

New Jersey Department of Education

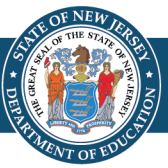


State Board Presentation: Second Discussion

N.J.A.C. 6A:7, Managing for Equality and Equity in Education

Division of Field Support and Services

January 11, 2023



Managing for Equality and Equity in Education



- This chapter sets forth the applicable definitions, rules, and responsibilities of each district board of education in providing equal access to educational activities and services including the teaching of challenging curriculum based on the New Jersey Student Learning Standards (NJSLS), differentiated instruction, formative assessments aligned to the NJSLS, qualified teachers, and high teacher expectations for student learning.





Goals



The following goals have guided New Jersey Department of Education's (Department) recommendations:

- ❑ Ensure an asset-based orientation aligned to applicable laws and nationally recognized evidence-based practices regarding educational equity.
- ❑ Streamline and consolidate language for clarity, alignment, and accountability.
- ❑ Ensure that equity training is comprehensive, appropriate to all stakeholders, and adequately addresses inequities specific to local education agencies (LEAs).

Proposed Amendment: Title N.J.A.C 6A:7



Title of N.J.A.C. 6A:7: Managing for **[Equality and]** Equity in Education



Agency Initiated Changes *(slide 1 of 4)*



- ❑ “Achievement gap” means the difference in academic performance among student groups **as result of membership in one or more of the protected categories listed at N.J.A.C. 6A:7-1.1(a).** [defined, at a minimum, by race, ethnicity, social and economic status, and student status, for example, limited English proficient or students with disabilities and other significant student populations, which may include gender, national origin, affectional or sexual orientation, religion, and marital status.]
- ❑ “Opportunity gap” means the difference in [[academic performance among student groups due to differences in opportunities that include, at a minimum, experiences impacted by]] **access to educational activities and programs as result of membership in one or more of the protected categories listed at N.J.A.C. 6A:7-1.1(a).**



Agency Initiated Changes *(slide 2 of 4)*



N.J.A.C. 6A:7-1.6(a)

- (a) Each district board of education shall provide, on a continuing basis, professional development training for all school personnel to identify and resolve problems associated with the student [achievement] **achievement and opportunity gaps** and other inequities [arising from prejudice] on the basis of [race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status] **the protected categories listed at N.J.A.C. 6A:7-1.1(a).**

N.J.A.C. 6A:7-1.7(b)

- (b) Each district board of education shall ensure the school district's curriculum and instruction are aligned to the New Jersey Student Learning Standards (NJSLS). The district board of education also shall ensure its curriculum and instruction address the elimination of discrimination by narrowing the [achievement] **achievement and opportunity gaps**, by providing equity in educational activities and 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, or socioeconomic status] the protected categories listed at N.J.A.C. 6A:7-1.1(a).

Recodified N.J.A.C. 6A:7-1.8(c)

3. Progress targets for closing the [achievement] **achievement and opportunity gaps**;



Agency Initiated Changes *(slide 3 of 4)*



- ❑ “[African-American history] **Amistad Commission curriculum**” means instructional content, materials, and methods **that were developed in consultation with the Amistad Commission and infused into the New Jersey Student Learning Standards (NJSLS) in accordance with N.J.S.A. 18A:35-4.42 and 4.43. The Amistad Commission curriculum as infused into the NJSLS is** designed to enable students to learn and develop an understanding of the persecution, emancipation, discrimination, achievements, and contributions by people of African descent and how the experiences helped to transform America and continue to contribute toward the emergence of a global society.

- ❑ ***"Commission on Holocaust Education curriculum" means instructional content, materials, and methods that were developed in consultation with the New Jersey Commission on Holocaust Education and infused into the New Jersey Student Learning Standards (NJSLS) and that meet the Holocaust/genocide mandate set forth at N.J.S.A. 18A:35-28. Materials and curricula are designed to enable students to understand: genocide is a consequence of prejudice, bias, intolerance, and discrimination; issues of moral dilemma and conscience have a profound effect upon a society; and all citizens share a responsibility to oppose prejudice and discrimination in all facets of their lives. ***

Agency Initiated Changes *(slide 4 of 4)*



N.J.A.C. 6A:7-1.7(b)5 - 7

5. Ensuring [African-American history, as well as the history of other cultures, is infused into the curriculum and] **[[all curricular requirements pursuant to N.J.A.C. 6A:8 and the NSLS are]]** **the Amistad Commission Curriculum is infused into the curriculum and is** taught[.]; [as part of U.S. history, pursuant to N.J.S.A. 18A:35-1 and the NJSLS;] [[and]]
[6. Ensuring instruction on the Holocaust and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28.]

6. Ensuring the Commission on Holocaust Education curriculum is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28; and

7. Ensuring that all curricular requirements pursuant to N.J.A.C. 6A:8 and the NJSLS are taught, including any curriculum developed concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) and or developed by any commissions constituted for said purpose .





N.J.A.C. 6A:7-1.7(b)2i (*slide 1 of 2*)



Current Requirement: This rule outlines the responsibility of each district board of education to ensure portions of classes that deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions for male and female students provided the course content for such separately conducted sessions is the same.

Proposed Amendment: The Department proposes to delete the gender specific terms of male and female students to be inclusive of all protected categories at N.J.A.C. 6A:7-1.1(a) and for consistency and alignment with proposed amendments throughout Chapter 7.





N.J.A.C. 6A:7-1.7(b)2i *(slide 2 of 2)*



- i. Portions of classes that deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions [for male and female students] **based on gender identity**, provided the course content for such separately conducted sessions is the same;



Proposed Regulatory Timeline



- Second Discussion State Board of Education January 2023
- Proposal Level State Board of Education February 2023
- Proposal Summary and Code
Published in New Jersey Register (NJR) March 2023
- Adoption State Board of Education July 2023
- Adoption Materials Published in NJR August 2023





Thank You!



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