

**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

Contents

Comprehensive Equity Plan for School Years 2025-26 through 2027-28.....	0
<i>New Jersey State Board of Education</i>	2
<i>General Information</i>	3
Purpose	3
Federal Laws	3
State Laws	3
Questions	3
Submission Deadlines	4
Resources for more Information About Equity and Equality in Education	4
<i>Instructions For Completion of the Comprehensive Equity Plan</i>	4
Step 1: Designate the Affirmative Action Officer and Establish the Affirmative Action Team N.J.A.C. 6A:7-1.5 (Appendix A)	4
Step 2: Analyze Data to Assess Needs for Achieving Equity N.J.A.C. 6A:7-1.4(c)1	4
Step 3: Complete the Comprehensive Equity Plan Needs Assessment (Appendix B)	4
Step 4: Complete the Comprehensive Equity Plan Corrective Action Forms, if applicable (Appendix C)	5
Step 5: Complete the Statement of Assurance (Appendix D)	6
Step 6: Obtain Board Resolutions	6
Step 7: Assemble the Submission Package	6
Step 8: Submit the CEP	7
<i>Managing for Equity in Education (N.J.A.C. 6A:7)</i>	7
Accountability	7
Sanctions	7
<i>Appendix A Affirmative Action Team Form</i>	8
Affirmative Action Team	9
<i>Appendix B District, Charter School and Renaissance School Project Comprehensive Equity Plan Needs Assessment</i>	11
District, Charter School or Renaissance School Project Comprehensive Equity Plan Needs Assessment	12
<i>Appendix C</i>	43
<i>Comprehensive Equity Plan Corrective Actions</i>	43
Comprehensive Equity Plan Corrective Actions	44
<i>Appendix D</i>	50
Comprehensive Equity Plan Statement of Assurance	51
Comprehensive Equity Plan Statement of Assurance, Year 2	52
Comprehensive Equity Plan Statement of Assurance, Year Three	53

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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
Michael Nicholson	Affirmative Action Officer		Signed by: Michael Nicholson 6C5927F07916410...
Nava Coppin	Executive Director		Nava Coppin
Abigail Bocicaut	HIB/Anti-Bully Coordinator and School Safety Team	6-8	Abigail Bocicaut
Jennifer Miller	School Safety Specialist	6-8	Jennifer Miller 564DE94FB2E844C Signed by:
Maria Hocker	School Services Coordinator	6-12	Maria Hocker Signed by: ●
Katheryne Ralph	Director of Human Resources		Katheryne Ralph 3AA23153D9A243E

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 districts, charter or renaissance school project activities and programs, practices, curricula, instructional materials and assessments.	Yes	<p>Policy 1140 Educational Equity/Affirmative Action</p> <p>Policy 1523 Comprehensive Equity Plan</p> <p>Policy and Regulation Equity in School and Classroom Practices</p> <p>Policy 5750 Equitable Education Opportunity</p> <p>All Policies Readopted at 6/10/25 board meeting.</p> <p>Achievers Early College Prep (AECPP) is committed to identifying and addressing all forms of prejudice and discrimination across all school activities, programs, and practices. This includes a regular review of curricula, instructional materials, assessments, and policies to ensure they are free from bias and reflective of diverse cultures and perspectives. Staff receive ongoing professional development on equity, cultural responsiveness, and anti-bias practices. AECPP promotes an inclusive environment where all students regardless of race, gender, language, ability, or background, feel respected, represented, and supported.</p>	

