2025 BOE meeting 	

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
<p>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.</p>			
<p>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</p>	<p>Yes</p>	<ul style="list-style-type: none"> ● Policy 1140 – Affirmative Action Program (April 2019) ● Policy & Regulation 2423 – Bilingual and ESL Education (March 2023) ● Policy 2610 – Educational Program Evaluation (April 2019) ● Policy 2622 – Student Assessment (April 2022) ● Policy 2415.01- Academic Standards, Academic Assessments, and Accountability (November 2015) ● Adoption of LinkIt! to help analyze data. ● NJSLA score presentation to BOE on 10/9/2024 ● Records and Data in Curriculum and CST Offices 	

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.			

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	<ul style="list-style-type: none"> ● Policy 1140 – Affirmative Action Program (April 2019) ● Policy 5512 – Harassment, Intimidation, & Bullying (March 2023) ● HIB Policy, Regulation and District Grade available on the district website ● Presentation by District Anti-Bullying Coordinator, Frank Corley: 8/29/2024 ● Presentation by District Affirmative Action Officer, Bonnie Smeltzer: 8/29/2024 ● Monthly HIB reports to the BOE ● Notices in all District Offices and on website ● All school counselors received HIB training Summer 2024 	
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	Yes	<ul style="list-style-type: none"> ● Policy 1140 – Affirmative Action Program (April 2019) ● Affirmative Action Packet ● Affirmative Action Officer Certificate Program attendance BOE approved 9/13/2017. Completed by Bonnie Smeltzer 10/10/2017, 3/3/2018, 8/23/2018 	

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 equity responsibilities.			
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	<ul style="list-style-type: none"> ● Policy 1140 – Affirmative Action Program (April 2019) ● Policy & Regulation 1510 – Americans with Disabilities Act (May 2019) ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Links available on District Website ● Dedicated District Webpage 	
Investigate and resolve discrimination complaints, grievances and incidents between students and staff or among students, based on the protected categories listed at N.J.A.C. 6A:7-1.1(a).	Yes	<ul style="list-style-type: none"> ● Policy 1140 – Affirmative Action Program (April 2019) ● Policy & Regulation 1510 – Americans with Disabilities Act (May 2019) ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy & Regulation 5750 – Equal Educational Opportunity (May 2019) ● Discipline referrals ● Affirmative Action forms ● Affirmative Action reports ● HIB reports ● All school counselors received HIB training Summer 2024 	
Report on progress made in meeting the adequate yearly	Yes	<ul style="list-style-type: none"> ● Policy 1140 – Affirmative Action Program (April 2019) ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) 	

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
targets (as set by the NJDOE) for closing the achievement gap.		<ul style="list-style-type: none"> ● Policy 2415.01- Academic Standards, Academic Assessments, and Accountability (November 2015) ● Annual testing report 	
Authorize the AAO to conduct yearly equity training for all staff.	Yes	<ul style="list-style-type: none"> ● Policy 1140 – Affirmative Action Program (April 2019) ● District in-service 8/29/2024 ● Mandated training videos 	
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.	Yes	<p>(For County Vocational School Districts Only)</p> <ul style="list-style-type: none"> ● Policy & Regulation 5111 – Eligibility of Resident/Nonresident Students (May 2024) <p>N/A</p>	

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	<ul style="list-style-type: none"> ● Policy 1140 – Affirmative Action Program (April 2019) ● Policy & Regulation 3240 – Professional Development for Teachers and School Leaders ● District inservice 8/29/24 ● Mandated training videos 	
All non-certificated (non-professional) staff	Yes	<ul style="list-style-type: none"> ● Policy 1140 – Affirmative Action Program (April 2019) ● Policy 4240 – Employee Training ● District inservice 8/29/2024 ● Mandated training videos 	

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	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy 5512 – Harassment, Intimidation, and Bullying (March 2023) ● Policy & Regulation 5750 – Equal Educational Opportunity (May 2019) ● High School clubs: GSA, STARS, Unified Club ● Positive Behavioral Interventions and Support Program ● Student Planner/Parent Handbook/Discipline policy ● Implementation of Zones of Regulation in the Elementary Schools ● All school counselors received HIB training Summer 2024 	
Courses of study, including Physical Education	Yes	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy 2422 – Health and Physical Education (October 2021) 	

