

*District, Charter School and Renaissance School Project Comprehensive Equity Plan  
Needs Assessment*

**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 on the Comprehensive Equity Plan forms.

*Table 1: Needs Assessment, Board Responsibility*

<b>I. Board Responsibility</b>	<b>Compliant (Yes or No)</b>	<b>Documentation or evidence to substantiate compliance must include board policy title, number and date of adoption and or revision.</b>	<b>List name of noncompliant school(s) in the district</b>
NJAC 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  A. Adopt or re-adopt written equality and equity policies, requiring the following:	Y		
1. Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following: a. Identify and address all forms of prejudice and discrimination in all district, charter and renaissance school project programs, practices, curricula, instructional materials and assessments.	Y	Policy 1140 - Affirmative Action Program (M) Adopted December 12, 2016  Policy 1523 - Comprehensive Equity Plan (M) Adopted December 12, 2016  Policy 2260 - Affirmative Action Program for School and Classroom Practices (M) Adopted January 20, 2021 Regulation 2260 -Affirmative Action Program for School and Classroom Practices Complaint Procedure (M) Adopted December 12, 2016  Policy 5750 - Equal Educational Programs and Services (M) Adopted December 12, 2016 Regulation 5750 - Equal Educational Opportunity Complaint Procedure (M) Adopted December 12, 2016	

I. 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
		Policy 5755 - Equity in Educational Programs and Services (M) Adopted December 12, 2016 Student Equity Advocate/Chief Equity Officer Quarterly School Based Student Support Report (serves as an early intervention tool) Revised Curriculums Dyslexia Handbook Student Profile Assessment Handbook Gifted and Talented for all Students	
b. Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Y	Policy 1140 - Affirmative Action Program (M) Adopted December 12, 2016  Policy 1523 - Comprehensive Equity Plan (M) Adopted December 12, 2016  Policy 2260 - Affirmative Action Program for School and Classroom Practices (M) Adopted January 20, 2021 Regulation 2260 -Affirmative Action Program for School and Classroom Practices Complaint Procedure (M) Adopted December 12, 2016  Policy 5750 - Equal Educational Programs and Services (M) Adopted December 12, 2016 Regulation 5750 - Equal Educational Opportunity Complaint Procedure (M) Adopted December 12, 2016  Policy 5755 - Equity in Educational Programs and Services (M) Adopted December 12, 2016 Gender Neutral Bathrooms	

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		Magnet Schools Open Access to Facilities Brother To Brother, Inc. Sister to Sister, Inc. IMANI (free tutoring for all) Structured Learning Experience	
c. Provide equitable treatment for pregnant and married students	Y	Policy 2416 - Programs for Pregnant Students (M) Adopted December 2016 Policy 5752 - Marital Status and Pregnancy (M) Adopted December 2016 *Provide community and academic support with resources such as Women, Infants, and Children (WIC), Planned Parenthood, etc. *Parenting class with Rutgers for fathers	
d. Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).	Y	*Hired Affirmative Action (AA) Officer *AA representative per school Hired District Mental Health and Harassment, Intimidation and Bullying (HIB) Coordinator *Provide HIB Training to administrators *Global Compliance Network (GCN) Training	
2. Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Y	Policy 1550 - EQUAL EMPLOYMENT/ANTI-DISCRIMINATION (M) Adopted December 2016 / Edited January 2020	

I. 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
3. The appointment of an Affirmative Action Officer (AAO) who can also serve as, or coordinate with, the district, charter and renaissance school project school's Section 504 Officer and/or the district, charter and renaissance school project's Title IX Coordinator.	Y	Policy 1140 - AFFIRMATIVE ACTION PROGRAM Adopted December 2016	
4. Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	Y	Policy 1140 - Affirmative Action Program (M) Adopted December 2016	
B. Authorize the Affirmative Action Officer 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 schools will report annual progress in the Charter School Annual Report.	Y	Policy 1140 - Affirmative Action Program (M) Adopted December 2016 Policy 1523 - Comprehensive Equity Plan (M) Adopted December 2016	
C. Collect and analyze Annual Yearly Progress (Progress Targets) data for underperforming subgroups 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	Y	Policy 1140 - Affirmative Action Program (M) Adopted December 2016 Policy 2423 - Bilingual and ESL Education (M) Adopted December 2016 Regulation 2423 - Bilingual and ESL Education (M) Adopted December 2016 Policy 2610 - Educational Program Evaluation (M) Adopted December 2016 Policy 2622 - Student Assessment (M) Adopted December 2016 Revised October 2022	

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classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data. Identify any school-level underperforming subgroups on Annual Yearly Progress (Progress Targets) reports for state assessments.			
D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking or authorizing the following actions:	Y	Policy 1140 - Affirmative Action Program (M) Adopted December 2016 Policy 1523 - Comprehensive Equity Plan (M) Adopted December 2016	
1. Inform the school community the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	Y	<ul style="list-style-type: none"> <li>• Policy 1140 - Affirmative Action Program [P1140 June 2019]</li> <li>• Policy 5512 - Harassment, Intimidation, &amp; Bullying [P5512 Mar 2019]</li> </ul> <p>MPSD website, visual overview:</p> <p><a href="https://cdnsm5-ss19.sharpschool.com/UserFiles/Servers/Server_889476/File/District/Affirmative%20Action/Overview/overview.pdf">https://cdnsm5-ss19.sharpschool.com/UserFiles/Servers/Server_889476/File/District/Affirmative%20Action/Overview/overview.pdf</a></p> <p><a href="https://www.montclair.k12.nj.us/cms/One.aspx?portalId=889560&amp;pageId=1028779">https://www.montclair.k12.nj.us/cms/One.aspx?portalId=889560&amp;pageId=1028779</a></p>	
2. Define the responsibilities of the AAO (Affirmative Action Officer/504 Officer, and/or Title IX Coordinator);	Y	<ul style="list-style-type: none"> <li>• Policy 1523 - Comprehensive Equity Plan [P1523 June 2019]</li> </ul>	