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	<p>Policy 1140 – Educational Equity Policies/Affirmative Action</p> <p>Policy 1523 – Comprehensive Equity Plan</p> <p>Policy & Regulation 2260 – Equity in School and Classroom Practices</p> <p>Policy & Regulation 2520 – Instructional Supplies</p> <p>Policy & Regulation 5750 – Equitable Educational Opportunity</p> <p>Policy 5841 – Secret Societies</p> <p>Policy 5842 – Equal Access of Student Organizations</p> <p>All policies Readopted at Bd. Mtg. on June 10, 2025</p> <p>Achievers ECP operates as a single-school charter and accepts students on a first-come, first-served basis, open to all applicants.</p> <p>AECP ensures equitable access to all schools, facilities, programs, and benefits by maintaining non-discriminatory enrollment practices, offering all students access to rigorous coursework and extracurricular activities, and ensuring ADA-compliant facilities. The school designates an Affirmative Action Officer and provides annual equity training to staff. Policies are publicly posted, and all students and families are informed of their rights and access to grievance procedures.</p>	
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Provide equitable treatment for pregnant and married students.	Yes	<p>Policy 2416 – Programs for Pregnant Students</p> <p>Policy 5752 – Marital Status and Pregnancy</p> <p>All polices readopted at 6/10/25 board meeting.</p> <p>Should an Achievers ECP student become pregnant in middle school, or start parenting, student support staff (Dean of Students, Nurse, etc.) will provide the necessary services, accommodations, and/or referrals to ensure the young person in question has every opportunity to succeed.</p>	
Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation, and bullying. (P.L.2010, c122).	Yes	<p>Policy 1523 – Comprehensive Equity Plan</p> <p>Policy 5512 – Harassment, Intimidation, or Bullying</p> <p>Policy 5541 - Anti-Hazing</p> <p>Policy & Regulation 5751 – Sexual Harassment of Students</p> <p>Policy & Regulation 8461 – Reporting Violence, Vandalism, Harassment, Intimidation, Bullying, Alcohol, Other Drug Offenses</p> <p>Policy readopted at the 6/10/25 board meeting.</p> <p>A central element of Achievers ECP’s mission is to foster a culture where scholars develop the skills needed for academic success, embody the school’s core values and character strengths, and apply these attributes to thrive in college and beyond. To support this mission, Achievers ECP implements a positive behavior support system that emphasizes proactive, educational strategies rooted in strong relationships and prevention. As such, all forms of harassment, including sexual harassment, intimidation, and bullying, are strictly prohibited. In the rare instance that a scholar feels threatened or harassed, the appropriate support staff takes immediate action to resolve the issue and prevent it from happening again.</p>	

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).	No	<p>Policy 1140 – Educational Equity Policies/Affirmative Action Policy & Regulation 1510 – Americans With Disabilities Act Policy & Regulation 2418 – Section 504 of the Rehabilitation Act of 1973 – Students</p> <p>Policy readopted at the 6/10/25 board meeting.</p> <p>The new Affirmative Action officer has been appointed but will be affirmed at the 8/14 board meeting. Will update CEP. N Coppin as the Executive Director assumes that role currently.</p>	Achievers Early College Prep
Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	Yes	<p>Policy 1140 – Educational Equity Policies/Affirmative Action Policy 1523 – Comprehensive Equity Plan</p> <p>Policy readopted on 6/10/25 board meeting.</p> <p>Achievers ECP is fully committed to meeting the requirements of N.J.A.C. 6A:7-1.6 through sustained, high-quality professional learning for all staff. Our efforts include:</p> <ul style="list-style-type: none">● Annual training for all personnel, both certificated and uncertificated, focused on recognizing and addressing student opportunity and achievement gaps, and identifying biases tied to protected categories● Early training for new hires, provided within their first 30 days, ensuring immediate grounding in equity principles and regulations.● Differentiated content aligned with staff roles and informed by our ongoing data analysis● Community inclusion, inviting parents and other stakeholders to participate in professional learning to reinforce transparency, mutual accountability, and shared understanding	

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
		<ul style="list-style-type: none"> ● Oversight by our Affirmative Action Officer and team, who coordinate training delivery, document participation and completion, and ensure compliance with state mandates 	
<p>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.</p>	Yes	<p>Policy 1140- Educational Equity Polices/Affirmative Action Policy 1523- Comprehensive Equity Plan</p> <p>Policy readopted at the 6/10/25 board meeting.</p> <p>Achievers Early College Prep Charter School has authorized its Affirmative Action Team (AAT) to conduct a thorough Needs Assessment, develop the Comprehensive Equity Plan (CEP), and oversee its implementation over a three-year period. The AAT is composed of representatives from administration, instructional staff, student services, and human resources to ensure diverse perspectives are included.</p> <p>The team is responsible for identifying equity-related needs across school operations, including staffing, student services, curriculum access, and climate. The CEP outlines goals, action steps, timelines, and responsible parties, and is reviewed annually for progress monitoring and necessary revisions.</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</p>	Yes	<p>Policy 1140- Educational Equity Polices/Affirmative Action Policies/Affirmative Action Policy & Regulation 2423- Bilingual Education Policy 2610- Educational Program Evaluation Policy and Regulation 2622- Student Assessment</p> <p>Policies readopted at the 6/10/25 board meeting.</p> <p>To support this commitment, the school engages in a structured and ongoing review of student performance data, with particular attention to historically underperforming subgroups as</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
program data; and stakeholder satisfaction data. Identify any school-level underperforming student groups on Annual Yearly Progress Target reports for State assessments.		<p>defined by state and federal accountability standards. These include, but are not limited to, Multilingual Learners (MLLs), students with disabilities, economically disadvantaged students, and students from historically marginalized racial and ethnic backgrounds.</p> <p>On a monthly basis, the academic leadership team, alongside grade-level teachers, interventionists, and specialized support staff conducts comprehensive data reviews using a variety of assessments, including but not limited to interim benchmark assessments, WIDA ACCESS assessments for ELL students, and formative classroom-based data. This continuous progress monitoring allows the team to assess students’ movement toward Annual Yearly Progress (AYP) goals and schoolwide performance targets.</p> <p>Based on the data analysis, student subgroups that are not meeting expected proficiency benchmarks are identified, and targeted interventions are implemented.</p>	

