

THE SCHOOL DISTRICT OF SOUTH ORANGE AND MAPLEWOOD, NEW JERSEY

PUPILS
5755/page 1 of 2
Equity in Educational
Programs and Services
M

5755 EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES

Equity In Student Access

It is the policy of the Board of Education to ensure equal and barrier-free access for all students to school facilities, courses, programs, activities, and services, regardless of race, color, marital or domestic partnership or civil union status, national origin, ancestry, nationality, sex, gender identity or expression, affectional or sexual orientation, religion, level of English proficiency, socio-economic status, atypical cellular or blood trait, military service, genetic information, or disability.

The school district shall strive to overcome any patterns of under-representation of any of the foregoing groups in any course, program or activity, which result from district policies, practices or procedures.

The Board of Education believes that the quality of education is enhanced when the district's schools and programs are integrated by race, gender and socio-economic status. To this end, when modifying current programs or proposing future plans, the district shall favor those approaches that are designed to achieve the desired educational goals and create, as a concomitant effect, demonstrable progress toward a more integrated district.

Students will not be separated or isolated by race, color, marital or domestic partnership or civil union status, national origin, ancestry, nationality, sex, gender identity or expression, affectional or sexual orientation, religion, level of English proficiency, socio-economic status, atypical cellular or blood trait, military service, genetic information, or disability within schools, courses, classes, programs, or extracurricular activities. The district will utilize bias-free multiple measures for determining the special needs of language-minority students and students with disabilities. The treatment of pregnant students will be governed by Policy # 5752.

Equity in Guidance Programs and Services

The school district will ensure the guidance program provides access to adequate and appropriate counseling services, and a full range of possible career, professional, and/or vocational choices for all students, regardless of race, color, creed, religion, level of English proficiency, national origin, ancestry, age, marital or domestic partnership or civil union status, sex, gender identity or expression, affectional or sexual orientation, socio-economic status, military service, atypical cellular or blood trait, genetic information, or disability, and minority students, students of limited English proficiency, non-college bound students, and students with disabilities. A full range of possible career, professional, and/or vocational choices will be presented to all students.

Formatted: Highlight

Comment [EB1]: Shouldn't we be including all students in protected groups?

Equity in Physical Education Training

All school district physical education programs will be co-educational, with the exception of wrestling practice.

Equity in Athletic Programs

The school district's athletic program will provide equitable opportunities for female and male

students to participate in athletics and equitable support for cheerleading programs and comparable facilities for male and female teams. The athletic program will comply with State and federal law regarding varsity and sub-varsity teams and scheduling of night games, practice times, and numbers of games for male and female teams.

THE SCHOOL DISTRICT OF SOUTH ORANGE AND MAPLEWOOD, NEW JERSEY

PUPILS
5755/page 2 of 2
Equity in Educational
Programs and Services

Appeal Procedure

Any pupil or their parent or legal guardian may appeal school practices involving equity through the procedure established in Regulation No. 5750.

| N.J.A.C. ~~6:4-1 et seq~~[6A:7-1.1 et seq.](#)
Title IX of the Education Amendments of 1972
Athletic Guidelines 1986

| Cross References: 1523, 1530, 1550, 2260, [2314, 5755.1](#)

First Reading: March 12, 2001
Second Reading: March 19, 2001
Adopted: April 2, 2001