

HIGH POINT REGIONAL HIGH SCHOOL

299 PIDGEON HILL ROAD – SUSSEX, NJ 07461-2733

COMPREHENSIVE EQUITY PLAN 2019-20 through 2021-22



CONTENTS:

- A) High Point Regional High School Mission Statement
- B) High Point Regional High School *Policy No. 1523 Comprehensive Equity Plan*
- C) Summary of needs identified in the 2016-17 through 2018-19 Comprehensive Equity Plan (CEP)
- D) Evidence of needs remediated during the school years 2016-17 through 2018-19
- E) Demographic and performance data from the 2017-18 school year, as generated by the New Jersey Department of Education
- F) Summary of the needs assessment completed by the HPRHS Affirmative Action Team; CEP Needs Assessment
- G) Explanation of the corrective action planned to provide remediation during the school years: 2019-20 through 2021-22; CEP Corrective Actions

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A) High Point Regional High School Mission Statement:



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COMPREHENSIVE EQUITY PLAN 2019-20 through 2021-22

B) High Point Regional High School *Policy No.1523 Comprehensive Equity Plan*

<http://www.hpregonal.org/common/pages/DisplayFile.aspx?itemId=8904993>

C) Summary of needs identified in the 2016-17 through 2018-19 Comprehensive Equity Plan (CEP)

- High Point Regional High School's Comprehensive Equity Plan (CEP) for 2016-17 through 2018-19 identified the need for corrective action in the area of professional development.

High Point Regional High School's Comprehensive Equity Plan 2016-17 through 2018-19:

https://drive.google.com/file/d/1XrBV6Rj_zvS-8xzoq89KCmkniq5JB2wz/view?usp=sharing

D) Evidence of needs remediated during the school years 2016-17 through 2018-19

During the past three years, High Point Regional High School Staff staff members have received more than 50 hours of professional development related to our Comprehensive Equity Plan. This professional development included, but was not limited to the following topics:

- Conflict Resolution, Sexual Harassment, Affirmative Action, Discrimination, Bullying, Ethics, Online Safety, Child Abuse, LBGT - School Safety, Suicide Prevention and Substance Abuse.

All High Point students have participated in Week of Respect activities, Health and Physical Education and Social Studies curricula are designed to increase tolerance and support equity. Additionally, High Point has begun to provide all ninth-grade students with a three day workshop on Character Education.

Through quarterly Parent Advisory meetings and through our School Improvement Panel, parents provide important feedback regarding equity and related matters.

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COMPREHENSIVE EQUITY PLAN 2019-20 through 2021-22

E) Demographic and performance data from the 2017-18 school year, as generated by the New Jersey Department of Education

Available at:

<https://rc.doe.state.nj.us/SearchForSchool.aspx>

Or:

<https://drive.google.com/file/d/1rug3o1jl0l7GSqDL1Tw9ZsycxgBXrkZ5/view?usp=sharing>

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299 PIDGEON HILL ROAD – SUSSEX, NJ 07461-2733

COMPREHENSIVE EQUITY PLAN 2019-20 through 2021-22

F) Summary of the needs assessment completed by the HPRHS Affirmative Action Team; CEP Needs Assessment

High Point's Affirmative Action Team reviewed the 62 point criteria established by the New Jersey Department of Education and determined that our district was compliant in 59 of the 62 points of criteria.

Three areas identified as possibly needing improvement were:

1. Gender equity regarding student membership in academic honor societies.
2. Gender equity regarding the assignment of detentions and suspensions.
3. Improved student enrollment procedures which seek more thorough background information related to the primary language spoken in students' homes.

APPENDIX B: 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.

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>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</p> <p>A. Adopt or re-adopt written equality and equity policies, requiring the following:</p>			
<p>1) Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following:</p> <p>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.</p>	YES	<p>Affirmative Action Program 1140 - 2/17</p> <p>Comprehensive Equity Plan 1523 - 2/17</p> <p>Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95</p> <p>Equal Educational Opportunity Policy & Regulation 5750 - 2/17, 1/08</p> <p>Equity in Educational Programs and Services Policy 5755 - 2/17</p>	
<p>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.</p>	YES	<p>Affirmative Action Program 1140 - 2/17</p> <p>Comprehensive Equity Plan 1523 - 2/17</p> <p>Equal Educational Opportunity Policy & Regulation 5750 - 2/17, 1/08</p> <p>Equity in Educational Programs and Services Policy 5755 - 2/17</p>	
<p>c) Provide equitable treatment for pregnant and married students.</p>	YES	<p>Programs for Pregnant Pupils 2416 - 4/18</p> <p>Marital Status and Pregnancy Policy 5752 - 11/09</p>	

<p>d) Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).</p>	<p>YES</p>	<p>Comprehensive Equity Plan 1523 - 2/17 Harassment, Intimidation, and Bullying Policy & Regulation 5512 - 8/18 Sexual Harassment Policy & Regulation 5751 - 2/07</p>	
<p>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.</p>	<p>YES</p>	<p>Comprehensive Equity Plan 1523 - 2/17 Equal Employment/Anti-Discrimination Practices 1550 - 8/18</p>	
<p>3) Appoint an Affirmative Action Officer (AAO) who can also serve as or coordinate with the Section 504 Officer and/or the district, charter and renaissance school project's Title IX Coordinator.</p>	<p>YES</p>	<p>Affirmative Action Program 1140 - 2/17</p>	
<p>4) Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6.</p>	<p>YES</p>	<p>Affirmative Action Program 1140 - 2/17</p>	<p>(no in 16-19)</p>
<p>B. Authorize the Affirmative Action 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.</p>	<p>YES</p>	<p>Affirmative Action Program 1140 - 2/17</p>	
<p>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</p>	<p>YES</p>	<p>Affirmative Action Program 1140 - 2/17 Academic Standards, Academic Assessments and Accountability 2415.01 - 2/11 Bilingual and ESL Education Policy & Regulation 2423 - 3/17, 2/17 Educational Program Evaluation Policy 2610 - 4/19 Student Assessment Policy 2622 - 6/17, 2/15</p>	

<p>of 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.</p>			
<p>D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking the following actions:</p>	<p>YES</p>	<p>Affirmative Action Program 1140 - 2/17 Comprehensive Equity Plan 1523 - 2/17</p>	
<p>1) Inform the school community about the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.</p>	<p>YES</p>	<p>Affirmative Action Program 1140 - 2/17</p>	
<p>2) Define the responsibilities of the AAO (Affirmative Action Officer/504 Officer, and/or Title IX Coordinator); require that the AAO be a certificated staff person; and, train the AAO to handle the equity responsibilities.</p>	<p>YES</p>	<p>Affirmative Action Program 1140 - 2/17</p>	
<p>3) Provide students, staff and the community with contact information for the AAO and publicize the location and availability of the CEP, policy(ies), grievance procedures and annual reports.</p>	<p>YES</p>	<p>Affirmative Action Program 1140 - 2/17 Rights of Persons with Disabilities Policy & Regulation 1510 - 2/17, 2/17 Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95</p>	
<p>4) Investigate and resolve discrimination complaints, grievances and incidents between students and staff or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing</p>	<p>YES</p>	<p>Affirmative Action Program 1140 - 2/17 Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95 Rights of Persons with Disabilities Policy & Regulation 1510 - 2/17, 2/17</p>	

status, socio-economic status or disability.		Equal Educational Opportunity Policy & Regulation 5750 - 2/17, 1/08	
5) Report on progress made in meeting the adequate yearly targets established for closing the achievement gap as set by the Department of Education.	YES	Affirmative Action Program 1140 - 2/17 Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95 Academic Standards, Academic Assessments and Accountability 2415.01 - 2/11	
6) Authorize the AAO to conduct yearly equity training for all staff.	YES	Affirmative Action Program 1140 - 2/17	
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 website. N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards.	NA	(For County Vocational School Districts Only)	

II. <u>STAFF DEVELOPMENT AND TRAINING</u> <small>N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5</small>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
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	YES	Affirmative Action Program 1140 - 2/17	no in 16-19

socioeconomic status every school year to:			
1) Certificated (administrative and professional) staff.	YES	Affirmative Action Program 1140 - 2/17 Professional Development for Teachers and School Leaders Policy & Regulation 3240 - 10/17, 10/17	no in 16-19
2) Non-certificated (non-professional) staff.	YES	Affirmative Action Program 1140 - 2/17 Growth in Job Skills Policy 4240 - 3/91, 2/09	no in 16-19

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>A. Equality and Equity in Curriculum</p> <p>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</p> <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 that they address the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP (Progress Targets profiles) for State assessment, by providing equity in educational 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>	YES	<p>Professional Development for Teachers and School Leaders Policy & Regulation 2200 - 2/17, 2/17</p> <p>Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95</p> <p>Academic Standards, Academic Assessments and Accountability 2415.01 - 2/11</p> <p>Equity in Educational Programs and Services Policy 5755 - 2/17</p>	
<p>a) School climate and culture, safe and positive learning environment</p>	YES	<p>Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95</p> <p>Equal Educational Opportunity Policy & Regulation 5750 - 2/17, 1/08</p>	

b) Courses of study, including physical education	YES	Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95 Health and Physical Education Policy 2422 - 3/19 Equal Educational Opportunity Policy & Regulation 5750 - 2/17, 1/08	
c) Library materials/instructional materials and strategies	YES	Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95 Equal Educational Opportunity Policy & Regulation 5750 - 2/17, 1/08	
d) Technology/software and audiovisual materials	YES	Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95 Equal Educational Opportunity Policy & Regulation 5750 - 2/17, 1/08	
e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures	YES	Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95 Guidance and Counseling Policy & Regulation 2411 - 2/17, 3/17 Harassment, Intimidation, and Bullying Policy 5512 - 8/18 Harassment, Intimidation, and Bullying Policy 5512.01 - 3/10 Equal Educational Opportunity Policy & Regulation 5750 - 2/17, 1/08	
f) Extra-curricular programs and activities	YES	Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95 Equal Educational Opportunity Policy & Regulation 5750 - 2/17, 1/08	
g) Tests and other assessments	YES	Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95 Equal Educational Opportunity Policy & Regulation 5750 - 2/17, 1/08	
h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	NO	Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95 Equal Educational Opportunity Policy & Regulation 5750 - 2/17, 1/08 Equity in Educational Programs and Services Policy 5755 - 2/17	
2) Incorporate multicultural aspects throughout the	YES	Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95	

instructional content and practices across the curriculum.		Equal Educational Opportunity Policy & Regulation 5750 - 2/17, 1/08	
3) Ensure that instruction in 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)	YES	Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95 Equal Educational Opportunity Policy & Regulation 5750 - 2/17, 1/08	
4) Include instruction on the Holocaust and other genocide curricula at all grade levels. (N.J.S.A. 18A:35-28)	YES	Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95 Equal Educational Opportunity Policy & Regulation 5750 - 2/17, 1/08	
<p>B. Equality and Equity in Student Access</p> <p>N.J.A.C. 6A:7-1.7; Titles VI & VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education (1989); U.S. Supreme Court, 1982; Plyler v. Doe; U.S. Supreme Court, 1974, Castañeda v. Pickard</p> <p>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:</p>	YES	Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95 Equal Educational Opportunity Policy & Regulation 5750 - 2/17, 1/08 Equity in Educational Programs and Services Policy 5755 - 2/17	
1) Ensure equal and barrier-free access to all school and classroom facilities.	YES	Equity in Educational Programs and Services Policy 5755 - 2/17	
2) Attain minority representation of students within each school,	YES	Equity in Educational Programs and Services Policy 5755 - 2/17	

including racial and ethnic balance, that approximates the district, charter and renaissance school project's overall minority racial and ethnic representation.			
3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	YES	Equity in Educational Programs and Services Policy 5755 - 2/17	
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.	YES	Equity in Educational Programs and Services Policy 5755 - 2/17	
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.	YES	Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95 Equity in Educational Programs and Services Policy 5755 - 2/17	
b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	NO	Equity in Educational Programs and Services Policy 5755 - 2/17	
c) Ensure equal and bias-free access for all students to computers,	YES	Equity in Educational Programs and Services Policy 5755 - 2/17	

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.			
d) Ensure that all English language learners have equal and bias-free access to all school programs and activities.	YES	Equity in Educational Programs and Services Policy 5755 - 2/17	
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	YES	Equity in Educational Programs and Services Policy 5755 - 2/17	
f) Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	NO	Eligibility of Resident/Nonresident Pupils Policy & Regulation 5111 - 4/19, 4/19	
5) Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	YES	Bilingual and ESL Education Policy & Regulation 2423 - 3/17, 2/17	
6) Utilize bias-free measures for determining the special needs of students with disabilities.	YES	Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95 Special Education Policy 2460 - 3/17, 3/17 Special Education - Location, Identification, and Referral Regulation 2460.1 - 6/17	

		<p>Special Education - Free and Appropriate Public Education Regulation 2460.8 - 4/19</p> <p>Special Education - Transition from Early Intervention Programs to Preschool Programs (M) Regulation 2460.9 - 3/17</p> <p>Special Education - Instructional Material to Blind or Print-Disabled Pupils Regulation 2460.16 - 3/17</p>	
7) Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including English language learners.	YES	Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95	
8) Ensure that all pregnant students are permitted to remain in the regular school program and activities. Ensure that equivalent instruction is provided the students, if not permitted to attend school by a doctor.	YES	<p>Programs for Pregnant Pupils 2416 - 4/18</p> <p>Marital Status and Pregnancy Policy 5752 - 11/09</p> <p>Equity in Education Programs and Services Policy 5755 - 2/17</p>	
<p>C. Equality and Equity in Guidance Programs and Services</p> <p>N.J.A.C. 6A:7-1,7(c) Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998</p> <p>Ensure that the district, charter and renaissance school project's guidance program provides the following:</p>	YES		
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.	YES	<p>Guidance and Counseling Policy & Regulation 2411 - 2/17, 3/17</p> <p>Equity in Education Programs and Services Policy 5755 - 2/17</p>	
2) A full range of possible occupational, professional,	YES	Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95	

and Career and Technical Education choices for all students, including careers in the science and technology industries and nontraditional careers.		Guidance and Counseling Policy & Regulation 2411 - 2/17, 3/17 Equity in Education Programs and Services Policy 5755 - 2/17	
3) Bias-free materials for use by counselors.		Guidance and Counseling Policy & Regulation 2411 - 2/17, 3/17 Equity in Education Programs and Services Policy 5755 - 2/17	
D. Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972 Ensure that the physical education program and instructional activities are equitable.	YES	Health and Physical Education Policy 2422 - 3/19 Equity in Education Programs and Services Policy 5755 - 2/17	
E. Equality and Equity in Athletic Programs Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(d) and Title IX, Education Amendments of 1972 Ensure that the athletic program accomplishes the following:	YES		
1) Relatively equal numbers of varsity and sub-varsity teams for male and female students.	YES	Equity in Education Programs and Services Policy 5755 - 2/17	
2) Equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	YES	Equity in Education Programs and Services Policy 5755 - 2/17	
3) Equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	YES	Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95	
4) Comparable facilities for male and female teams.	YES	Affirmative Action Program for School and Classroom Practices Policy & Reg 2260 - 2/17, 12/95	

<p>IV. <u>EMPLOYMENT/CONTRACT PRACTICES</u> 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</p>	<p>Compliant (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</p>	<p>List name of noncompliant school(s) in the district</p>
<p>A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows:</p> <p>1) 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.</p>	<p>YES</p>	<p>Americans with Disabilities Act Policy & Regulation 1510 - 2/17, 2/17</p> <p>Equal Employment Opportunities Policy & Regulation 1530 - 2/17, 2/17</p> <p>Affirmative Action Program for Employment and Contract Practices Policy 1550 - 8/18, 8/18</p>	
<p>2) Target recruiting practices for under-represented populations in every category of employment.</p>	<p>NO</p>	<p>Equal Employment Opportunities Policy & Regulation 1530 - 2/17, 2/17</p>	
<p>3) Compliance of employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.</p>	<p>YES</p>	<p>Americans with Disabilities Act Policy & Regulation 1510 - 2/17, 2/17</p> <p>Equal Employment Opportunities Policy & Regulation 1530 - 2/17, 2/17</p> <p>Affirmative Action Program for Employment and Contract Practices Policy 1550 - 8/18, 8/18</p>	
<p>4) Monitor promotions and transfers to ensure non-discrimination.</p>	<p>YES</p>	<p>Equal Employment Opportunities Policy & Regulation 1530 - 2/17, 2/17</p> <p>Affirmative Action Program for Employment and Contract Practices Policy 1550 - 8/18, 8/18</p>	

<p>5) Provide equal pay for equal work regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>	<p>YES</p>	<p>Affirmative Action Program for Employment and Contract Practices Policy 1550 - 8/18, 8/18</p>	
<p>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, religion, disability, housing status or socioeconomic status.</p>	<p>YES</p>	<p>Equal Employment Opportunities Policy & Regulation 1530 - 2/17, 2/17</p> <p>Affirmative Action Program for Employment and Contract Practices Policy 1550 - 8/18, 8/18</p>	
<p>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.</p>	<p>YES</p>	<p>Equal Employment Opportunities Policy & Regulation 1530 - 2/17, 2/17</p> <p>Affirmative Action Program for Employment and Contract Practices Policy 1550 - 8/18, 8/18</p>	

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COMPREHENSIVE EQUITY PLAN 2019-20 through 2021-22

G) Explanation of the corrective action planned to provide remediation during the school years: 2019-20 through 2021-22; CEP Corrective Actions

1. High Point will review the requirements for admission into our various academic honor societies to ensure that these requirements are equally inclusive of both male and female students. We will also meet with the advisors of these honor societies to review the manner in which students are encouraged to apply and to discuss ways to increase interest from students in underrepresented groups, in particular, male students.
2. High Point's administrators will incorporate Restorative Practices and Positive Behavior Supports (PBIS) in an effort to reduce detentions and suspensions. This approach will seek to strengthen relationships between staff and disaffected students, in particular, disaffected male students.
3. High Point will administer a survey to all new students who enroll in our district in an effort to gain a more accurate understanding of the linguistic needs of our students. This information will empower our district to provide support to students who come from homes where English is not the primary language.

**III. SCHOOL AND CLASSROOM PRACTICES:
EQUALITY AND EQUITY IN CURRICULUM**

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

OBJECTIVE: For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students.

Section/ sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2016 2017 2018 Ongoing	Evidence of Completion
III. A. 1) h)	Review honor society membership in all such programs within the district. Review group requirements and recruitment efforts. Revise requirements and/or recruitment strategies so as to foster greater gender equality within student honor societies.	Affirmative Action Chair, Mr. Seamus Campbell	Ongoing	Increased gender equity in student honor society membership.
III. A. 4) b)	Implement a system of Restorative Practices and Positive Behavioral Supports (PBS) so as to ensure that students have an increased opportunity to remediate their behavior in a constructive, productive and educational manner.	Affirmative Action Chair, Mr. Seamus Campbell; Affirmative Action Officer, Mr. Gib Carter; Director of Safety and Security, Mr. Kevin Craig	Ongoing	Increased gender equity among students assigned detentions or suspensions.
III. A. 4) f)	Revise our registration forms by requiring the parents of all students who enroll in our district to complete a Language Spoken at Home survey, in order that we can better serve the social, linguistic and educational needs of all students.	Affirmative Action Chair, Mr. Seamus Campbell; Affirmative Action Officer, Mr. Gib Carter; Supervisor of Humanities, Mr. Aldo Deodino	Ongoing	District's Student Information System (SIS), Genesis, will incorporate a revised survey related to student's Language Spoken at Home.