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	<p>Policy 1140 -Educational Equity Policies/Affirmative Action</p> <p>Policy 1523- Comprehensive Equity Plan</p> <p>Policy 5512- Harassment, Intimidation, or Bullying</p> <p>Policy readopted at the 6/10/25 board meeting.</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
		The school community is informed about AECP’s board policies prohibiting bias and bullying, discrimination etc. via the website, the family handbook, code of conduct, back to school night, and family orientations.	
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	<p>Policy 1140- Educational Equity Policies/Affirmative Action</p> <p>Policy readopted at the 6/10/25 board meeting.</p> <p>At Achievers Early College Prep, the Affirmative Action Officer (AAO), Section 504 Officer, and Title IX Coordinator are responsible for ensuring compliance with state and federal equity regulations, investigating complaints of discrimination or harassment, supporting equitable access to programs, and coordinating staff training on equity-related matters.</p> <p>These roles are held by certificated staff members, and each officer receives annual training to stay current with legal requirements and best practices in equity, inclusion, and civil rights compliance.</p>	
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	<p>Policy 1140- Educational Equity Polices/Affirmative Action</p> <p>Policy & Regulation 1510- Americans with Disabilities Act</p> <p>Policy & Regulation 2260- Equity in School and Classroom Practices</p> <p>Policy readopted at the 6/10/25 board meeting.</p> <p>The Achievers ECP community and stakeholders can find information for the AAO and publicize the location and availability of the CEP, policy(ices), grievance procedures and annual reports on the Achievers ECP website. In addition, Achievers ECP stakeholders may also request this information directly from administrative staff.</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
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	<p>Policy 1140- Educational Equity Policies/Affirmative Action Policy and Regulation 1510- Americans with Disabilities Act Policy and Regulation 2260_ Equity in School and Classroom practices Policy 2418- Section 504 of the Rehabilitation Act of 1973</p> <p>Policy readopted at the 6/10/2025 board meeting.</p> <p>The Affirmative Action team will be responsible for investigating and resolving any perceived and/or reported discrimination complaints, grievances, and incidents among staff and students based on race, gender, sexual orientation, religion, English proficiency, socio economic status or disability.</p>	
Report on progress made in meeting the adequate yearly targets (as set by the NJDOE) for closing the achievement gap.	Yes	<p>Policy 1140 – Educational Equity Policies/Affirmative Action Policy & Regulation 2423 – Bilingual Education Policy 2610 – Educational Program Evaluation Policy & Regulation 2622 – Student Assessment</p> <p>Readopted at the 6/10/25 board meeting.</p> <p>Achievers Early College Prep (ECP) maintains a strong commitment to closing the achievement gap and improving performance outcomes for all students, particularly those identified within ESSA-designated subgroups.</p> <p>To support this work, staff participate in weekly data meetings where grade-level teams, interventionists, and school leaders review student performance data to monitor progress toward academic targets and identify emerging needs among underperforming subgroups.</p> <p>These meetings focus on real-time instructional adjustments, intervention effectiveness, and subgroup performance trends. In addition to weekly meetings, Achievers ECP conducts quarterly data days, during which instructional teams engage in a deeper analysis of interim assessment results,</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
		WIDA scores for Multilingual Learners (MLLs), and other benchmark data. These structured, schoolwide sessions are used to adjust instructional pacing, reassign intervention supports, and refine strategies for differentiated instruction to ensure that all students are on track to meet or exceed grade-level expectations.	
Authorize the AAO to conduct yearly equity training for all staff.	Yes	<p>Policy 1140 – Educational Equity Policies/Affirmative Action Policy 1523 – Comprehensive Equity Plan</p> <p>Readopted at the 6/10/25 board meeting.</p> <p>Achievers Early College Prep authorizes the Affirmative Action Officer (AAO) to conduct annual equity training for all staff. This training includes a review of state and federal non-discrimination laws, the school’s equity policies and procedures, and best practices for fostering an inclusive and respectful school environment.</p> <p>The AAO is responsible for developing and facilitating these sessions, ensuring that all staff are equipped to recognize, prevent, and respond to bias, discrimination, and inequity in the school setting. Documentation of training participation is maintained for compliance and continuous improvement purposes.</p>	
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.		(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	<p>Policy 1140_ Educational Opportunity Polices/Affirmative Action Policy 1523- Comprehensive Equity Plan Policy & Regulation 3240- Professional Development for Teachers and School Leaders</p> <p>Achievers Early College Prep provides annual staff development, open to parents and community members, focused on identifying and addressing the student achievement gap and other inequities related to bias or discrimination across all protected categories.</p> <p>Readopted at the 6/12/25 board meeting.</p>	
All non-certificated (non-professional) staff	Yes	<p>Policy 1140- Educational Equity Policies/Affirmative Action Policy & Regulation 4240- Employee Training</p> <p>Policies readopted at the 6/10/25 board meeting.</p> <p>Achievers Early College Prep AECP ensures equitable employment practices for all non-certificated staff, including paraprofessionals, custodians, lunch aids, administrative assistants, and security personnel. All hiring is conducted in accordance with the school’s Affirmative Action and Equal Employment Opportunity policies. Job postings are publicly listed and include nondiscrimination language.</p>	

