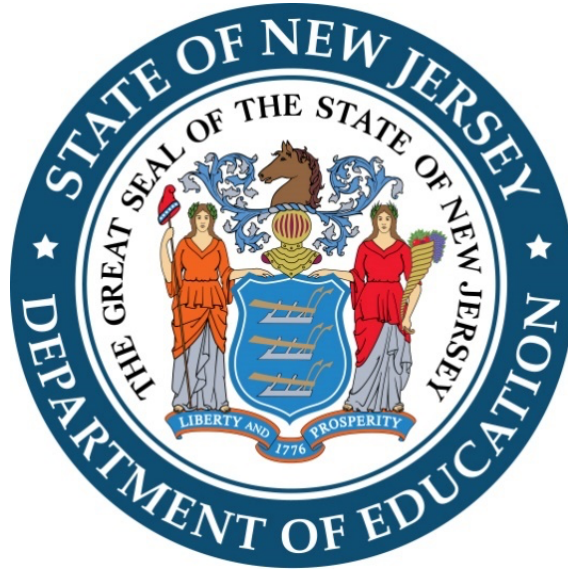


**New Jersey State Department of Education
Division of Field Services**



Principle Academy Charter

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

June 20, 2025

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: ATLANTIC COUNTY

Name of School District/Charter School/Renaissance School Project: PRINCIPLE ACADEMY CHARTER

Address: 6718 E BLACK HORSE PIKE #16 EGG HARBOR TWP., NJ 08234

Affirmative Action Officer (AAO): DR. GEORGETTE MEISTER Telephone #: 609-498-6350

AAO Email: georgettemeister@principleacademycharter.org

Alternate Contact Person: ROBERT SHAPPELL Telephone #: 609-498-6350

Title: SCHOOL DIRECTOR

Email: robertshappel@principleacademycharter.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:3620; 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: PETER CAPORILLI, SCHOOL LEAD

Signature:



Date:

20 JUNE 2025



Principle Academy Charter School

P | 609-498-6350
F | 609-450-7135
A | 6718 Black Horse Pike, Egg Harbor Township, NJ 08234
W | principleacademycharter.org

Board Meeting Date: June 03, 2025

RESOLUTION:

X. Reorganization Motions:

1. Appoint an Affirmative Action Officer, Title IX Compliance Officer and Substance Awareness Coordinator
BE IT RESOLVED: that the Principle Academy Charter School Board of Trustees hereby appoints **Georgette Meister** as the Affirmative Action Officer, pursuant to N.J.A.C 6:4-1.4 and Title IX Officer and Substance Awareness Coordinator for the 2025/2026 school year.

ROLL CALL:

| Board Member | Motion | Yes | No | Abstain | Absent | Board Member | Motion | Yes | No | Abstain | Absent |
|---------------|-----------------|-----|----|---------|--------|---------------------|--------|-----|----|---------|--------|
| Dirk DaCosta | 1 st | X | | | | Gary Hill | | X | | | |
| Jeanne Eisele | 2 nd | X | | | | Dr. Albert Monillas | | X | | | |

I, Michael Falkowski, Business Administrator/Board Secretary of the Principle Academy Charter School in the County of Atlantic, State of New Jersey, HEREBY CERTIFY that the foregoing annexed extract from the minutes of a meeting of the Board duly called and held on June 03, 2025 has been compared by me with the original minutes and is a true, complete and correct copy thereof and of the whole of the original minutes so far as they relate to the subject matters referred to in the extract.