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require that the AAO be a certificated staff person; and, train the AAO to handle the district, charter and renaissance school projects equity' responsibilities.	Y	<ul style="list-style-type: none"> <li>• Policy &amp; Regulation 1530 - Equal [P1530 June 2019] Employment Opportunity</li> <li>• Policy 1550- Equal Employment/Anti- Discrimination Practices [P 1550 April 2019]</li> <li>• MPSD website, Affirmative Action <a href="https://www.montclair.k12.nj.us/cms/One.aspx?portalId=889560&amp;pageId=1028718">https://www.montclair.k12.nj.us/cms/One.aspx?portalId=889560&amp;pageId=1028718</a></li> </ul>	
3. Inform students, staff and the community of the name, office address, and phone number of the district, charter and renaissance school project's AAO, and publicize the location and availability of the district, charter and renaissance school project's CEP, policy(ies), grievance procedures and annual reports.	Y	<p>Complaint form: the date on the bottom is old. Website Overview (Editable Newspaper) pg. 3 left side, change the date</p> <p><a href="https://cdnsm5-ss19.sharpschool.com/UserFiles/Servers/Server_889476/File/District/Affirmative%20Action/Complaint%20Form/aa-complaint.pdf">https://cdnsm5-ss19.sharpschool.com/UserFiles/Servers/Server_889476/File/District/Affirmative%20Action/Complaint%20Form/aa-complaint.pdf</a></p>	
4. Investigate and resolve discrimination complaints, grievances and incidents between students and teachers or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.	Y	<p><b>N.J.A.C. 6A:7, Managing for Equality and Equity in Education Table of Contents</b></p> <p><b><u>Subchapter 1. General Provisions</u></b></p> <p><u>6A:7-1.1 Purpose</u> <u>6A:7-1.2 Scope</u> <u>6A:7-1.3 Definitions</u>  <u>6A:7-1.4 Responsibilities of the district board of education</u> <u>6A:7-1.5 Affirmative action officer</u>  <u>6A:7-1.6 Professional development</u></p>	

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		<u>6A:7-1.7 Equality in school and classroom practices</u> <u>6A:7-1.8 Equality in employment and contract practices</u> <u>6A:7-1.9 Accountability</u> <u>6A:7-1.10 Appeals</u>	
5. Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap.	Y	<ul style="list-style-type: none"> <li>● Policy 1140 - Affirmative Action Program [P1140 June 2019]</li> <li>● Policy &amp; Regulation 2260 - Affirmative Action Program for School and Classroom Practices [P2260 June 2019]</li> </ul> <p>State testing reports outline the closing of achievement gap and other district assessments</p>	
6. Authorize the AAO to conduct yearly equity training for all staff.	Y	<ul style="list-style-type: none"> <li>● Policy 1140-Affirmative Action Program</li> <li>● P1140 June 2019</li> </ul> <p>The Global Compliance Network(GNC) trainings are mandatory to all employees</p>	
E. 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 school district, charter and renaissance school project's district's website. N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards.	Y	(For County Vocational School Districts Only)	

Table 2: Needs Assessment, Staff Development and Classroom Practices

<b>II. Staff Development And Training</b> <ul style="list-style-type: none"> <li>N.J.A.C. 6A:7-1.6 &amp; N.J.S.A. 10:5</li> </ul>	<b>Compliant (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.</b>	<b>List name of noncompliant school(s) in the district</b>
<p>A. Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status <b>every school year</b>, as follows:</p>	<p>Y</p>	<ul style="list-style-type: none"> <li>Policy 1140 -Affirmative Action Program P1140June2019</li> <li>Parent/guardian workshops for parents of Title I funded programs. *Math workshops at Glenfield, Wellness Workshops</li> </ul>	
<p>1. To all certificated (administrative and professional) staff.</p>	<p>Y</p>	<ul style="list-style-type: none"> <li>Policy 1140 - Affirmative Action Program June 2019</li> <li>Policy &amp; Regulation 3240- Professional Development for Teachers and School Leaders May 2019</li> </ul> <p>*Professional Development (PD) trainings are embedded into the yearly calendar and admin can attend additional workshops</p>	
<p>2. To all non-certificated (non-professional) staff.</p>	<p>Y</p>	<ul style="list-style-type: none"> <li>Policy 1140-Affirmative Action Program June 2019</li> <li>Policy 4240 - Employee Training Nov 2018</li> </ul>	



<b>II. Staff Development And Training</b> <ul style="list-style-type: none"> <li>• N.J.A.C. 6A:7-1.6 &amp; N.J.S.A. 10:5</li> </ul>	<b>Compliant (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.</b>	<b>List name of noncompliant school(s) in the district</b>
Continued	Y	*Professional Development training is embedded into the yearly calendar. GCN training is for non-professional staff regarding various topics.	

Table 3: Needs Assessment, School and Classroom Practices

III.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>A. Equality and Equity in Curriculum</p> <ul style="list-style-type: none"> <li>● 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</li> </ul> <p>1. Ensure that the district, charter school or renaissance school project's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and addresses 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 programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, English proficiency, housing status or socioeconomic status. Areas covered include, but are not limited to, the following:</p>	<p>Y</p>	<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 2200 Curriculum Content June 2019</li> <li>● Policy &amp; Regulation 2260 - Affirmative Action Program for School and Classroom Practices June 2019</li> <li>● Policy 5755 - Equity in Educational Programs and Services June 2019</li> </ul>	
<p>a. School climate and culture, safe and positive learning environment.</p>	<p>Y</p>	<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 2260 Affirmative Action Program for School and Classroom Practices June 2019</li> <li>● Policy 5512 - Harassment, Intimidation, and Bullying June 2019</li> </ul>	

III.School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
		<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 5750- Equal Educational Opportunity June 2019</li> </ul>	
b. Courses of study, including Physical Education	Y	<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 2260 - Affirmative Action Program for School and Classroom Practices June 2019</li> <li>● Policy 2422 - Health and Physical Education June 2019</li> <li>● Policy &amp; Regulation 5750- Equal Educational Opportunity June 2019</li> </ul>	
c. Library materials/Instructional materials and strategies	Y	<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 2260 - Affirmative Action Program for School and Classroom Practices June 2019</li> <li>● Policy &amp; Regulation 5750 Equal Educational Opportunity June 2019</li> </ul>	
d. Technology/software and audio-visual materials	Y	<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 2260 - Affirmative Action Program for School and Classroom Practices June 19</li> <li>● Policy &amp; Regulation 5750- Equal Educational Opportunity June 2019</li> </ul>	
e. Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, & grievance procedures	Y	<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 2260 - Affirmative Action Program</li> </ul>	
f. Extra-curricular programs and activities	Y	<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 2260 - Affirmative Action Program for School and Classroom Practices June 2019</li> <li>● Policy &amp; Regulation 5750 - Equal Educational Opportunity June 2019</li> </ul>	
g. Tests and other assessments	Y	<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 2260 - Affirmative Action Program for School and Classroom Practices June 2019</li> <li>● Policy &amp; Regulation 5750 - Equal Educational Opportunity June 2019</li> </ul>	