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
		<p>All non-certificated staff receive onboarding, annual training in workplace conduct and Title IX compliance, and are evaluated using consistent performance metrics based on job descriptions. Assignments and responsibilities are determined based on qualifications and operational needs, without bias toward race, gender, religion, disability, or other protected categories.</p> <p>Employment records, staff evaluations, and job descriptions are maintained to ensure transparency and accountability in staffing practices.</p>	

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	<p>Policy 2260 – Equity in School and Classroom Practices Policy 5512 – Harassment, Intimidation, and Bullying (HIB) Policy 5750 – Equitable Educational Opportunity Policy 1140- Educational Equity Polices/Affirmative Action</p> <p>Policy readopted at the 6/10/25 board meeting.</p> <p>Achievers Early College Prep is committed to maintaining a safe, inclusive, and secure school climate that supports academic success and student well-being, in alignment with our mission and the consistent enforcement of our Code of Conduct. The school implements clear behavioral expectations through a structured discipline framework that emphasizes restorative practices, accountability, and student growth.</p> <p>To ensure the learning environment remains responsive to the needs of both staff and students, Achievers ECP administers the Kelvin Climate Survey to measure the pulse of the school community. Both staff and scholars participate in the survey, which gathers feedback on areas such as safety, belonging, relationships, and overall school climate. The results are reviewed</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
		and discussed with the full organization, including school	
Courses of study, including Physical Education	Yes	<p>Policy 2200 – Curriculum content Policy & Regulation 2260- Equity in School and Classroom Practices Policy 2422- Comprehensive Health and Physical Education Policy & Regulation 5750- Equitable Educational Opportunity</p> <p>Readopted at the 6/10/25 board meeting.</p> <p>All Achievers ECP courses of study have been approved by the NJ DOE and are directly aligned to the Common Core and New Jersey Learning Standards.</p>	
Library materials/Instructional materials and strategies	Yes	<p>Policy 2260 Equity in School and Classroom practices Policy & Regulation 2520- Instructional Supplies Policy & Regulation 5750- Equitable Educational Opportunity</p> <p>Readopted at the 6/10/25 board meeting.</p> <p>Achievers Early College Prep provides students with access to a school library that offers a diverse collection of books and instructional materials reflective of various cultures, experiences, and perspectives. Library and classroom materials are carefully selected to support the curriculum, promote literacy and affirm the identities of all students. Instructional strategies across content areas incorporate these resources to encourage critical thinking, cultural awareness, and academic engagement. Teachers also integrate technology and multimedia tools to enhance instruction and provide differentiated support to meet the needs of all learners.</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
Technology/software and audio-visual materials	Yes	<p>Policy & Regulation 2260 Equity in School and Classroom practices Policy & Regulation 5750- Equitable Educational Opportunity</p> <p>Policies readopted at the 6/10/25 board meeting.</p> <p>All technology/software and audiovisual materials have been approved by the NJ DOE and are directly aligned to the Common Core and NJCCCS. Care is taken to ensure all instructional materials and strategies reflect the needs of all students.</p>	
Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, and grievance procedures.	Yes	<p>Policy 2260 Equity in School and Classroom practices Policy & Regulation 2411- Guidance counseling Policy 5512- Harassment, Intimidation, and Bullying Policy & Regulation 5750- Equitable Educational Opportunity Policy 5541- Anti-Hazing</p> <p>Policies readopted at the 6/10/25 board meeting.</p> <p>AECF provides regular counseling services to scholars in house and will reach out to other support agencies or programs when required. AECF offers individual and whole group counseling throughout the year. Our counseling team actively supports the implementation of HIB, sexual harassment, and grieving procedures ensuring that all incidents are handled promptly, confidentially, and in alignment with specified procedures.</p>	
Extra-curricular activities and programs	Yes	<p>Policy Guide 2260 Equity in School and Classroom Practices Policy & Regulation 5750- Equitable Educational Opportunity</p> <p>Readopted at the 6/10/25 board meeting.</p> <p>All AECF students are eligible to participate in extra curricula programs.</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
Tests and other assessments	Yes	<p>Policy Guide 2260 Equity in School and Classroom Practices Policy 2428.1 Standard Based Instructional Priorities Policy & Regulation 2622- Student Assessment Policy & Regulation- Equitable Educational Opportunity</p> <p>Readopted at the 6/10/25 board meeting.</p> <p>All students at Achievers Early College Prep participate in annual state assessments, as required by the New Jersey Department of Education. Multilingual Learners (MLLs) also take the WIDA ACCESS assessment annually to measure English language proficiency across listening, speaking, reading, and writing domains. In addition to state testing, all students complete quarterly benchmark assessments through the MAP (Measures of Academic Progress) system to monitor academic growth and inform instruction throughout the school year. Assessment data is regularly reviewed to identify learning gaps, guide interventions, and support equitable academic outcomes for all students.</p>	
Reduction and/or prevention of under representation of minority, female and male students in all classes, activities and programs.	Yes	<p>Policy 2260 Equity in School and Classroom Practices Policy & Regulation 5750- Equitable Educational Opportunity</p> <p>Policy readopted at the 6/10/25 board meeting.</p> <p>Achievers Early College Prep is committed to ensuring equitable access to all academic programs and enrichment opportunities. To reduce and prevent the underrepresentation of minority, female, and male students in advanced classes, extracurricular programs, and leadership opportunities, the school actively monitors enrollment data and participation rates across subgroups. Recruitment efforts for special programs, such as honors courses, STEAM initiatives, and student leadership, are inclusive and intentionally designed to reflect the diversity of our student body. Staff members receive training on implicit bias and</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
		equitable identification practices to ensure that student selection is based on potential and performance rather than stereotypes or barriers. Regular data reviews help identify trends and guide outreach to ensure that all students have access to rigorous and enriching educational experiences.	

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	Policy Guide 2260 Equity in School and Classroom Practices Policy & Regulation 2423- Bilingual Education Policy & Regulation 5750- Equitable Education Opportunity Readopted at the 6/10/25 board meeting- Each year, during the selection of curriculum materials and planning of instructional training, Achievers ECP instructional staff, working in collaboration with other stakeholders, ensure that curriculum, content, and teaching practices intentionally reflect multicultural perspectives and diverse representation. The curriculum chosen meets the needs of all EL learners.	
Ensure the Amistad Commission Curriculum is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	Yes	Policy Guide 5750 Equitable Education Opportunity Policy Guide 2260 Equity in School and Classroom Practices Policy 2422- Comprehensive Health and Physical Education Readopted at the 6/10/25 board meeting. Achievers Early College Prep ensures that African American history, including the Amistad, as well as the histories and	