IN WITNESS WHEREOF, I have hereunto set my hand this 3rd day of June, 2025

Michael Falkowski
School Business Administrator




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 |
|-----------------------|----------------------------|--------------------------------|--|
| Dr. Georgette Meister | Affirmative Action Officer | |  |
| Mr. Robert Shappell | School Director | |  |
| Mrs. Shanta Green | Assistant School Director | |  |
| | | | |
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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 2224 – Affirmative Action Program, June 2015 / Feb 2019• Policy 2224 – Comprehensive Equity Plan, June 2015 / Feb 2019• Policy & Regulation 6121 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019• Policy & Regulation 2224 – Equal Educational Opportunity, June 2015 / Feb 2019• Policy 2224 – Equity in Educational Programs and Services, June 2015 / Feb 2019 Three year plan and implementation of the district curriculum | |
| 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 2224 – Affirmative Action Program, June 2015 / Feb 2019• Policy 2224 – Comprehensive Equity Plan, June 2015 / Feb 2019• Policy & Regulation 6121 – Affirmative Action Program, June 2015 / Feb 2019• Policy & Regulation 2224 – Equal Educational Opportunity, June 2015 / Feb 2019• Policy 2224 – Equity in Educational Programs and Services, June 2015 / Feb 2019 | |
| Provide equitable treatment for pregnant and married students | yes | <ul style="list-style-type: none">• Policy 5134 – Programs for Pregnant Students, June 2015 / Feb 2019• Policy 5134 – Marital Status and Pregnancy, June 2015 / Feb 2019• Lactation Policy, June 2021 | |
| 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 2224 – Comprehensive Equity Plan, June 2015 / Feb 2019• Policy 5131.1 – Harassment, Intimidation, and Bullying, June 2015 / Feb 2019• Policy & Regulation 5131.1 – Sexual Harassment, June 2015 / Feb 2019 Procedures are in place to prohibit sexual harassment and harassment | |

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 2224 – Affirmative Action Program, June 2015 / Feb 2019 Board Resolution appointing the District's Affirmative Action Officer and 504 Officer at the June 2025 Board reorganization 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 2224 – Affirmative Action Program, June 2015 / Feb 2019 District Professional Development Plan and District-wide Professional Development Schedule for all staff members Mandatory Professional Development (20 hours / teacher) Mandatory NJDOE training is provided (i.e. Dyslexia, Sexual Harassment, Blood Borne Pathogens, HiB, Suicide Prevention, etc.) | |
| Authorize the Affirmative Action Officer and team to develop a Needs Assessment and a Comprehensive Equity Plan, implement the plan over a three-year period of time, submit an annual Statement of Assurance of its implementation and progress, and complete the District Performance Review in the NJQSAC. Charter and renaissance school projects will report annual progress in the NJDOE, Office of Charter and Renaissance Schools Annual Report. | no | <ul style="list-style-type: none">Policy 2224 – Affirmative Action Program, June 2015 / Feb 2019Policy 2224 – Comprehensive Equity Plan, June 2015 / Feb 2019 Policy Comprehensive Equity Plan #1150, 2-5-11 Board Resolution authorizing the formation of the AAO Team to develop the Comprehensive Equity Plan and approving the submission of the annual Statements of Assurance of its implementation and progress will be approved at the July 2025 Board meeting. | Principle Academy Charter |
| 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 | yes | <ul style="list-style-type: none">Policy 2224 – Affirmative Action Program, June 2015 / Feb 2019Policy & Regulation 6142.2 – Bilingual and MLL Education, July 2015 / Feb 2019Policy 6300 – Educational Program Evaluation, July 2015 / Feb 2019Policy 5120 – Student Assessment, July 2015 / Feb 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 |
|--|-----------------------|---|---|
| promotion/retention data; Pre-K–12 completion rates and re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data. Identify any school-level underperforming student groups on Annual Yearly Progress Target reports for State assessments. | | The supporting data is available in the School Director’s Office, the Associate School Director’s Office and the Assistant School Director’s Office and available district-wide through Google Drive. | |

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 2224 – Affirmative Action Program, June 2015 / Feb 2019 •Policy 5131.1 – Harassment, Intimidation, & Bullying, June 2015 / Feb 2019 <p>All Staff are informed of the district policy on Sexual Harassment during staff in-service training. The district policies are available in the school and public access on the district website.</p> <p>All publications contain language regarding the Board’s policy and position for non-discrimination and equal opportunities - as per NJAC 6A:7-1.6.</p> | |
| 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 | <ul style="list-style-type: none"> •Policy 2224– Affirmative Action Program, June 2015 / Feb 2019 <p>Board resolution for the appointment of the AAO and 504 Office.</p> <p>Continual professional development of the AAO and the AAO Team on school equity responsibilities (Agendas and sign-in sheets).</p> | |

| 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 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 2224 – Affirmative Action Program, June 2015 / Feb 2019 • Policy & Regulation – Americans with Disabilities Act • Policy & Regulation 6121 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019 Reorganization Meeting in June, equity seminars and the district website | |
| 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 2224 – Affirmative Action Program, June 2015 / Feb 2019 • Policy & Regulation – Americans with Disabilities Act • Policy & Regulation 2260 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019 • Policy & Regulation 514.4 – Equal Educational Opportunity, June 2015 / Feb 2019 The grievance process is outlined in the District Policy for handling complaints and the employee and student handbooks. | |
| Report on progress made in meeting the adequate yearly targets (as set by the NJDOE) for closing the achievement gap. | yes | <ul style="list-style-type: none"> • Policy 2224 – Affirmative Action Program, June 2015 / Feb 2019 • Policy & Regulation 6121 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019 NJDOE School Performance Report Board Minutes for Annual presentation to the Board on the AYP. District/School-level meetings to review the AYP and School Performance Reports | |
| Authorize the AAO to conduct yearly equity training for all staff. | yes | <ul style="list-style-type: none"> • Policy 2224 – Affirmative Action Program, June 2015 / Feb 2019 Board appointment of AAO June 2025 Board approved job description for AAO | |

| 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 | (For County Vocational School Districts Only) | |

Staff Development and Training

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

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

| Staff Development and Training | Compliant (Yes or No) | Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision | List name of noncompliant school(s) in the district |
|---|--------------------------|--|--|
| All certificated (administrative and professional) staff. | Yes | <ul style="list-style-type: none">• Policy 2224 – Affirmative Action Program, June 2015 / Feb 2019• Policy & Regulation 4116 – Professional Development for Teachers and School Leaders, July 2015 / Feb 2019 Professional development is provided to all certificated staff regarding evidence-based literacy strategies for all educators working with students prior to the start of each school year and throughout the school year as job-embedded professional development in PLCs and grade-level meetings. This training includes curriculum-based professional development and targeted strategies provided by third party vendors/trainers/coaches. | |
| All non-certificated (non-professional) staff | Yes | <ul style="list-style-type: none">• Policy 2224 – Affirmative Action Program - June 2015 / Feb 2019• Policy 4116 – Employee Training - June 2015 / Feb 2019 Professional development is provided to all non-certificated staff regarding evidence-based literacy strategies for all educators working with students prior to the start of each school year and throughout the school year as job-embedded professional development in PLCs and grade-level meetings. This training includes curriculum-based professional development and targeted strategies provided by third party vendors/trainers/coaches. | |

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 6121 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019• Policy 5131.1 – Harassment, Intimidation, and Bullying, June 2015 / Feb 2019• Policy & Regulation 5145.4 – Equal Educational Opportunity, June 2015 / Feb 2019 Three Year Plan; District curricula; District Intervention Programs- monitoring, screening and continuous assessment; Common Teacher Planning Activities; Sheltered Instruction district-wide training and implementation, School climate surveys and Student Handbook and Code of Conduct (all levels), Parent Advisory programs and activities | |
| Courses of study, including Physical Education | yes | <ul style="list-style-type: none">• Policy & Regulation 6121 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019• Policy 6142.4 – Health and Physical Education, June 2015 / Feb 2019• Policy & Regulation 5145.4 – Equal Educational Opportunity, June 2015 / Feb 2019 Three Year Plan, Implementation and Evaluation of Curricula; District Curricula, inclusive of P.E. curriculum | |
| Library materials/Instructional materials and strategies | yes | <ul style="list-style-type: none">• Policy & Regulation 6121 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019• Policy & Regulation 5145.4 – Equal Educational Opportunity, June 2015 / Feb 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 |
|--|--------------------------|---|--|
| | | Three Year Plan, Implementation and Evaluation Plan for Curricula; District curricula and Courses of Study | |
| Technology/software and audio-visual materials | yes | <ul style="list-style-type: none">• Policy & Regulation 6121 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019• Policy & Regulation 5145.4 – Equal Educational Opportunity, June 2015 / Feb 2019 District Digital Learning Plan, Implementation and Evaluation for Technology in the areas of Curricula as per the district evaluation tool, Technology budget | |
| Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, and grievance procedures. | yes | <ul style="list-style-type: none">• Policy & Regulation 6121 – Affirmative Action Program for School and Classroom Practices, July 2015 / Feb 2019• Policy & Regulation 6164.2 – Guidance Counseling, July 2015 / Feb 2019• Policy 5.131.1 – Harassment, Intimidation, and Bullying, July 2015 / Feb 2019• Policy & Regulation 5145.4 – Equal Educational Opportunity, July 2015 / Feb 2019 Anti-Bullying Prevention Programs and Initiatives, Staff training Social Worker’s Schedule Bilingual programs and workshops for parents and students HIBster online reporting portal for all stakeholders | |
| Extra-curricular activities and programs | yes | <ul style="list-style-type: none">• Policy & Regulation 6121 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019• Policy & Regulation 5145.4 – Equal Educational Opportunity, July 2015 / Feb 2019 All programs are offered to all students. Extra-Curricular Activity Offerings and Rosters | |
| Tests and other assessments | yes | <ul style="list-style-type: none">• Policy & Regulation 6121 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019• Policy & Regulation 5145.4 – Equal Educational Opportunity, July 2015 / Feb 2019 Three Year Plan, Implementation and Evaluation of Curricula, Programs and District Initiatives, District curricula; Literacy Collaborative requires the identification of | |

| 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 |
|--|-----------------------|--|---|
| | | individual student's needs and differentiation of instruction; and Guided Reading Program assess students' independent reading levels. Benchmarks NJSLA Portfolio assessments ACCESS for (ELL) 2.0 APA and DLM (special education students) DIBELS 8 th edition screener is used to conduct biannual universal literacy screenings for K-3 students Parents are notified of assessment dates in advance and teachers inform parents of student progress. | |
| 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 6121 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019 • Policy & Regulation 5145.4 – Equal Educational Opportunity, July 2015 / Feb 2019 • Policy 5145.4– Equity in Educational Programs and Services, July 2015 / Feb 2019 Class Rosters Class Schedules After School Program Rosters | |

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 6120 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019 • Policy & Regulation 5145.4 – Equal Educational Opportunity, July 2015 / Feb 2019 Three Year Plan, Implementation and Evaluation of Curricula, Programs and District Initiatives; Multicultural educational content is integrated into District curricula Component of the evaluation tool for teachers Multicultural Programs, Community events | |

| 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) | | <ul style="list-style-type: none"> Policy & Regulation 6121 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019 Policy & Regulation 5145.4 – Equal Educational Opportunity, July 2015 / Feb 2019 | |
| | yes | Three Year Plan, Implementation and Evaluation Plan for Curricula, Programs and District Initiatives; District Curricula, inclusive of Social Studies Curriculum and Courses of Study | |
| 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 6121 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019 Policy & Regulation 5145.4 – Equal Educational Opportunity, July 2015 / Feb 2019 | |
| | | Three Year Plan, Implementation and Evaluation Plan for Curricula, Programs and District Initiatives; District Curricula, inclusive of Social Studies Curriculum and Courses of Study | |
| Include instruction on all curricular requirements pursuant to N.J.A.C. 6A:8, including curriculum developed concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) or curriculum developed by any commissions constituted for the development of curriculum concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a). | yes | <ul style="list-style-type: none"> Policy & Regulation 6121 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019 Policy & Regulation 5145.4 – Equal Educational Opportunity, July 2015 / Feb 2019 Policy 5145.5 – Equity in Educational Programs and Services, July 2015 / Feb 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 |
|--------------------------------|-----------------------|---|---|
| | | | |

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 5145.4 – Equity in Educational Programs and Services, July 2015 / Feb 2019 | |
| 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 5145.4 – Equity in Educational Programs and Services, July 2015 / Feb 2019 School Staffing | |
| 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 5145.4 – Equity in Educational Programs and Services, July 2015 / Feb 2019 Neighborhood Schools | |
| 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 | yes | <ul style="list-style-type: none">Policy 5145.4 – Equity in Educational Programs and Services, July 2015 / Feb 2019 All extra-curricular activities are open to all students, and these programs are not limited. | |

| 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 |
|---|-----------------------|---|---|
| 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. | yes | <ul style="list-style-type: none">• Policy & Regulation 612.1 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019• Policy 5145.4 – Equity in Educational Programs and Services, July 2015 / Feb 2019 Elementary programs are open to all students; Multiple measures method is used for identification. | |
| 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 5145.4 – Equity in Educational Programs and Services, July 2015 / Feb 2019 Through the annual analysis of data, district programs and initiatives are implemented to ensure that minority and males students are not disproportionately represented, such as: Code of Conduct Review (i.e. reduce the occurrence of out of school suspension), In-School Suspension School Based Mentoring Programs Anti-Bullying Programs / Character Education Initiatives | |
| 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 5145.4 – Equity in Educational Programs and Services, July 2015 / Feb 2019 Digital Learning Plan, Implementation and Evaluation of Curriculum, Programs and District Initiatives, Classroom Computer Schedules, Chromebooks are provided to each student for use at home and in school. | |

| 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 multilingual learners have equal and bias-free access to all school activities and programs. | yes | <ul style="list-style-type: none">• Policy 5145.4 – Equity in Educational Programs and Services, July 2015 / Feb 2019 <p>All programs are open to all students; Specialized programs exist for newcomer students. Announcements and advertisements are sent to families in native language and English wherever possible;</p> <p>Program and Class Rosters</p> | |
| 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 5145.4 – Equity in Educational Programs and Services, July 2015 / Feb 2019 <p>Refer to students’ IEPs and Programs; after school programs, which include sign language interpreters or aide if needed; all general education programs are open to all students; 504 Plans</p> | |

| 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 |
|---|-----------------------|---|---|
| | | Program/Class/Activity Rosters | |
| 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 511.1 – Eligibility of Resident/Nonresident Students, July 2015 / Feb 2019 School Register (NJSMART and Student Management System) Requirements are advertised in the local newspaper and notices for registration is sent home with each student. Centralized District Registration, which is compliant with State and Federal regulations and case law. | |

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 6142.2 – Bilingual and ML Education, July 2015 / Feb 2019 ACCESS for ELLs (Annual) W-APT and WIDA Screener (initial screening) | |
| Utilize bias-free measures for determining the special needs of students with disabilities. | yes | <ul style="list-style-type: none">Policy & Regulation 612.1 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019Policy 6171.4 – Special Education, July 2015 / Feb 2019Regulation 6171.4 – Special Education - Location, Identification, and Referral, July 2015 / Feb 2019Regulation 6171.4 – Special Education - Free and Appropriate Public Education, July 2015 / Feb 2019Regulation 6171.4 – Special Education - Transition from Early Intervention Programs to Preschool Programs, July 2015 / Feb 2019Regulation 6171.4 – Special Education – In-Service Training Needs for Professional and Paraprofessional Staff, July 2015 / Feb 2019Regulation 6171.4 – Special Education - Instructional Material to Blind or Print-Disabled Students, July 2015 / Feb 2019 Individual Child Study Team evaluations and protocols (Weschler Intelligence Scale, Woodcock Johnson Social History, various speech tests), etc. | |
| 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 612.1 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019 All programs are open to all students. | |

| 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 |
|---|-----------------------|---|---|
| | | Multilingual services are available to students and families. Bilingual staff, bilingual parent and student workshops/programs Class/Program/Activity Rosters | |
| 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 | <ul style="list-style-type: none"> • Policy 5134 – Programs for Pregnant Students, July 2015 / Feb 2019 • Policy 5134 – Marital Status and Pregnancy, July 2015 / Feb 2019 • Policy 5145.4 – Equity in Educational Programs and Services, July 2015 / Feb 2019 Refer to home instruction requests and attendance rosters | |

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 6164.2 – Guidance Counseling, July 2015 / Feb 2019• Policy 5145.4 – Equity in Educational Programs and Services, July 2015 / Feb 2019 Social Worker available for all students, Social Worker's schedules and logs SEL Curriculum | |
| 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 6121 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019• Policy & Regulation 6164.2 – Guidance Counseling, July 2015 / Feb 2019• Policy 5755 – Equity in Educational Programs and Services, July 2015 / Feb 2019 School Activity Calendar- Career Days | |
| Guidance counselors are using bias-free materials. | yes | <ul style="list-style-type: none">• Policy & Regulation 6164.2 – Guidance Counseling, July 2015 / Feb 2019• Policy 5755 – Equity in Educational Programs and Services, July 2015 / Feb 2019 Samples of bias free materials and videos | |

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 6142.4 – Health and Physical Education, July 2015 / Feb 2019• Policy 5145.4 – Equity in Educational Programs and Services, July 2015 / Feb 2019 | |

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. | N/A | <ul style="list-style-type: none">• Policy 5145.4 – Equity in Educational Programs and Services, July 2015 / Feb 2019 K-6 students do not participate in varsity or sub-varsity sports, however co-ed physical education classes, clubs and activities are offered to all students. | |

| Athletic Programs | Compliant (Yes or No) | Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision | List name of noncompliant school(s) in the district |
|--|-----------------------|---|---|
| Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams. | N/A | <ul style="list-style-type: none">• Policy 5145.4 – Equity in Educational Programs and Services, July 2015 / Feb 2019 | |
| Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc. | N/A | <ul style="list-style-type: none">• Policy & Regulation 6121 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019 | |
| Provides comparable facilities for male and female teams. | N/A | <ul style="list-style-type: none">• Policy & Regulation 6121 – Affirmative Action Program for School and Classroom Practices, June 2015 / Feb 2019 District facilities are shared for activities. | |

Appendix C

Comprehensive Equity Plan Corrective Actions

Improvement Strategies, SMART* Goals, and Targets

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

Comprehensive Equity Plan Corrective Actions

I. Board Responsibility

School District, Charter School or Renaissance School Project Name:

Objective

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2025-2026 through 2027-2028, to ensure that the Board of Education or Board of Trustees follows through with its responsibilities, including adoption or re-adoption of written educational equity policies; the authorization of the AAO to develop a CEP, collection of disaggregated data; and adoption of the CEP and facilitate and support its implementation. Add rows as needed.

Table 14: Correction Action, Board Responsibilities

| Section/sub-section from needs assessment | Improvement Strategies, SMART Goals, and Targets | Staff Responsible | Implementation Timeline | Evidence of Completion |
|--|---|-------------------|-------------------------|------------------------|
| Table 3: 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 NIOSAC. Charter and renaissance school projects will report annual progress in the NJDOE, Office of Charter and Renaissance Schools Annual Report. | The Board will meet on 7/17/25 to authorize the formation of the AAO Team to develop the Comprehensive Equity Plan and approve the submission of the annual Statements of Assurance of its implementation and progress. | Board Secretary | July, 2025 | Board resolution |
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| Section/sub-section from needs assessment | Improvement Strategies, SMART Goals, and Targets | Staff Responsible | Implementation Timeline | Evidence of Completion |
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II. Staff Development and Training

School District, Charter School or Renaissance School Project Name:

Objective

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2025-2026 through 2027-2028 to provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a).

Table 15: Corrective Actions, Staff Development and Training

| Section/sub-section from needs assessment | Improvement Strategies, SMART Goals, and Targets | Staff Responsible | Implementation Timeline | Evidence of Completion |
|---|--|-------------------|-------------------------|------------------------|
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| Section/sub-section from needs assessment | Improvement Strategies, SMART Goals, and Targets | Staff Responsible | Implementation Timeline | Evidence of Completion |
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III. School and Classroom Practices

Equity in Curriculum

School District, Charter School or Renaissance School Project Name:

Objective

For each noncompliant area of the district, charter school or renaissance school project’s Needs Assessment describe the corrective actions to be implemented for School Years 2025-2026 through 2027-2028 for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students. Add rows as needed

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

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

School District, Charter School or Renaissance School Project Name:

Objective

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2025-2026 through 2027-2028 to provide equal and bias-free access for all students to all school facilities, courses, activities, programs and services, regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a). Add rows as needed.

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

| Section/sub-section from needs assessment | Improvement Strategies, SMART Goals, and Targets | Staff Responsible | Implementation Timeline | Evidence of Completion |
|---|--|-------------------|-------------------------|------------------------|
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| Section/sub-section from needs assessment | Improvement Strategies, SMART Goals, and Targets | Staff Responsible | Implementation Timeline | Evidence of Completion |
|---|--|-------------------|-------------------------|------------------------|
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Equity in Guidance Program Services

School District, Charter School or Renaissance School Project Name:

Objective

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2025-2026 through 2027-2028 to provide equitable treatment, adequate and appropriate counseling services for all students that shall not restrict or limit the options presented on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a), and to ensure exposure and counseling services focused on careers in the science and technology industries, non-traditional career options and post-secondary opportunities that shall not restrict or limit the options presented to all students on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a). Additionally, guidance counselors are using bias-free materials. Add rows as needed.

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

| Section/sub-section from needs assessment | Improvement Strategies, SMART Goals, and Targets | Staff Responsible | Implementation Timeline | Evidence of Completion |
|---|--|-------------------|-------------------------|------------------------|
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Equity in Physical Education and Athletic Programs

School District, Charter School or Renaissance School Project Name:

Objective

For each noncompliant area of the district, charter school or renaissance school project's Needs Assessment describe the corrective actions to be implemented for School Years 2025-2026 through 2027-2028 to ensure that there is gender equity in all physical education and athletic programs, and to ensure equitable opportunities for all students to participate in athletics regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a). Add rows as needed.

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

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

Yearly Statements of Assurance

- 2025-2026
- 2026-2027
- 2027-2028