III.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
h. Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	Y	<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 2260 - Affirmative Action Program for School and Classroom Practices June 2019</li> <li>● Policy &amp; Regulation 5750 - Equal Educational Opportunity June 2019</li> <li>● Policy 5755 - Equity in Educational Programs and Services June 2019</li> </ul>	
2. Include a multicultural curriculum in the instructional content and practices across the curriculum.	Y	<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 2260 - Affirmative Action Program for School and Classroom Practices June 2019</li> <li>● Policy &amp; Regulation 5750 - Equal Educational Opportunity June 2019</li> </ul>	
3. Ensure that instruction on African-American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	Y	<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 2260 - Affirmative Action Program for School and Classroom Practices June 2019</li> <li>● Policy &amp; Regulation 5750 Equal Educational Opportunity June 2019</li> </ul>	
4. Include instruction on the Holocaust and other genocide curricula in the curriculum for elementary and secondary school students. (N.J.S.A. 18A:35-28)	Y	<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 2260 - Affirmative Action Program for School and Classroom Practices June 2019</li> <li>● Policy &amp; Regulation 5750- Equal Educational Opportunity June 2019</li> </ul>	
B. Equality and Equity in Student Access <ul style="list-style-type: none"> <li>● N.J.A.C. 6A:7-1.7; Titles VI &amp; 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</li> </ul>	Y	<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 2260-Affirmative Action Program for School and Classroom Practices June 2019</li> <li>● Policy &amp; Regulation 5750- Equal Educational Opportunity</li> <li>● Policy 5755- Equity in Educational Programs and Services June 2019</li> </ul>	

III.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
Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status, as follows:	Y	See Above	
1. Ensure equal and barrier-free access to all school and classroom facilities.	Y	<ul style="list-style-type: none"> <li>● Policy 5755- Equity in Educational programs and Services</li> </ul> <p>Currently the district has two buildings that could be considered as barrier free access to classrooms.</p> <p>Those would be Watchung and Edgemont.</p> <p>Watchung is scheduled for a elevator installation, timeline for this is estimated between 2025-2026.</p> <p>There is currently no plan for Edgemont.</p> <p>Edgemont school Administration has been responsible for ensuring that students have access to all classes.</p> <p>The District has no plans to purchase or build any new facilities.</p>	
2. Attain minority representation of students within each school, including racial and ethnic balance, within each school which approximates the district, charter and renaissance school project's overall minority racial and ethnic representation.	Y	<p><b>5755 - EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M)</b>  <b>Adopted June 2019</b></p>	

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3. Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Y	The District has no plans to purchase or build any new facilities. <b>5755 - EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M)</b> <b>Adopted June 2019</b>	
4. Ensure that students are not separated or isolated by race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, housing status or socioeconomic status, resulting in disproportionate placement within schools, courses, classes, programs or extracurricular activities.	Y	<p><b>5755 - EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M)</b> <b>Adopted June 2019</b></p> <p><b>0263.1 - EDUCATIONAL EQUITY AND ANTI-RACISM</b></p> <p>Section: Bylaws</p> <p>Date Created: November 2017</p> <p>Date Edited: October 2020</p> <p>The Montclair Public Schools acknowledges the existence of racial disparities in education socio-economic status and other aspects of society in the United States due to ongoing racism in this country. As such we the Montclair Public Schools recognize the need for an anti-racism policy as well as procedures that will result in improved educational experiences and outcomes</p>	

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Continued	Continued	<p>for all students. Towards this end, The Montclair Board of Education will work towards creating an open and inclusive environment for all students so that anti-racism is at its core to support. It is our belief that schools should be places that welcome and value diversity so all students feel a sense of belonging and pride in who they are. A sense of connectedness and respect for differences among races, ethnicities, and cultural and religious backgrounds can help to establish the moral imperative of providing every child with a quality education.</p> <p>The district must consciously work to counteract the persistent impact of racism as one of the major barriers to how students experience educational success. In order to cultivate a sense of responsibility among stakeholders the district must provide its staff, students, and District families the opportunity to engage and listen to differing viewpoints in order to broaden understanding of all cultures. The district must help identify how each individual fits into our shared history to help cultivate an understanding of differences, as well as, an appreciation of uniqueness, and inherent commonalities. Thus, we work towards creating a more open and inclusive environment for all students that is anti-racist at its core.</p> <p>All people have an inherent right to be protected from racism. The Montclair Board of Education recognizes that racism, and social inequities rob effected members of society especially, marginalized communities, of the full</p>	

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Continued	Continued	<p>participation of its members in a democratic society. This imperative makes it incumbent upon the district to adopt a zero-tolerance stance regarding any form of racism, whether directed towards an individual or in systemic form and by extension overt or implicit in actions. Therefore, Montclair Public Schools encourages the development, implementation, and evaluation of the policies, programs, and services that apply the principles of anti-racism and diversity education as a cornerstone to the varied decisions that are necessary to ensure access to equity among all stakeholders. . In addition, the Montclair Public Schools will ensure that the district provides guidance, training and opportunities for discussion about topics of institutional racism, power and privilege in our society to ultimately engage our community to act against these inequities.</p> <p>It is our belief that as we move forward together in taking action, we must learn how to best be allies, take responsibility for learning, support our staff and students in critical and direct ways so we can ultimately be a driving force in repairing what is broken and continues to break throughout the world at large.</p> <p>The Montclair Public Schools will ensure that the district provides guidance, training, and opportunities for</p>	



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Continued	Continued	<p>discussion about topics of race, power and privilege in our society and by extension its impact on learning, development and access to equity to ultimately engage our community to act against these inequities.</p> <p>Definitions</p> <p>The following working definitions are to be used when interpreting the Montclair Public Schools Educational Equity and Anti-Racism Policy:</p> <p>Anti-Racism/Diversity education is education that is based upon a curriculum and pedagogy that works to eliminate racism, promote inclusion and create access to equity as a universal right for all students. The overall learning objectives of anti-racism education are to reduce prejudice and discrimination, mitigate the adoption of and facilitate corrections about stereotypes, and promote understanding, acceptance and appreciation for diverse groups and cultures.</p> <p>Anti-Racism education consists of curriculum and pedagogy that works to eliminate racism and create access to equity as a universal right for all students.</p>	

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Continued	Continued	<p>Bias is prejudice in favor of or against one person, group or thing compared with another. Usually in a way considered to be unfair.</p> <p>Equity is the quality of being fair and impartial.</p> <p>Prejudice is a preconceived opinion that is not based on reason or actual experience.</p> <p>Race is a social and political construct. It has been used to describe not only physical differences but differences based on ethnicity, place of origin, cultural background, religion, spirituality and other aspects of diversity.</p> <p>Racism is a prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized.</p> <p>Discrimination is a distinction, intentional or not, that is based on personal characteristics of a group, class, or category to which a person belongs rather than on the person's individual merit and capacities. Discrimination imposes disadvantages not imposed on others or withholds and/or limits access to advantages available to others. It includes unfair and hurtful actions such as</p>	

III.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
Continued	Continued	<p>racial slurs, rules and practices that act as barriers against groups of people, and disproportional impact in areas of finance, health, education and general quality of life.</p> <p>Disproportionality is the over representation and under representation of a particular population or demographic group relative to the presence of this group in the overall population.</p> <p>The Montclair Public Schools shall use all available options to address any actions that deemed biased or racist. In an inclusive and welcoming teaching and learning environment, there is no space for behaviors, practices, policies or regulations that are racist. Accordingly, behaviors, practices, policies and regulations that are racist will not be tolerated.</p> <p>The Montclair Public Schools shall, through the office of the Superintendent or his designee:</p> <p style="padding-left: 40px;">ensure that the leadership of the Montclair Public Schools will adhere to the districts anti-racism policies by implementing regulations to ensure access to equity and equality for all students, staff, and families within the educational community.</p>	

III.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
Continued	Continued	<p>require its educational partners to support and implement the District’s anti-racism policies and procedures.</p> <p>ensure when policies, regulations, guidelines, or procedures are created or reviewed, they will be analyzed through an “anti-racism lens” by individuals representative of the diverse racial makeup of the District community to ensure that they are free from elements of racism, prejudice and discrimination</p> <p>implement policies and programs to ensure that recruitment, hiring, retention and promotion practices are free from elements of racism, prejudice and discrimination., The District will also create recruitment strategies and employment opportunities designed to ensure an equitable representation of qualified minority professional staff that cultivate our core values of belonging and identity.</p> <p>ensure that the pedagogy employed in all District schools is free of racism, rooted in respect and provides the opportunity to incorporate perspectives of all of the diverse</p>	

III.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
Continued	Continued	<p>backgrounds represented in the District community and broader communities.</p> <p>use the curriculum cycle to examine current content focus and ensure a broad prospective of views that are representative of all racial and cultural experiences; not only those experiences from a traditional Eurocentric lens. The cycle must promulgate the inclusive voice necessary to promote perspectives and knowledge needed for students to be successful in an equitable and democratic society.</p> <p>provide and use learning resources that are bias-free or other resources in the context of facilitated discussions to further anti-racism education (including how to recognize and address racism, prejudice and discrimination)and multicultural perspective.</p> <p>require all staff to engage in anti-racism and cultural awareness sensitivity training through professional staff development opportunities to assist educators in the implementation of best practices that provide for access to equitable inclusion for all students. This will promote a climate of</p>	

III.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
Continued	Continued	<p>shared ideas and enlightenment, through which varied students from any background can develop to their full potential. In addition, all staff will be provided opportunities and resources to facilitate awareness, knowledge and skills needed for effective anti-racism education.</p> <p>ensure that evaluation, assessment, and placement procedures are free from disproportional bias, and that the District both challenges and provides opportunities for students from all backgrounds-regardless of race-to develop to their full potential.</p> <p>communicate and provide opportunities for engagement, input and education of and with families and communities to address racism and to highlight the District’s anti-racism programs and initiatives.</p> <p>exhaust no efforts to build towards a culturally competent, multi-racial school district.</p> <p>Montclair Public Schools are committed to embracing practices that are anti-racist in all facets of the organization and to upholding this policy to the fullest extent possible. Furthermore, Montclair Public Schools</p>	

III.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
Continued	Continued	<p>shall use all available means of resources to address any behavior that violates this position, including in an area such as Policy/regulation 5512. And Policy 5600. In an inclusive and welcoming teaching and learning environment, there is not space for behaviors that are biased or racist, particularly in one which utilizes the philosophy of Restorative Justice Practices as a way of ensuring access to equity.</p> <p>The Board of Education will hold the Superintendent accountable for creating this environment as well as making measurable progress in achieving the goals set forth in this policy. Furthermore, the Board of Education will hold the Superintendent accountable for creating an internal reporting and investigation process from any and all complaints arising under this policy and its regulation.</p> <p>All employees of the Montclair Public School District are responsible for the success and achievement of students. The Board of Education recognizes that implementation of this policy is a major undertaking and that these are long-term goals that require significant work, resources and support to implement across all schools. The Superintendent is authorized and tasked with developing strategic plans and assigning responsibility to carry out this policy with clear accountability and metrics to measure success. The Superintendent or his/her designee shall report annually to the Board of Education on the progress towards achieving the goals outlined in this</p>	

III.School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
Continued	Continued	<p>policy and will provide the Board of Education with an updated action plan each year.</p> <p>Any infractions or violations of this policy may be reported, anonymously, to the Superintendent or his designee.</p> <p><b>Adopted: 20 November 2017</b></p> <p><b>Revised: 07 October 2020</b></p> <p><b>1523 - COMPREHENSIVE EQUITY PLAN (M)</b></p> <p><b>Section: Administration</b></p> <p><b>Date Created: December 2016</b></p> <p><b>Date Edited: December 2016</b></p> <p>M</p> <p>The Board of Education shall submit a Comprehensive Equity Plan 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 access to education opportunity for all learners, including students and teachers.</p>	



III.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
Continued	Continued	<p>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 organization, club, athletic association, or other league or group.</p> <p>The Comprehensive Equity Plan shall include the following:</p> <ol style="list-style-type: none"> <li>1. An assessment 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 and behavioral 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;</li> <li>2. A description of how other Federal, State, and district policies, programs, and practices are aligned to the Comprehensive Equity Plan;</li> <li>3. Progress targets for closing the achievement gap;</li> </ol>	

III.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
Continued	Continued	<p>4. 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; and high expectations for teaching and learning; and</p> <p>5. Annual targets addressing district needs in equity in school and classroom practices that are aligned to professional development targets.</p> <p>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.</p> <p>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 suspend, terminate, or refuse to award continued Federal or State financial assistance, pursuant to N.J.S.A. 18A:55-2.</p> <p>N.J.A.C. 6A:7-1.9</p>	

III.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
Continued	Continued	<b>Adopted: 12 December 2016</b>	
a. Ensure that minority and female students are not under-represented in gifted and talented or accelerated/advanced courses, including math and science.	Y	<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 2260 Affirmative Action Program for School and Classroom Practices</li> <li>● Policy 5755- Equity in Educational Programs and Services</li> </ul> <p><b>2464-Gifted and Talented Students-M</b>  <b>Revised: 19 April 2021</b>  MPS developed a <a href="#">Comprehensive Plan</a> which outlines specifics regarding identification, programming, and evaluation focused on equity. Specific evidence of this bulleted here:</p> <p>Multiple Pathways for Referral:  Identification measures were selected to cast a wide net to “find” all students who will benefit from services and programs for gifted learners, including</p> <ul style="list-style-type: none"> <li>○ teachers, parents, and guardians are invited to refer students for consideration for gifted services</li> <li>○ In addition, achievement and aptitude scores (universal screening procedures) are a referral source to</li> </ul>	

III.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
Continued	Continued	<p>include those students who may not have been referred by teachers, parents, or guardians in the identification process</p> <ul style="list-style-type: none"> <li>● Multiple Measures for Identification Process: <ul style="list-style-type: none"> <li>○ Data is collected and reviewed for all referred students, regardless of the source of the referral. This inclusive referral process enhances the likelihood that learners who are traditionally under-represented in gifted programs are not overlooked. Data is reviewed with local norms using demographic subgroups, including:</li> <li>○ Multiple measures, including quantitative and qualitative measures, have been selected to ensure that diverse abilities and strengths are recognized and considered, regardless of race, gender, culture, or economic status. Particular attention has been given to select measures that are not biased.</li> <li>○ Score data is organized in an individual student profile. A profile provides a clear picture of each student’s strengths and educational needs, which is preferable to single score interpretations.</li> <li>○ The Student Support Committee at each school building meets to consider each referred student’s profile. The committee recommends services to meet the student’s educational needs. A committee approach when decision</li> </ul> </li> </ul>	

III.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
Continued	Continued	<p>making further reduces bias in the identification process</p> <ul style="list-style-type: none"> <li>● 2021-2022 Identification <ul style="list-style-type: none"> <li>○ 4.5% of female-identifying students were identified for G&amp;T services, 5.3% of male-identifying students.</li> </ul> </li> </ul> <p>Female and male students were identified for ELA services at the same rate, 3.7% of male students were identified for Math services, 2.6% of female students.</p> <ul style="list-style-type: none"> <li>○ 4.9% of K-7 students were identified for the highest tier of G&amp;T services, 4.2% of Black or African American students were identified for either ELA or Math G&amp;T services.</li> <li>○ Black or African American students account for 18% of all K-7 MPS students and make up 16% of G&amp;T-identified students, despite representing only 12% of the referred population.</li> </ul>	

III.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
Continued	Continued		

<b>III.School and Classroom Practices</b>	<b>Compliant (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.</b>	<b>List name of noncompliant school(s) in the district</b>
Continued	Continued		

III.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
Continued	Continued		



<b>III.School and Classroom Practices</b>	<b>Compliant (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.</b>	<b>List name of noncompliant school(s) in the district</b>
Continued	Continued		

<b>III.School and Classroom Practices</b>	<b>Compliant (Yes or No)</b>	<b>Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.</b>	<b>List name of noncompliant school(s) in the district</b>
Continued	Continued		

III.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
Continued	Continued		

III.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
Continued	Continued		

III.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
Continued	Continued		
<p>b. Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.</p>	Y	<p><b>District Policy</b></p> <p><b>5610 - SUSPENSION (M)</b></p> <p>Section: Students</p> <p>Date Created: December 2016</p> <p>Date Edited: March 2021</p> <p>The Board of Education recognizes that even the temporary exclusion of a student from the educational program of this district is a severe sanction and one that cannot be imposed without due process. However, it is our belief that prior to this action every staff member would utilize the process outlined in R5600, Student Code of Conduct and Restorative Justice Practices, thus utilizing this philosophy to its fullest, in order to insure that a more holistic approach to discipline is utilized, as an intervention to insure that the students’ needs are at the forefront of our actions.</p> <p>Any student who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute</p>	

III.School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
Continued	Continued	<p>good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A. 18A:37-2 and the school district's Student Code of Conduct and Restorative Justice Practices Policy and Regulation in accordance with the N.J.A.C. 6A:16-7.1. et seq.</p> <p>For the purposes of this policy, "suspension" means the temporary removal of a student from the regular instructional program.</p> <p>For the purposes of this Policy, "short term suspension" means a suspension for one, but not more than ten consecutive school days and "long term suspension" means a suspension for more than ten consecutive school days.</p> <p>In accordance with the provisions of N.J.S.A. 18A:37-4, a student may be suspended only by the Principal, who shall report any suspension to the Superintendent as soon as possible. The Superintendent shall report the suspension to the Board at its next regular meeting. The suspended student may be reinstated by the Principal or by the Superintendent prior to the second regular meeting of the Board following the suspension, unless the Board reinstates the student at the first regular meeting. No student suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within thirty calendar days of the suspension, to consider that student's expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the student or continue the suspension.</p> <p>In each instance of a short-term suspension, the student will be provided oral or written notice of the charges and</p>	

III.School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
Continued	Continued	<p>an informal hearing conducted by the Principal or designee in accordance with the procedures outlined in N.J.A.C. 6A:16-7.2. To the extent the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the student may be immediately removed from the student's educational program and the informal hearing shall be held as soon as practical after the suspension.</p> <p>In each instance of a long-term suspension, the district shall assure the rights of the student pursuant to N.J.A.C. 6A:16-7.3.</p> <p>The district will comply with the requirements of N.J.A.C. 6A:16-7.2 and 7.3, in addition to all the procedural protections set forth in N.J.A.C. 6A:14, for each student with a disability who is subject to a short-term or long-term suspension.</p> <p>In each instance of a short- or long-term suspension, the district shall provide academic instruction, either in school or out of school, that addresses the Common Core State Standards and New Jersey Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8-3.1 et seq., which may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a student with a disability shall be provided consistent with the student's Individualized Education Program, in accordance with N.J.A.C. 6A:14.</p> <p>In the event a student has experienced multiple suspensions or may be subject to a proposed expulsion from school, the Principal shall convene a meeting, as soon as practicable, between the student and a school</p>	

III.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
Continued	Continued	<p>psychologist, a school counselor, a school social worker, a student assistance coordinator, or a member of the school's intervention and referral services team in accordance with the provisions of N.J.S.A. 18A:37-2c.</p> <p>Student records are subject to challenge by parents and adult students in accordance with N.J.A.C. 6A:32-7.7 and Policy and Regulation 8330. The name of a disciplined student will not appear in the agenda or minutes of a public meeting or in any public record of this district; any such student will be designated by code.</p> <p>N.J.S.A. 18A:37-1; 18A:37-2 et seq.; 18A:37-4; 18A:37-5  N.J.A.C. 6A:16-7.2; 6A:16-7.3; 6A:32-7.7; 6A:14-2.8</p> <p>Revised: 3 March 2021</p>	



III.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>c. Ensure equal and bias-free access for all students to computers, computer classes, career and technical education programs, and technologically-advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability, English proficiency, immigration status, housing status or socioeconomic status.</p>	<p>Y</p> <p>Continued</p>	<p><b>District Policy</b></p> <p><b>5755 - EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M)</b></p> <p>Section: Students</p> <p>Date Created: December 2016</p> <p>Date Edited: December 2016</p> <p>Equity In Student Access</p> <p>It is the policy of the Board of Education to ensure equal and bias-free access to all school facilities, courses, programs, activities, and services, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.</p> <p>The school district administration will ensure: that all students will have equal and barrier-free access to all school and classroom facilities, that minority and female students are not under-represented in gifted and talented or accelerated/advanced courses and that minority and male students are not over-represented in detentions, suspensions, expulsions, dropouts, or special needs classifications. Support services will be available to all students and that all limited English-proficient students and students with disabilities will have equal and bias-free access to all school programs and activities. The school district will ensure equal and bias-free access for all students to computers, computer classes, vocational education classes, and</p>	

III.School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
Continued	Continued	<p>technologically-advanced instructional assistance, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.</p> <p>The Board of Education will refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments. The school district administration will assign students to ensure that the racial/national origin composition of each school's enrollment reflects the composition of the districtwide enrollment and so that school and classroom enrollments are not identifiable on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.</p> <p>Students will not be separated or isolated by race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability within schools, courses, classes, programs, or extracurricular activities. Bias-free multiple measures for determining the special needs of language-minority students and students with disabilities will be utilized. Pregnant students will be permitted to remain in the regular school program and activities and if not permitted to attend school by her doctor, the student will be provided equivalent instruction.</p> <p>Equity in Guidance Programs and Support Services</p> <p>The school district will ensure the guidance program and support services provide access to adequate and</p>	

III.School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
Continued	Continued	<p>appropriate counseling services for all students, including, but not limited to, minority students, limited English-proficient students, 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.</p> <p>Equity in Physical Education Training</p> <p>All school district physical education programs will be co-educational with any exceptions to be in accordance with Federal and State laws and regulations.</p> <p>Equity in Athletic Programs</p> <p>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 have relatively equal numbers of varsity and sub-varsity teams for male and female teams and equitable scheduling of night games, practice times, and numbers of games for male and female teams.</p> <p>Appeal Procedure</p> <p>Any student or their parent may appeal school practices involving equity through the procedure established in Regulation 5750.</p> <p>N.J.A.C. 6:4-1 et seq. Title IX of the Education Amendments of 1972 N.J.A.C. 6A:7-1.1 et seq.</p>	

III.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
Continued	Continued	Adopted: 12 December 2016	
d. Ensure that all English language learners have equal and bias-free access to all school programs and activities.	Continued		
a. Ensure that all students with disabilities have equal and bias-free access to all school programs and activities	Y	<ul style="list-style-type: none"> <li>● Policy 5755- Equity in Educational Programs and Services</li> </ul>	
e. Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Y	<ul style="list-style-type: none"> <li>● Policy 5111- Eligibility of Resident/Non Resident</li> <li>● Policy 5120- Assignment of Students</li> <li>● Policy 5122- School Selection &amp; Placement Policy</li> </ul>	
5. Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	Y	<p>(Evidence)</p> <p>Montclair Public Schools uses ACCESS (which stands for "Assessing Comprehension and Communication in English State-to-State for English Language Learners.") for English Language Learners (ELLs) suite of assessments as a tool to measure English Language Learners (ELLs) proficiency in the English language. Students are assessed in four domains: Speaking, Listening, Reading, and Writing per NJ Department of Education requirement. The New Jersey ACCESS for ELLs suite of assessments include ACCESS for ELLs, Kindergarten ACCESS for ELLs and Alternate ACCESS</p>	

III.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
Continued	Continued	<p>for ELLs (For students with the most intellectual disabilities).</p> <p>ACCESS Proficiency Level scores are reported from 1.0 to 6.0. They describe the student's performance in the six Levels which are: 1 (Entering) 2 (Beginning) 3 (Developing), 4 (expanding) 5 (Bridging) and 6 (Reaching). Students are required to take the ACCESS test annually, regardless of level of service, until they meet the New Jersey state-mandated criteria of an overall composite score of 4.5 as the proficiency benchmark score that initial the exit process.</p> <p>MPS teachers use the scores to plan instruction and assessments. Districts use the scores to evaluate their language support programs, to monitor student progress in acquiring English, and to determine if a student is eligible to exit an English language support program.</p>	
6. Utilize bias-free measures for determining the special needs of students with disabilities.	Y	<p><b>District Policy</b></p> <p><b>2460 - SPECIAL EDUCATION (M)</b></p> <p>Section: Program</p> <p>Date Created: December 2016</p> <p>Date Edited: March 2017</p> <p>The Montclair Board of Education assures compliance with Part B of the Individuals with</p>	

III.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
Continued	Continued	<p>Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14-1 et seq. Furthermore, the Board will have programs and procedures in effect to ensure the following:</p> <ol style="list-style-type: none"> <li>1. All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3.</li> <li>2. Homeless students are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.</li> <li>3. Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.</li> <li>4. An Individualized Education Program (IEP) is developed, reviewed and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.</li> <li>5. To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.</li> <li>6. Students with disabilities are included in State-wide and district-wide assessment programs with appropriate accommodations, where necessary according to N.J.A.C.</li> </ol>	

III.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
Continued	Continued	<p>6A:14-4.10. All students with disabilities will participate in State-wide assessments or the applicable alternative assessment in grades three, four, five, six, seven, eight, and high school in the applicable courses.</p> <p>7. Students with disabilities are afforded procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent as set forth in N.J.A.C. 6A:14-2.2 and Policy 2467, when appropriate.</p> <p>8. The rules set forth in N.J.A.C. 6A:14 ensure a free appropriate public education is available to all students with disabilities between the ages of three and twenty-one, including students with disabilities who have been suspended or expelled from school:</p> <p>a. The obligation to make a free, appropriate public education available to each eligible student begins no later than the student's third birthday and that an individualized education program (IEP) is in effect for the student by that date;</p> <p>b. If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin;</p> <p>c. A free appropriate public education is available to any student with a disability who needs special education and related services, even though the student is advancing from grade to grade;</p>	

III.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
Continued	Continued	<p>d. The services and placement needed by each student with a disability to receive a free, appropriate public education are based on the student's unique needs and not on the student's disability; and</p> <p>e. The services and placement needed by each student with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the student's home as possible and, when the IEP does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability.</p> <p>9. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14 will experience a smooth transition and have an IEP developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.</p> <p>10. Full educational opportunity to all students with disabilities is provided.</p> <p>11. The compilation, maintenance, access to, and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.</p> <p>12. Provision is made for the participation of students with disabilities who are placed by their parent(s) in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.</p>	



III.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
Continued	Continued	<p>13. Students with disabilities who are placed in private schools by the district Board are provided special education and related services at no cost to their parent(s) according to N.J.A.C. 6A:14-1.1and N.J.A.C. 6A:14-7.5(b)3.</p> <p>14. All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law, pursuant to N.J.A.C. 6A:14-1.2(b)13.</p> <p>15. Pursuant to N.J.A.C. 6A:14-1.2(b)4, the in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified; and that appropriate in-service training is provided. The district Board shall maintain information to demonstrate its efforts to:</p> <p>a. Prepare general and special education personnel with content knowledge and collaborative skills needed to meet the needs of children with disabilities;</p> <p>b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;</p> <p>c. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other</p>	

III.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
Continue	Continued	<p>sources and how the district will, if appropriate, adopt promising practices, materials and technology;</p> <p>d. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and</p> <p>e. Provide for joint training activities of parent(s) and special education, related services and general education personnel.</p> <p>16. Instructional materials will be provided to blind or print-disabled students in a timely manner, consistent with a plan developed by the district.</p> <p>17. For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the Developmentally Disabled Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., and N.J.A.C. 6A:14-1.2(b)17, the necessary materials to the parent to apply for such services.</p> <p>18. The school district will not accept the use of electronic mail from the parent(s) to submit requests to a school official regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education.</p> <p>19. The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular</p>	

III.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
Continued	Continued	<p>basis as specified in each student’s IEP, pursuant to N.J.A.C. 6A:14-4.5(d).</p> <p>20. The school district has a plan in effect to establish stability in special education programming. The plan takes into account the consistency of the location, curriculum, and staffing in the provision of special education services as required by N.J.A.C. 6A:14-3.7(c)4.</p> <p>21. The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with N.J.S.A. 18A:40-5.1 et seq. and Policy 5339.</p> <p>22. Every student’s IEP and Section 504 Plan shall be accessible to and read in its entirety by each regular education teacher, special education teacher, related services provider and other service provider(s) who are responsible for its implementation.</p> <p>23. The district board of education shall inform each teacher and provider described in 21, above, of his or her responsibilities related to implementing the students IEP or Section 504 Plan and the specific accommodations, modifications, and supports to be provided for the student in accordance with the IEP or Section 504 Plan. The district board of education shall maintain documentation that the special education, general education teachers, related service providers and other provider(s), as applicable, have been informed of his or her specific responsibilities related to implementing the student’s IEP or Section 504 Plan. Said documentation may be through a written signature that the documents have been read and/or the district’s computerized student</p>	

III.School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
Continued	Continued	<p>data bases (such as Genesis and IEP Direct). Each building principal and the Director of Pupil Services shall track compliance rate to the superintendent, upon request.</p> <p>The school district shall provide an Assurance Statement to the County Office of Education that the Board of Education has adopted the required special education policies and procedures/regulations and the district is complying with the mandated policies and procedures/regulations.</p> <p style="text-align: center;">N.J.A.C. 6A:14-1 et seq. 20 USC §1400 et seq. 34 C.F.R. §300 et seq.</p> <p>Adopted: 29 March 2017</p>	

III.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
Continued	Continued		
<p>7. Ensure that all pregnant students are permitted to remain in the regular school program and activities. Ensure that equivalent instruction is provided to the students, if not permitted to attend school by a doctor.</p>	Y	<p>District Policy</p> <p><b>2416 - PROGRAMS FOR PREGNANT STUDENTS (M)</b></p> <p>Section: Program</p> <p>Date Created: December 2016</p> <p>Date Edited: December 2016</p> <p>No student, married or unmarried, who is otherwise eligible for enrollment in this district will be denied an educational program because of pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood.</p> <p>The Board of Education reserves the right to require as a prerequisite for participation in the regular instructional program and in the co-curricular program that a pregnant student present to the school Principal her physician's written statement that such participation will not be injurious to her health or jeopardize her pregnancy.</p> <p>The Superintendent shall develop a program of special instruction in health and nutrition and shall direct appropriate teaching staff members to counsel the pregnant student, to assist her in securing necessary medical services, to cooperate with community resources</p>	

III.School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
Continued	Y	<p>on her behalf, and to encourage her toward the completion of an appropriate educational program.</p> <p>A pregnant student who does not wish to attend regular classes or is physically unable to do so during her pregnancy may, with her consent, be assigned to an alternate instructional program which may include home instruction or a program offered by another school district or institution.</p> <p>The parent(s) or legal guardian(s) of a pregnant student under eighteen years of age shall be notified of any change in the student's regular educational program.</p> <p>A student who has received an alternate instructional program for reasons associated with pregnancy shall be readmitted to the regular program upon her request and the written statement of her physician that she is physically fit for attendance.</p> <p>N.J.A.C. 6A:7-1.7</p> <p>Adopted: 12 December 2016</p> <p>District Policy</p> <p><b>5752 - MARITAL STATUS AND PREGNANCY (M)</b></p> <p>Section: Students</p>	

III.School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
Continued	Y	<p>Date Created: December 2016</p> <p>Date Edited: December 2016</p> <p>No student, whether married, a civil union partner, or unmarried, who is otherwise eligible to attend the district's school(s) shall be denied an educational program solely because of pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood.</p> <p>No married student or civil union partner who is otherwise eligible to attend the district's school(s) shall be denied an educational program solely because of his/her marital status.</p> <p>The Board reserves the right to require, as a prerequisite for attendance in the regular classes of the school and the extracurricular program of the school, that each pregnant student submit to periodic medical examination by a physician at the intervals prescribed by that physician.</p> <p>A pregnant student who does not wish to attend regular classes or who is physically unable to do so during her pregnancy may, on her request, be assigned to either a formal alternative educational program or home instruction.</p> <p>A student who has received an alternate educational program or home instruction for reasons associated with her pregnancy shall be readmitted to the regular school</p>	

III.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
Continued	Y	<p>program upon her request and the written statement of a physician that she is physically fit to do so.</p> <p>A pregnant student under the age of eighteen who wishes to withdraw from the district must have the written permission of her parents/guardians.</p> <p>N.J.A.C. 6A:7-1.7(a)6</p> <p>Adopted: 12 December 2016</p>	
<p>C. Equality and Equity in Guidance Programs and Services</p> <ul style="list-style-type: none"> <li>• N.J.A.C. 6A:7-1,7(c)Title IX, Education Amendments of 1972, &amp; Carl D. Perkins Vocational &amp; Technical Education Act of 1998</li> </ul> <p>Ensure that the district, charter and renaissance school project's guidance program provides the following:</p>	Y	<ul style="list-style-type: none"> <li>• Policy &amp; Regulation 2411 - School Counseling June 2019</li> <li>• Policy 5755 - Equity in Educational Programs and Services June 2019</li> </ul>	



III.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>1. Access to adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, and students with disabilities.</p> <p>Continued</p>	Y	<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 2411 - School Counseling June 2019</li> <li>● Policy 5755 - Equity in Educational Programs and Services June 2019</li> </ul> <p>*School-based counseling services, school psychologists, and School Social Worker (LSW)</p>	
<p>2. 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 nontraditional careers.</p>	Y	<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 2260 - Affirmative Action Program for School and Classroom Practices</li> <li>● Policy &amp; Regulation 2411 -School Counseling</li> <li>● Policy 5755 - Equity in Educational Programs and Services June 2019</li> </ul> <p>*Students participate in the College &amp; Career Fair. We offer representation from numerous companies that offer job support and opportunities. Seniors participate in the Career Internship Program</p>	
<p>3. School counselors are using bias-free materials.</p>	Y	<ul style="list-style-type: none"> <li>● Policy &amp; Regulation 2411 - School Counseling</li> <li>● Policy 5755 - Equity in Educational Programs and Services June 2019</li> </ul> <p>*All materials are being reviewed for gender neutral wording and ethnic and cultural acceptance.</p>	

III.School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance must include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
<ul style="list-style-type: none"> <li>Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972</li> </ul> <p>Ensure that the district, charter and renaissance school project's physical education program is co-educational, as follows:</p> <ol style="list-style-type: none"> <li>All instructional activities are equitable and are co-educational.</li> </ol>	Y	<ul style="list-style-type: none"> <li>Policy 2422- Health and Physical Education Jan 2019</li> <li>Policy 5755 Equity in Educational Programs and Services June 2019</li> </ul>	
<p>D. Equality and Equity in Athletic Programs</p> <ul style="list-style-type: none"> <li>Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(d) and Title IX, Education Amendments of 1972</li> </ul> <p>Ensure that the district, charter and renaissance school project's Athletic Program accomplishes the following:</p>	Y	2260 - AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES (M)	
<ol style="list-style-type: none"> <li>Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.</li> </ol>	Y	<p>Policy 5755 - Equity in Educational Programs and Services [June 2019]</p> <p>*We currently have 66 teams where a slight majority is female's athletes because of the high female enrollment.</p>	
<ol style="list-style-type: none"> <li>Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.</li> </ol>	Y	<p>Policy 5755 - Equity in Educational Programs and Services [June 2019]</p> <p>*Equal amount of time is allocated to both female and male teams.</p>	
<ol style="list-style-type: none"> <li>Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.</li> </ol>	Y	<p>Policy &amp; Regulation 2260 - Affirmative Action Program for School and Classroom Practices [June 2019]</p> <p>*The Athletic Director provides an equal amount of revenue in accordance to the participants and the sports.</p>	

III.School and Classroom Practices	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
4. Provides comparable facilities for male and female teams.  Continued	Y	Policy & Regulation 2260 Affirmative Action Program for School and Classroom Practices [June 2019]  *All lockers rooms are equally distributed and have the same access in quality.	

Table 4: Needs Assessment, Employment/Contract Practices

<b>IV. Employment/Contract Practices</b> <ul style="list-style-type: none"> <li>N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973</li> </ul>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows: <ol style="list-style-type: none"> <li>Utilize equitable hiring practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district, charter and renaissance school project's certificated and non-certificated staff and within every category of employment, including administration.</li> </ol>	Y	<ul style="list-style-type: none"> <li>Policy &amp; Regulation 1510 - Americans with Disabilities Act [Dec 2019]</li> <li>Policy &amp; Regulation 1530 - Equal Employment Opportunities [June 2019]</li> <li>Policy &amp; Regulation 1550- Equal Employment/Anti-Discrimination Practices [April 2019]</li> </ul> <p>*By law, we are required to include an Equal Employment Opportunity Statement in our recruitment efforts</p> <p>*Advertisement and Marketing the open positions on several platforms, newspaper, website, social media, etc.</p>	
<ol style="list-style-type: none"> <li>Target recruiting practices for under-represented populations in every category of employment.</li> </ol>	Y	<ul style="list-style-type: none"> <li>Policy &amp; Regulation 1530 - Equal Employment Opportunities [June 2019]</li> </ul> <p>*Advertisement and Marketing the open positions on several platforms, newspaper, website, social media, etc.</p>	

<b>IV. Employment/Contract Practices</b> <ul style="list-style-type: none"> <li>N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973</li> </ul>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
3. Ensure that the district, charter and renaissance school project's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.  Continue	Y	<ul style="list-style-type: none"> <li>Policy &amp; Regulation 1510 - Americans with Disabilities Act [Dec 2019]</li> <li>Policy &amp; Regulation 1530 - Equal Employment Opportunities [June 2019]</li> <li>Policy &amp; Regulation 1550 - Equal Employment/Anti-Discrimination [April 2019]</li> </ul> *Frontline (Applicant tracking tool manages the entire hiring process online in compliance)	
i. Monitor promotions and transfers to ensure non-discrimination.			
4. Ensure equal pay for equal work among members of the district, charter and renaissance school project's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Y	<ul style="list-style-type: none"> <li>Policy &amp; Regulation 1530 - Equal Employment Opportunities April 2019</li> <li>Policy &amp; Regulation 1550 - Equal Employment/Anti-Discrimination Practices April 2019</li> </ul>	
B. Ensure that the district, charter and renaissance school project does not enter into, or maintain, contracts with persons, agencies, or organizations that discriminate in employment or in the provision of benefits or services, on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender,	Y	<ul style="list-style-type: none"> <li>Policy &amp; Regulation 1530 - Equal Employment Opportunities June 2019</li> <li>Policy &amp; Regulation 1550 - Equal Employment/Anti-Discrimination Practices April 2019</li> </ul>	

<b>IV. Employment/Contract Practices</b> <ul style="list-style-type: none"> <li>N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973</li> </ul>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>must</b> include Board policy title, number and date of adoption and/or revision.	List name of noncompliant school(s) in the district
religion, disability, housing status or socioeconomic status.			
C. Provide Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.	Y	<ul style="list-style-type: none"> <li>Policy &amp; Regulation 1530 - Equal Employment Opportunities April 2019</li> <li>Policy &amp; Regulation 1550 - Equal Employment Anti-Discrimination Practices April 2019</li> </ul>	