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
		contributions of other cultures, are integrated into the broader narrative of United States history, in compliance with N.J.S.A. 18A:35-1. Through our social studies curriculum and instructional planning, students explore diverse historical perspectives that highlight the experiences, struggles, and achievements of historically marginalized groups.	
Ensure the Commission on Holocaust Education curriculum for elementary and secondary school students, as developmentally appropriate. (N.J.S.A. 18A:35-28)	Yes	<p>Policy 2260 – Equity in School and Classroom Practices Policy 5750– Equitable Educational Opportunity</p> <p>Policies readopted at the 6/10/25 board meeting.</p> <p>The history and contributions of other cultures, as well as the Holocaust and other genocides across relevant grade levels. These topics are integrated into the social studies curriculum to provide students with a comprehensive understanding of U.S. and world history. Instruction is designed to promote historical accuracy, empathy, critical thinking, and a deeper awareness of the impact of racism, antisemitism, and other forms of injustice.</p>	
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	<p>Policy 2260 – Equity in School and Classroom Practices Policy 5750 – Equal Educational Opportunity Policy & Regulation 2200- Curriculum Content</p> <p>Polices readopted at our 6/12/25 board meeting.</p> <p>Achievers Early College Prep ensures full compliance with N.J.A.C. 6A:8 by delivering instruction that meets all state-mandated curricular requirements. The school's curriculum integrates content developed in alignment with protected categories as outlined in N.J.A.C. 6A:7-1.1(a), including race, ethnicity, gender, disability, sexual orientation, and other identified groups.</p>	

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	Policy & Regulation 2260- Equity in School and Classroom Practices Policy & Regulation 5750- Equitable Educational Opportunity Readopted at the 6/10/25 board meeting. All buildings comply with the required accessibility standards, and classrooms are arranged to accommodate the needs of students with disabilities or mobility challenges if applicable. The school regularly monitors its physical spaces to remove any obstacles that may hinder participation and works proactively to make necessary modifications or accommodations to support full access for all members of the school community	
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	Policy & Regulation 2260- Equity in School and Classroom Practices Policy & Regulation 5750- Equitable Educational Opportunity Policy readopted at the 6/10/25 board meeting.	

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
		AECF prohibits discrimination based on race, color, creed, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.	
Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	<p>Policy & Regulation 2260- Equity in School and Classroom Practices Policy & Regulation 5750- Equitable Educational Opportunity Policy & Regulation 7102- Site Selection and Acquisition</p> <p>Policy readopted at the 6/10/25 board meeting.</p> <p>Achievers Early College Prep is in compliance with state regulations by ensuring that no new facilities are located in areas that would contribute to imbalanced, isolated, or racially identifiable student enrollments. Facility decisions are made with a commitment to equity and inclusivity in accordance with N.J.A.C. 6A:7.</p>	
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 identity, provided the course content for each such separately conducted sessions is the same.	Yes	<p>Policy & Regulation 2260- Equity in School and Classroom Practices Policy & Regulation 5750- Equitable Educational Opportunity Policy 8110- Attendance Area</p> <p>Polices readopted at the 6/10/25 board meeting.</p> <p>AECF ensures that students are not separated, excluded, or disproportionately placed in schools, academic programs, courses, activities, or extracurricular offerings. Placement decisions, whether for advanced coursework, intervention services, or extracurricular involvement are based on clearly defined, equitable criteria such as academic performance, teacher recommendations, and student interest, rather than any protected status.</p> <p>Ongoing internal data reviews are conducted to monitor student representation across programs to prevent disproportionate assignment or</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
		tracking. Where necessary, adjustments are made to ensure inclusive access and participation.	

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	<p>Policy & Regulation 2260- Equity in School and Classroom Practices Policy & Regulation 5750- Equitable Educational Oportunity</p> <p>Policies adopted at the 6/10/25 board meeting.</p> <p>Achievers Early College Prep (AECP) ensures equitable access to gifted, talented, and advanced courses by using inclusive identification practices, monitoring enrollment data by subgroup, and providing targeted outreach to underrepresented students. Staff receive equity-focused training, and course scheduling is designed to eliminate access barriers. These efforts help prevent the underrepresentation of minority and female students, particularly in math and science</p>	
Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Yes	<p>Policy & Regulation 2260- Equity in School and Classroom practices Policy & Regulation 2460- Special Education Policy & Regulation 5750- Equitable Educational Opportunity</p> <p>Polices readopted at the 6/10/25 board meeting.</p> <p>Achievers Early College Prep is committed to ensuring that minority and male students are not disproportionately represented in disciplinary actions such as detentions, suspensions, expulsions, dropout rates, or special education classifications. To support this commitment, the school regularly monitors behavior and discipline data using DeansList, our behavior reporting platform. This system allows us to identify trends by race, gender, and other demographic factors to address potential disparities. School leadership reviews this</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
		data routinely to ensure equitable practices.	
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	<p>Policy & Regulation 2260 Equity in School and Classroom Practices Policy 2421- Career and Technical Education Policy & Regulation 5750- Equitable Educational Opportunity</p> <p>Policies readopted at the 6/10/25 board meeting.</p> <p>All Achievers ECP students have equal and barrier-free access to instructional technology including 1:1 computers and 21st century learning opportunities. Achievers ECP does not yet offer CTE programs, however all students have equal and barrier-free access to postsecondary education via our early college program and career exposure-related activities via Naviance, an interest and career platform for students in grades 6-12.</p>	
Ensure that all multilingual learners have equal and bias-free access to all school activities and programs.	Yes	<p>Policy & Regulation 2260- Equity in School and Classroom Practices Policy & Regulation 2423- Bilingual Education Policy & Regulation 5750- Equitable Educational Opportunity</p> <p>Polices readopted at the 6/10/25 board meeting.</p> <p>Achievers provides targeted language development support through a vetted MLL curriculum (English 3D) while also immersing students in the Tier 1 English classes. WIDA and other benchmark data is regularly reviewed to ensure that ELL students are receiving adequate support. MLs also are not excluded from any other activities and programs. They can participate in all activities offered at AECp.</p>	
Ensure that all students with disabilities have equal and bias-free access to all school activities and programs.	Yes	<p>Policy & Regulation 1510- American with Disabilities Act Policy & Regulation 2260- Equity in School and Classroom Practices</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
		<p>Policy & Regulation 2460- Special Education Policy & Regulation 5750- Equitable Educational Opportunity</p> <p>Polices adopted at the 6/10/25 board meeting.</p> <p>All students, including those with disabilities have equal access to all Achievers ECP programs and activities.</p>	
Ensure that all schools’ registration procedures are in compliance with State and Federal regulations and case law.	Yes	<p>Policy & Regulation 5111- Eligibility of resident/Nonresident Students</p> <p>Policy readopted at the 6/10/25 board meeting.</p> <p>Achievers Early College Prep (AECp) ensures that all school registration procedures are in full compliance with New Jersey state law. Enrollment practices are nondiscriminatory and aligned with N.J.A.C. 6A:22, including the acceptance of required documents, protection of student privacy, and equitable access for all students regardless of race, gender, housing status, immigration status, or language background. The registration process is monitored annually to maintain compliance and uphold equitable enrollment practices across all campuses.</p>	

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	<p>Policy & Regulation 2423- Bilingual Education</p> <p>Policy readopted at the 6-12-25 board meeting.</p> <p>Achievers Early College Prep (AECp) utilizes the state-approved WIDA ACCESS assessment annually to determine the English language proficiency levels of all identified multilingual learners (MLLs), in compliance with N.J.A.C. 6A:15. The results of the WIDA assessment guide instructional placement, language development support services, and exit criteria decisions. AECp also uses WIDA Screener for initial identification of MLLs upon enrollment, ensuring timely and accurate placement in language support programs.</p>	
Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	<p>Policy & Regulation 2260- Equity in School and Classroom practices</p> <p>Policy & Regulation 2460- Special Education</p> <p>Policies readopted at the 6-10-25 board meeting.</p> <p>Achievers Early College Prep (AECp) utilizes a Multi-Tiered System of Supports (MTSS) to ensure bias-free, data-informed decision-making when determining the special needs of students with disabilities. Through this framework, all students receive evidence-based interventions with regular progress monitoring prior to any referral for special education evaluation</p>	
Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including multilingual learners.	Yes	<p>Policy & Regulation 2260- Equity in School and Classroom Practices</p> <p>Policy & Regulation 2423- Bilingual Education</p> <p>Policies readopted at the 6-10-25 board meeting.</p> <p>Achievers Early College Prep (AECp) ensures that all support services—including school-based counseling, health services, academic tutoring, mentoring, and enrichment programs are available and accessible to all students, including multilingual learners (MLLs). Services are delivered</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
		equitably across grade levels and campuses, with no barriers based on language, ability, or background.	
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	Policy 2416- Programs for Pregnant Students Policy 5752- Marital Status and Pregnancy Policy & Regulations 5750- Equitable Educational Opportunity Achievers Early College Prep (AECPP) ensures that pregnant students are permitted to fully participate in regular school activities, programs, and coursework without discrimination. If a pregnant student is unable to attend school due to medical reasons, AECPP provides equivalent instruction in alignment with state law to ensure continuity of learning and academic progress. The school works closely with families and healthcare providers to support each student's educational needs during and after pregnancy.	

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	Policy & Regulation 2411-Guidance Counseling Policy & Regulation 5750- Equitable Educational Opportunity Policies readopted at the 6/10/25 board meeting. All students at Achievers, including females, minority students, English language learners, non-college bound students, and students with disabilities have full and equal access to adequate and appropriate guidance and counseling services. Students may access school-based support from the school social worker and, when necessary, are referred to external counseling or support services to meet their individual academic, social-emotional, and postsecondary planning needs.	
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	Policy & Regulation 2260- Equity in Schools and Classroom Practices Policy & Regulation 2411- Guidance Counseling Policy 2421- Career and Technical Education Policy & Regulation 5750- Equitable Educational Opportunity Policies readopted at the 6/10/25 board meeting. Achievers Early College Prep serves students in grades 6–12 and is committed to exposing all students to a full range of occupational, professional, and Career and Technical Education (CTE) pathways, including careers in science, technology, engineering, arts, and mathematics (STEAM). In middle school, students engage in foundational skill-building and career exploration activities designed to spark interest and prepare	

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
		them for high school pathways. At the high school level, students are offered access to CTE-aligned coursework and hands-on learning opportunities that support readiness for college and career. All students, regardless of background or demographic status, are encouraged to explore and pursue career interests through equitable access to courses, clubs, and enrichment opportunities..	
Guidance counselors are using bias-free materials.	Yes	<p>Policy & Regulation 2411 Guidance Counseling Policy & Regulation 5750- Equitable Educational Opportunity</p> <p>Polices readopted at the 6/10/25 board meeting.</p> <p>Achievers Early College Prep ensures that all students have access to bias-free, inclusive counseling services by equitable tools such as Naviance and Character Strong. Naviance is used to support college and career readiness through interest inventories, goal setting, and postsecondary planning, while Character Strong fosters social-emotional learning and character development. Both programs are implemented using culturally responsive and bias-free materials that reflect the diverse identities of our student population.</p>	

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	Policy 2422- Comprehensive Health and Physical Education Policy & Regulation 2260- Equity in School and Classroom Practices Policy & Regulation 5750- Equitable Educational Opportunity Policies readopted at the 6/10/25 meeting. The Achievers ECP physical education and health courses are aligned to the NJCCCS. All courses are co-educational. providing all students equal access to the same quality content and instruction.	

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	Policy & Regulation 2260- Equity in school and Classroom Practices Policy readopted at the 6/10/25 board meeting.	Achievers Early College Prep

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
		AECP school offers co-ed athletic teams, including soccer and basketball, ensuring that both male and female students have access to competitive sports programs.	
Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Yes	Policy & Regulation 2260- Equity in School and Classroom Practices Policy readopted at the 6-10/25 board meeting. Achievers Early College Prep ensures equitable scheduling of athletic activities, including night games (very few), practice times, game locations, and the number of competitions for both male and female teams.	
Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Yes	Policy & Regulation 2260- Equity in School and Classroom Practices Policy readopted at the 6/10/25 board meeting. Achievers Early College Prep ensures equitable treatment across all programs, including staff salaries, the purchase and maintenance of equipment, and resource allocation. The school works closely with the School Business Office to monitor and support fair distribution of funds and ensure compliance with equity standards.	
Provides comparable facilities for male and female teams.	Yes	Policy & Regulation 2260- Equity in School and Classroom Practices Policy readopted at the 6/10/25 board meeting.	

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	The new AAO will be affirmed at the 8-15-25 board meeting. Currently, Mrs. Coppin, the Executive Director is assuming the AAO responsibilities.	Nava Coppin	8-15-25	

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

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

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

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

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

Appendix D

Yearly Statements of Assurance

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: **Mercer County**

Name of School District/Charter School/Renaissance School Project: **Achievers Early College Prep**

Address: **544 Chestnut Street**

Affirmative Action Officer (AAO): **Michael Nicholson**

Telephone #: 201-230-7509

AAO Email: mnicholson@achieversecp.org

Alternate Contact Person: **Nava Coppin**

Telephone #: 252-599-2581

Title: Executive Director

Email: ncoppin@achieversecp.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: Nava Coppin, Executive Director

Signature: *Nava Coppin*

Date: July 29, 2025

Comprehensive Equity Plan Statement of Assurance, Year 2

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

Name of County:

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: