

## 1523 COMPREHENSIVE EQUITY PLAN (M)

[See POLICY ALERT Nos. 191, 209 and 232]

### M

The Board of Education shall ~~submit complete~~ a Comprehensive Equity Plan (CEP) ~~that includes based on an assessment of the district's needs for achieving equity in educational programs that includes~~ a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and ~~equal equitable~~ access to educational opportunities for all learners, including students and teachers accordance with the provisions of N.J.A.C. :7-1.8.

The Board's obligation to be accountable for the requirements in N.J.A.C. 6A:7 is not precluded or alleviated by any rule or regulation of any recreational organization, club, athletic association, or other league or organizing group.

Pursuant to N.J.A.C. 6A:7-1.4(c), the district shall develop, once every three years, a CEP that shall identify and correct all discriminatory and inequitable educational policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.

~~The Comprehensive Equity Plan shall include the following:~~

- ~~1. Prior to developing the CEP, the district shall assess its needs for achieving equity in educational activities and programs pursuant to N.J.A.C. 6A:7-1.4(c) 1. The needs assessment shall identify discriminatory practices and other barriers to achieving equity in educational activities and programs, if applicable. An annual assessment (i.e. statement of assurance) of the school district's needs for achieving equity in educational programs. The assessment shall include staffing practices, quality of program data, stakeholder satisfaction data, and student assessment including, but not limited to, enrollment, course request and achievement data across all levels, grades 8-12, and discipline data disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant, date of enrollment, student suspension, expulsion, Child Study Team referrals, preschool through grade twelve promotion/retention data, preschool through grade twelve completion rates, and re-examination and re-~~



- ~~evaluation of classification and placement of students in special education programs if there is overrepresentation within a certain group;~~
- ~~2. The CEP shall address: A description of how other Federal, State, and district policies, programs, and practices are aligned to the Comprehensive Equity Plan;  
a. Professional development, pursuant to N.J.A.C. 6A:7-1.6; and  
b. Equity in school and classroom practices, educational activities, and programs pursuant to N.J.A.C. 6A:7-1.7.~~
  - ~~3. The CEP shall include measurable and actionable goals, objectives, timelines, and benchmarks for measuring progress. Progress targets for closing the achievement gap;~~
  - ~~4. The Board shall submit the CEP to the Executive County Superintendent for confirmation of completion. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the Core Curriculum Content Standards; differentiated instruction and formative assessments aligned to Core Curriculum Content Standards; culturally responsive instruction and assessments; and high expectations for teaching and learning; and  
a. If the Executive County Superintendent determines that the CEP is not complete, the Board shall revise the plan in accordance with the Executive County Superintendent's instructions and shall submit to the Executive County Superintendent the revised plan within thirty days of the notification of incompleteness.~~
  - ~~5. Annual targets addressing district needs in equity in school and classroom practices that are aligned to professional development targets.~~

Pursuant to N.J.A.C. 6A:7-1.8(c), the CEP shall include the following:

1. An assessment of the school district's needs for achieving equity in educational activities and programs. The assessment shall include staffing practices; quality-of-program data; stakeholder-satisfaction data; and student assessment data disaggregated by gender; race; ethnicity;



- multilingual learner status; homeless status; special education; migrant; date of enrollment; student suspension; expulsion; Child Study Team referrals; preschool through grade twelve promotion/retention data; preschool through grade twelve completion rates; attendance data; and re-examination and re-evaluation of classification and placement process of students in special education programs if there is disproportionality within certain groups;
2. A description of how other Federal, State, and district policies, programs, and practices are aligned to the CEP;
  3. Progress targets for closing the achievement and opportunity gaps;
  4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the New Jersey Student Learning Standards (NJSLS), differentiated instruction and formative assessments aligned to the NJSLS, and professional standards for teachers and school leaders; and
  5. Annual targets that address district needs in equity in school and classroom practices and are aligned to professional development targets.

The Board shall implement the CEP within sixty days of the Executive County Superintendent's certification of completion.

If the Board does not implement the CEP within sixty days of the Executive County Superintendent's certification of completion date, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or 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.

~~A Comprehensive Equity Plan shall be written every three years and the Board of Education shall initiate the Comprehensive Equity Plan within sixty days of its approval and shall implement the plan in accordance with the timelines approved by the New Jersey Department of Education.~~

~~In the event the Board of Education does not implement the Comprehensive Equity Plan within one hundred eighty days of its approval date, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to~~



# POLICY

SOUTH ORANGE MAPLEWOOD  
BOARD OF EDUCATION

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~~suspend, terminate, or refuse to award continued Federal or State financial assistance, pursuant to N.J.S.A. 18A:55-2.~~

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N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:7-1.4; 6A:7-1.7; 6A:7-1.8 6A:7-1.9

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Revised:

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