School and Classroom Practices	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	List name of noncompliant school(s) in the district
		<ul style="list-style-type: none"> ● Policy & Regulation 5750 – Equal Educational Opportunity (May 2019) ● Curriculum revision ● Instructional Council 	
Library materials/Instructional materials and strategies	Yes	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy & Regulation 5750 – Equal Educational Opportunity (May 2019) ● Review text selection review process and resources ● Monthly equity themed book added to the media center 	
Technology/software and audio-visual materials	Yes	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy & Regulation 5750 – Equal Educational Opportunity (May 2019) ● All purchases reviewed and approved 	
Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, and grievance procedures.	Yes	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy & Regulation 2411 – Guidance Counseling ● Policy 5512 – Harassment, Intimidation, and Bullying (March 2023) ● Policy & Regulation 5750 – Equal Educational Opportunity (May 2019) ● Updates to student and parent handbooks/faculty manuals with new policies as implemented 	

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
		<ul style="list-style-type: none"> ● All school counselors received HIB training Summer 2024 ● Board of Education training and documentation 	
Extra-curricular activities and programs	Yes	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy & Regulation 5750 – Equal Educational Opportunity (May 2019) ● Coaching meetings - Local, conference, state ● Modifications and staffing implemented to ensure student participation 	
Tests and other assessments	Yes	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy & Regulation 5750 – Equal Educational Opportunity (May 2019) ● Test reports 	
Reduction and/or prevention of under representation of minority, female and male students in all classes, activities and programs.	Yes	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy & Regulation 5750 – Equal Educational Opportunity (May 2019) ● Policy 5755 – Equity in Educational Programs and Services (May 2019) ● Open course selection /advertisement 	

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	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy & Regulation 5750 – Equal Educational Opportunity (May 2019) ● Infused across curriculum ● Curriculum revision 	
Ensure the Amistad Commission Curriculum is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	Yes	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy & Regulation 5750 – Equal Educational Opportunity (May 2019) ● Curriculum and Curriculum revision ● “Amistad” taught in compliance with state and QSAC requirements 	
Ensure the Commission on Holocaust Education curriculum for elementary and secondary school students, as developmentally appropriate. (N.J.S.A. 18A:35-28)	Yes	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy & Regulation 5750 – Equal Educational Opportunity (May 2019) ● Included in High School Social Studies and English Curriculum ● Included in Elementary school curriculum: delivered during RTI cycle 	
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	Yes	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy & Regulation 5750 – Equal Educational Opportunity (May 2019) ● Policy 5755 – Equity in Educational Programs and Services (May 2019) 	

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
concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a).			

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	<ul style="list-style-type: none"> ● Policy 5755 – Equity in Educational Programs and Services (May 2019) ● Bond referendum passed in 2023 addressed all handicap access issues ● Although previously compliant, Playground renovation 2018 increased access ● New playground 2019 also compliant 	
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	<ul style="list-style-type: none"> ● Policy 5755 – Equity in Educational Programs and Services (May 2019) 	
Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	<ul style="list-style-type: none"> ● Policy 5755 – Equity in Educational Programs and Services (May 2019) 	
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	Yes	<ul style="list-style-type: none"> ● Policy 5755 – Equity in Educational Programs and Services (May 2019) ● Class lists developed based on academic and performance data ● Student of the month recognition ● Modifications and staffing implemented to ensure student participation 	

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
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.	Yes	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy 5755 – Equity in Educational Programs and Services (May 2019) ● Policy 2464 - Gifted and Talented Pupils (April 2021) ● Class lists developed based on academic and performance data 	
Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Yes	<ul style="list-style-type: none"> ● Policy 5755 – Equity in Educational Programs and Services (May 2019) ● Discipline data analysis ● I&RS cases 	
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	<ul style="list-style-type: none"> ● Policy 5755 – Equity in Educational Programs and Services (May 2019) ● Student schedules and class rosters ● 1:1 initiative in grades 6-12. All students are provided with a Chromebook for home and school use ● 1:1 initiative grades 3-5. All students are provided with a Chromebook for home and school use ● Elementary curriculum: Computers, STEM ● High School training on ELL students and working with students in classroom settings ● MAS training on WIDA Can Do Descriptors ● Title III purchases 	
Ensure that all multilingual learners have equal and bias-free access to all school activities and programs.	Yes	<ul style="list-style-type: none"> ● Policy 5755 – Equity in Educational Programs and Services (May 2019) ● Student schedules and class rosters ● ESL classes and intervention support 	

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
		<ul style="list-style-type: none"> ● Certified ESL instructors at all grade levels ● High School training on ELL students and working with students in classroom settings ● MAS training on WIDA Can Do Descriptors ● Title III purchases 	
Ensure that all students with disabilities have equal and bias-free access to all school activities and programs.	Yes	<ul style="list-style-type: none"> ● Policy 5755 – Equity in Educational Programs and Services (May 2019) ● IEP’s ● Modifications and staffing implemented to ensure student participation 	
Ensure that all schools’ registration procedures are in compliance with State and Federal regulations and case law.	Yes	<ul style="list-style-type: none"> ● Policy & Regulation 5111 – Eligibility of Resident/Nonresident Students (May 2024) ● District registration forms and procedures ● Student records 	

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	<ul style="list-style-type: none"> ● Policy & Regulation 2423 – Bilingual and ESL Education (March 2023) ● WIDA Screener 	
Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy 2460 – Special Education (April 2019) ● Regulation 2460.1 – Special Education - Location, Identification, and Referral (April 2019) ● Regulation 2460.8 – Special Education - Free and Appropriate Public Education (April 2019) ● Regulation 2460.9 – Special Education - Transition From Early Intervention Programs to Preschool Programs (April 2019) ● Regulation 2460.15 – Special Education – In-Service Training Needs for Professional and Paraprofessional Staff (April 2019) ● Regulation 2460.16 – Special Education - Instructional Material to Blind or Print-Disabled Students (April 2019) ● Testing is standardized and bias-free ● IEP's 	
Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including multilingual learners.	Yes	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Information provided in student and parent handbooks 	
Ensure that all pregnant students are permitted to remain in the regular school activities and programs. Ensure that equivalent instruction is provided to the	Yes	<ul style="list-style-type: none"> ● Policy 2416 – Programs for Pregnant Students (November 2015) ● Policy 5752 – Marital Status and Pregnancy (November 2015) ● Policy 5755 – Equity in Educational Programs and Services (May 2019) ● Student records 	

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
students, if not permitted to attend school by a doctor.			

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	<ul style="list-style-type: none"> ● Policy & Regulation 2411 – Guidance Counseling (April 2019) ● Policy 5755 – Equity in Educational Programs and Services (May 2019) 	
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	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Policy & Regulation 2411 – Guidance Counseling (April 2019) ● Policy 5755 – Equity in Educational Programs and Services (May 2019) 	
Guidance counselors are using bias-free materials.	Yes	<ul style="list-style-type: none"> ● Policy & Regulation 2411 – Guidance Counseling (April 2019) ● Policy 5755 – Equity in Educational Programs and Services (May 2019) 	

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	<ul style="list-style-type: none"> ● Policy 2422 – Health and Physical Education (October 2021) ● Policy 5755 – Equity in Educational Programs and Services (May 2019) ● Adaptive physical education class ● Updated Health and PE curriculum 	

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	<ul style="list-style-type: none"> ● Policy 5755 – Equity in Educational Programs and Services (May 2019) ● List of team/team rosters from Athletic Director 	
Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Yes	<ul style="list-style-type: none"> ● Policy 5755 – Equity in Educational Programs and Services (May 2019) ● Team schedules 	
Ensures that athletic programs receive equitable treatment that includes staff	Yes	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Contracts and budget line items 	

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
salaries, purchase and maintenance of equipment, etc.			
Provides comparable facilities for male and female teams.	Yes	<ul style="list-style-type: none"> ● Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices (April 2019) ● Practice and game schedules 	

Appendix C

Comprehensive Equity Plan Corrective Actions

Improvement Strategies, SMART* Goals, and Targets

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

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

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	

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

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

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

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

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: Camden

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

Address: 350 Edgewood Avenue

Affirmative Action Officer (AAO): Bonnie Smeltzer Telephone #: 856-547-7695

AAO Email: bsmeltzer@audubonschools.org

Alternate Contact Person: Sandra Allen Telephone #: 856-547-7695

Title: Superintendent

Email: sallen@audubonschools.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: Sandra Allen, Superintendent

Signature:

Date:

Comprehensive Equity Plan Statement of Assurance, Year 2

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

Name of County:

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

Address:

Affirmative Action Officer (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 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 Officer (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: