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### **EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M)**

#### Equity In Student Access

The Hopewell Valley Regional School District is committed to the success of every student. The District is committed to identifying and removing institutional barriers, and creating access and opportunities to foster the success of our students. “Achieving equity” means students’ identities will not predict nor predetermine their success in school.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, and treatment to foster success for each student.

Educational equity promotes equality of educational opportunities and reduces the disparity of results between diverse groups of students. Equity strategies are intentional, systematic and focused on the core of the teaching and learning process.

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.

To achieve access for all students, The Hopewell Valley Regional School District, via this policy, will:

1. Systematically use district and individual school level data, disaggregated by race/ethnicity, national origin, language, special education, sex, socioeconomic status and mobility to inform district decision making.
2. Annually review and revise curricula to ensure that it is written in a manner that addresses issues of equity in our classroom and provides a balanced, bias-free presentation of content.
3. Review policies and practices to ensure that access to classes is not limited solely by achievement-based criteria, but also considers student motivation and interest in the subject matter.

4. Work to raise the achievement of all students and narrow any achievement gaps between disaggregated student groups ( i.e students who share similar characteristics).
5. Work to identify and eliminate disparities and/or systemic barriers that may exist which predict or predetermine a student’s achievement in all aspects of education and its administration.
6. Graduate students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

The district shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.

The school district administration will strive for all students to have equal and barrier-free access to all school and classroom facilities. The district administration will annually review disaggregated data to determine if any student subgroups (e.g. students who share similar characteristics, such as gender identification, racial or ethnic identification, socioeconomic status, physical or learning disabilities, language abilities, or school-assigned classification such as special-education) are either under-represented in gifted and talented or accelerated/advanced courses or over-represented in detentions, suspensions, expulsions, dropouts, or special needs classifications.

The school district will work to ensure necessary support services are 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 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.

The Board of Education will refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments. Further, the school district administration will be sensitive to a variety of factors when assigning the placement of students, including proximity to a child’s home and enrollment which reflects the composition of the districtwide enrollment. In this way, school and classroom enrollments should not be 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.

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, lessons, programs, or extracurricular activities not specifically covered under Title IX of the Education Amendments of 1972.

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.

#### Equity in Guidance Programs and Support Services

The school district will ensure the guidance program and support services provide access to adequate and 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.

#### Equity in Physical Education Training

All school district physical education programs will be co-educational with any exceptions to be in accordance with Federal and State laws and regulations.

#### Equity in Athletic Programs

The school district’s athletic program follows Title IX of the Education Amendments of 1972 as a guideline to 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.

#### Appeal Procedure

Any student or their parent may appeal school practices involving equity through the procedure established in Regulation 5750.

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.

Adopted: April 27, 2009

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