

**2009-2010**  
**Educational Equity Review**  
***School Districts***

**On-Site Manual**

**Division of PK-12 Education  
Iowa Department of Education**

**State of Iowa  
Department of Education  
Grimes State Office Building  
Des Moines, IA 50319-0146**

Revised July 2009

State of Iowa

## **Department of Education**

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If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E 14<sup>th</sup> St, Des Moines IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.

# Table of Contents

<b>Section I Equity Process and Procedure .....</b>	<b>4</b>
Non-Discrimination Policy .....	5
Designation of Coordinator .....	5
Grievance Procedure .....	6
Notification .....	8
<b>Section II School Improvement and The Educational Program .....</b>	<b>9</b>
Equity in the School Improvement Process .....	9
Curriculum and Multicultural, Gender-Fair Education .....	11
Assessment .....	13
Student Achievement.....	13
Media Center Services .....	15
School Counseling .....	16
Workplace Learning Programs .....	18
<b>Section III: Physical Education, Extra-curricular Activities and Athletics ..</b>	<b>19</b>
Physical Education .....	19
Athletics .....	20
Extra-Curricular Activities .....	22
<b>Section IV: Access, Integration &amp; Inclusion .....</b>	<b>23</b>
Segregation, Integration of Students.....	24
Accessibility of Physical Facilities .....	28
<b>Section V: Support Services for Special Populations .....</b>	<b>30</b>
Services for English Language Learners .....	30
Services to Students with Disabilities .....	34
Gifted and Talented Education Program.....	37
Education of Homeless Children and Youth .....	39
At-Risk Students .....	41
Student Marital or Parental Status and Health Services .....	44
<b>Section VI: Climate and Discipline .....</b>	<b>45</b>
Discipline and Rules .....	45
Harassment, Bullying and Hazing .....	46
<b>Section VII: Employment, Personnel, and Advisory Committees.....</b>	<b>49</b>
Employment Policies and Practices.....	49
Equal Employment Opportunity/Affirmative Action Plan .....	50
Advisory Councils/Committees .....	52

## **Section I Equity Process and Procedure**

The following section assesses the district's compliance with the process requirements of Title IX of the Education Amendments of 1972 (Gender), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (Disability), and the Office of Civil Rights Guidelines of 1979 for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs. The process requirements include the adoption of non-discrimination/equity related policies, the assignment of an equity coordinator, the adoption and implementation of a civil rights related grievance procedure and requirements to notify students, staff, parents, and community members.

A policy of nondiscrimination represents the district's commitment to equity. It provides documentation that the district is committed to provide educational opportunities for all its students.

The grievance procedure provides a fair and timely process for addressing grievances related to the policy. It must be clearly delineated and communicated to staff, students, and parents. One of the responsibilities of the equity coordinator is to facilitate the grievance process.

The role of the equity coordinator is to coordinate the district's efforts to comply with equity related requirements. Not only must the coordinator be assigned, but there must be evidence that the coordinator is functioning proactively, not just responding to complaints. It is important that coordinator's equity responsibilities be reflected in his/her job description and evaluation.

The law requires that students, staff, parents and community members be informed about the non-discrimination policy, the identity and contact information for the equity coordinator, and information about the grievance procedure on an on-going basis. This information must be disseminated to all stakeholders in a school district through the community newspaper, the district's major annual publications, and the district's website. Major publications include student, parent, staff, and coaches handbooks; registration handbooks and course descriptions; major plans and reports of the school district such as the Annual Progress Report and the School Improvement Plan; and district brochures. One of the responsibilities of the equity coordinator is to monitor district documents and the website to ensure that the notifications are consistent and current.

**Non-Discrimination Policy**

- 1.  Yes  No Board has adopted a non-discrimination policy
- Yes  No Policy covers race
- Yes  No Policy covers color
- Yes  No Policy covers national origin
- Yes  No Policy covers gender
- Yes  No Policy covers disability
- Yes  No Policy covers age (Required for employees only)
- Yes  No Policy covers religion
- Yes  No Policy covers creed
- Yes  No Policy covers sexual orientation
- Yes  No Policy covers gender identity
- Yes  No Policy covers marital status (Required for program/students only)
- Yes  No Policy covers socioeconomic status (Required for program/students only)

**Issues:**

The law requires districts to have board adopted policy statements on nondiscrimination in programs and employment. The policies are required to cover the protected classes included in the checklists above. The policies must be adopted by the school board and must be included in the official Board Policy Book. The policies should be reviewed and revised or reaffirmed every five years as per Chapter 12 requirements.

**Comments**

**Designation of Coordinator**

- 2. The agency has designated employee(s) to coordinate district's activities related to the following federal and state equity requirements.
- Yes  No Title IX Coordinator (gender equity)
- Yes  No Section 504/ADA Coordinator (disability equity)
- Yes  No Title VI (race and national origin equity)
- Yes  No Equal employment opportunity/Affirmative Action

**Current Coordinator(s):**

Name	A. _____	B. _____
Position	A. _____	B. _____
Phone	A. _____	B. _____

- 3. There is documented evidence to show that the coordinator(s) is active and functioning.  Yes  No

This evidence includes the following:

- Job Description(s) includes equity responsibilities  Yes  No
- Communication with administrators  Yes  No
- Communication with staff  Yes  No
- Communications with students  Yes  No
- Communications with parents  Yes  No
- Reports to school board  Yes  No
- Agendas and minutes of SI Advisory Committee and/or the Equity Committee  Yes  No
- Information on district website  Yes  No
- Documentation of processed grievances  Yes  No
- Documentation of annual review and distribution of disaggregated attendance center, course, program enrollment and extra-curricular activity data  Yes  No
- Diversity on advisory committees  Yes  No
- Equity related professional development  Yes  No

**Comments:**

**Issues:**

Title IX, Section 504/ADA, and the Iowa administrative rules on equal employment opportunity and affirmative action all require the district to designate an employee to coordinate the agency's activities to comply. An agency may have a different coordinator for each law or consolidate the responsibilities under one employee. We encourage many small and medium sized districts to have no more than two coordinators, one for employment and one for program. The coordinator(s) must be interviewed during the on-site visit. Usually it will be evident if they are aware of their responsibilities and actively functioning. Major annual publications must include the name, phone number/e-mail address for the coordinator(s). Interviews with staff, parents, and students will show whether they are aware of the identity of the coordinator(s) and their responsibilities. If the coordinator has been active, there should be visible and documented evidence of that activity.

**Grievance Procedure**

4. There is a grievance procedure for processing complaints of discrimination based upon
  - Yes  No Gender
  - Yes  No Disability
  - Yes  No Race and Color
  - Yes  No National Origin and Language
  - Yes  No Religion and Creed

- Yes  No Age
- Yes  No Marital and Parental Status
- Yes  No Sexual Orientation and Gender Identity

5. The grievance procedure covers:

- Yes  No Students
- Yes  No Parents
- Yes  No Employees
- Yes  No Applicants for employment

6. The civil rights grievance procedure includes a provision for an impartial third party hearing for disability-based grievances, when the internal findings on actions regarding the identification, evaluation, or educational placement of a student with a disability, who does not have an I.E.P., is believed to need adjustments to instruction or related services are appealed under Section 504.

- Yes  No

7. The grievance procedure is published in:

- Yes  No Staff handbooks
- Yes  No Student/parent handbooks
- Yes  No The district website

8. The grievance procedure(s) have been adopted by the Board of Education.

- Yes  No (Board Policy # \_\_\_\_\_)

9. Grievance forms and instructions for filing grievances are available:

- Yes  No At the central office
- Yes  No At each school
- Yes  No On the district website

10. Grievances have been filed in the past year on the basis of:

- Yes  No Gender/sexual harassment
- Yes  No Race/color
- Yes  No National origin/language/ancestry
- Yes  No Sexual orientation/gender identity
- Yes  No Physical/mental Disability
- Yes  No Religion/creed
- Yes  No Age
- Yes  No Marital/parental status
- Yes  No Socioeconomic status
- Yes  No Political affiliation/beliefs
- Yes  No Physical attributes

**Comments:**

**Issues:**

Title IX (Gender Equity), Section 504/ADA (Disability Equity) and Iowa’s rules related to equal employment opportunity/affirmative action all require a grievance procedure for processing complaints of discrimination. The grievance procedure should be aligned with the district’s non-discrimination policies. Information on how to use the grievance process and grievance forms should be available in the central office, school sites and on the district’s website. The local school board must formally adopt the grievance procedure and it should be published in the district’s staff handbooks, student handbooks and on the district website. The district should have documentation and records regarding grievances that have been filed and investigated.

**Notification**

11. Notification of the nondiscrimination policy is found in the following documents

- Yes  No Staff handbooks
- Yes  No Student/parent handbooks
- Yes  No Coaches handbooks
- Yes  No High school course description/registration handbooks
- Yes  No Activities handbooks
- Yes  No Annually in the local newspaper (community)
- Yes  No District web-site (On home page or linked to homepage)
- Yes  No Notification is current and consistently worded

12. The coordinator(s)’s name and contact information is included along with the non-discrimination policy in the following:

- Yes  No Staff handbooks
- Yes  No Student/parent handbooks
- Yes  No Coaches handbooks
- Yes  No High school course description/registration handbook
- Yes  No Activities handbook
- Yes  No Annually in the local newspaper (or community mailing)
- Yes  No District Web-site(On homepage or linked to homepage)
- Yes  No Notification is current and consistently worded in the documents

13. The following documents include information about the civil rights related grievance procedure along with the non-discrimination policy and the identity and contact information for the equity coordinator(s):

- Yes  No Staff handbooks
- Yes  No Student/parent handbooks
- Yes  No Coaches handbooks
- Yes  No High school course description/registration handbooks



- Yes  No Activities handbook
- Yes  No Annually in the local newspaper (Community notification)
- Yes  No District web-site (On homepage or linked to homepage)
- Yes  No Notification is current and consistently worded  
in the documents

**Comments**

**Issues**

Federal laws (Title IX and Section 504) require that the agency use effective methods to inform parents, employees, students, and applicants for employment, of the non-discrimination policy, the identity and contact information for the equity coordinator, and information about the grievance procedure and how it can be accessed. This is to be done on an annual and on-going basis. Major annual publications distributed by the school and the district’s website must include this information. Notifications must be current and consistent. Notification should be on the website homepage or linked to homepage.

**Section II: School Improvement and the Educational Program**

The following sub-sections address equity issues as they relate to the educational program. School improvement strategies that include the Comprehensive School Improvement Plan (CSIP), the Annual Progress Report (APR), the curriculum development process, instruction, assessment, and student achievement are reviewed to ensure compliance with equity components of Chapter 12 of the Iowa Administrative Code as well as No child Left Behind NCLB requirements.

**Equity in the School Improvement Process**

- 14. Multicultural education goals are incorporated into the Comprehensive School Improvement Plan (CSIP)  
 Yes  No (See definition below)

IAC Chapter 12.5(8) a. “Multicultural approaches to the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background. The contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities shall be included in the program”.

15. Gender Fair education goals are incorporated into the Comprehensive School Improvement Plan (CSIP)  
\_\_\_\_\_ Yes \_\_\_\_\_ No (See definition below)

IAC Chapter 12.5 (8) b “Gender fair approaches to the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of women and men to society. The program shall reflect the wide variety of roles open to both women and men and shall provide equal opportunity to both sexes”.

16. The membership of the school improvement advisory committee reflects  
\_\_\_\_\_ Yes \_\_\_\_\_ No Gender balance  
\_\_\_\_\_ Yes \_\_\_\_\_ No Racial/ethnic diversity (especially for those populations reflected in the student population)  
\_\_\_\_\_ Yes \_\_\_\_\_ No Persons with disabilities

17. The School Improvement Advisory Committee has made recommendations to the board in the following areas:  
\_\_\_\_\_ Yes \_\_\_\_\_ No Major educational needs  
\_\_\_\_\_ Yes \_\_\_\_\_ No Student learning goals  
\_\_\_\_\_ Yes \_\_\_\_\_ No Long-range goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement  
\_\_\_\_\_ Yes \_\_\_\_\_ No Harassment or bullying prevention goals, programs, training, and other initiatives

18. The professional development activities of the district include activities that:  
\_\_\_\_\_ Yes \_\_\_\_\_ No Prepare staff to work effectively with diverse learners  
\_\_\_\_\_ Yes \_\_\_\_\_ No Prepare staff to implement multicultural, gender fair approaches to the educational program

19. The district collects and reviews disaggregated achievement data of all fourth, eighth, and eleventh grade students in reading, math, and science.  
Gender \_\_\_\_\_ Yes \_\_\_\_\_ No  
Disability \_\_\_\_\_ Yes \_\_\_\_\_ No  
Racial/Ethnic Background \_\_\_\_\_ Yes \_\_\_\_\_ No  
Socioeconomic Status \_\_\_\_\_ Yes \_\_\_\_\_ No  
English Language Learner Status \_\_\_\_\_ Yes \_\_\_\_\_ No

20. Principals, teachers and support staff analyze and then use this disaggregated achievement data to make decisions that are related to instruction, curriculum, and student support services.  
\_\_\_\_\_ Yes \_\_\_\_\_ No

21. The district publicly reports disaggregated achievement data of all fourth, eighth, and eleventh grade students on the basis of:

Gender	_____	Yes	_____	No
Disability	_____	Yes	_____	No
Racial/Ethnic Background	_____	Yes	_____	No
Socioeconomic Status	_____	Yes	_____	No
English language learner Status	_____	Yes	_____	No
If not why not?				

**Comments**

**Issues:**

Chapter 12 requires school districts to have a board adopted comprehensive school improvement plan that incorporates multicultural, gender-fair goals. Those goals should be directly related to the definition of multicultural education and gender fair education in Chapter 12 of the Iowa Administrative Code (See above). The School Improvement Advisory Committee is to reflect gender balance, racial/ethnic diversity, and persons with disabilities.

Professional development is to include activities that prepare staff to work with diverse learners and to implement a multicultural, gender-fair education program. Enrollment patterns are to be collected and reviewed on the basis of gender, racial/ethnic background and disability to monitor student integration and inclusion and to ensure that the district’s educational programs are effectively serving all students.

This information is to be disseminated to the appropriate counselors and teachers and they are to take action to target information about their programs to students and recruit underrepresented students into their courses and programs. The equity coordinator(s) should be responsible to ensure this process occurs and staff are able to speak to the results. Student achievement in math, reading, and science are to be collected and reported in a disaggregated fashion by gender, race/ethnicity, disability, English language learner status, and socio-economic status and used when making instructional or climate related decisions. .

**Curriculum and Multicultural, Gender-Fair Education**

22. The school board has adopted a policy committing the district to the implementation of multicultural, gender fair approaches to the entire educational program.

\_\_\_\_\_ Yes \_\_\_\_\_ No                      Board Policy # \_\_\_\_\_

23. The district has a policy and plan outlining the procedure for developing, implementing, and revising curriculum.

Policy \_\_\_\_\_ Yes \_\_\_\_\_ No    Policy # \_\_\_\_\_  
Plan    \_\_\_\_\_ Yes \_\_\_\_\_ No

24. The curriculum development process includes a checkpoint for considering the ways that multicultural, gender-fair approaches might be reflected in curriculum units and lessons.

\_\_\_\_\_ Yes \_\_\_\_\_ No

25. There is a way by which the district monitors the implementation of multicultural, gender fair approaches in the classroom?

\_\_\_\_\_ Yes \_\_\_\_\_ No Describe

26. The policy and/or written guidelines for the selection and adoption of instructional materials and textbooks include equity concerns related to:

Gender	_____	Yes	_____	No
Racial/Ethnic Background	_____	Yes	_____	No
National Origin (English language learners	_____	Yes	_____	No
Persons with disabilities	_____	Yes	_____	No

27. Accurate and up-to-date course descriptions exist.

\_\_\_\_\_ Yes \_\_\_\_\_ No

28. Course descriptions are available to prospective students, including limited English speaking students and students with disabilities, prior to and during registration.

\_\_\_\_\_ Yes \_\_\_\_\_ No

29. Course descriptions clearly include:

_____	Yes	_____	No	Knowledge and skills to be learned
_____	Yes	_____	No	How the knowledge and skills are related to potential careers or quality of life

30. There is language in course and program descriptions that encourages the participation of students in career and technical courses and programs where their group has been under-represented.

\_\_\_\_\_ Yes \_\_\_\_\_ No

31. Scheduling structure and practices provide equitable access to all educational programs and courses to:

_____	Yes	_____	No	Males and females.
_____	Yes	_____	No	Diverse racial/ethnic groups.
_____	Yes	_____	No	Persons with disabilities.
_____	Yes	_____	No	English language learners

32. Course schedules are free of prerequisites that appear to unnecessarily serve as barriers to student enrollment:

\_\_\_\_\_ Yes \_\_\_\_\_ No

33. There are curriculum objectives, content, and student activities related to:

Responsibilities, rights and respect for diversity \_\_\_ Yes \_\_\_ No

Citizenship in a diverse community \_\_\_\_\_ Yes \_\_\_\_\_ No

Citizenship in a global economy \_\_\_\_\_ Yes \_\_\_\_\_ No

These curriculum activities occur at the:

Elementary School Level Yes \_\_\_\_\_ No \_\_\_\_\_

Middle School/Junior High School Level Yes \_\_\_\_\_ No \_\_\_\_\_

High School Level Yes \_\_\_\_\_ No \_\_\_\_\_

**Comments**

**Issues:**

Iowa school standards for accreditation require each district to have a policy and a plan for developing, implementing, and evaluating its total curriculum. Each area must have the following components in writing:

- 1.) Standards for what students should know, be like, and be able to do
- 2.) Benchmarks for determining if the standards are being met
- 3.) Recommended instructional materials
- 4.) Multiple forms of assessment

When interviewing Curriculum Directors and administrators about the infusion of the contributions and perspectives of diverse racial/ethnic groups, both men and women and persons with disabilities into the educational program, it will be necessary to discuss the components listed above. It is important to review board policies, curriculum process, staff evaluation instruments and guidelines for adoption of instructional materials to see if equity criteria are included in a meaningful way.

**Assessment**

34. An internal review and analysis of disaggregated achievement data is conducted even when the numbers in the sub-group may be less than ten.

Yes \_\_\_\_\_ No \_\_\_\_\_

**Student Achievement**

35. Eighth grade students are achieving: (See achievement tables)

Above the state average in:	Reading	_____	Yes	_____	No
	Math	_____	Yes	_____	No
	Science	_____	Yes	_____	No



### **Media Center Services**

37. The school board has adopted a selection policy for the purchase and reconsideration of media center materials that reinforce and support multicultural, nonsexist approaches to the entire curriculum.  
\_\_\_\_\_ Yes \_\_\_\_\_ No (Policy # \_\_\_\_\_)
38. The district has a policy and process for weeding outdated materials.  
\_\_\_\_\_ Yes \_\_\_\_\_ No
39. Bulletin boards and displays in the media center reflect diversity and are multicultural and gender fair in nature.  
\_\_\_\_\_ Yes \_\_\_\_\_ No
40. The professional resource collection includes resources on MCGF approaches to instruction and the curriculum.  
\_\_\_\_\_ Yes \_\_\_\_\_ No
41. Media center staff have created lists or bibliographies of MCGF resource materials in various curriculum areas that are found in the library and available to staff and students.  
\_\_\_\_\_ Yes \_\_\_\_\_ No
42. The periodical collection includes periodicals that target diverse racial/ethnic groups.  
\_\_\_\_\_ Yes \_\_\_\_\_ No
- Examples:
43. The media center has identified electronic websites, which provide educational resources related to diversity and multicultural, gender-fair education for its staff.  
\_\_\_\_\_ Yes \_\_\_\_\_ No
44. Student library aides include both males and females and reflect the cultural diversity of the student population.  
\_\_\_\_\_ Yes \_\_\_\_\_ No
45. The media center, its resources and services, are accessible to students, staff, parents and community members with disabilities.  
\_\_\_\_\_ Yes \_\_\_\_\_ No

### **Comments**

## Issues

The media center program and staff can play a major support role for instruction that is multicultural and gender-fair by providing staff and students with resources by and about diverse racial/ethnic groups, both men and women and persons with disabilities. It can also provide curriculum and materials on teaching students about diversity, respect for diversity and inter-group relations. The media center should be accessible to persons with disabilities and its resources should be accessible to persons who may have visual or hearing impairments.

## School Counseling

46. The district has an articulated, sequential K-12 school counseling program.

Elementary	_____	Yes	_____	No
Middle School	_____	Yes	_____	No
High School	_____	Yes	_____	No

47. A written description of the program is available. \_\_\_\_\_ Yes \_\_\_\_\_ No

48. Counselors have direct access to course and program enrollment data disaggregated on the basis of gender, disability and racial/ethnic background.

\_\_\_\_\_ Yes \_\_\_\_\_ No

49. The school counseling program includes components that prepare students for living and working in a diverse society.

\_\_\_\_\_ Yes \_\_\_\_\_ No

If the answer is yes, please describe:

50. School counselors are involved in the annual review of program/course enrollments and involvement in extracurricular activities to monitor the degree of integration and inclusion on the basis of: (See Data Manual)

_____	Yes	_____	No	Race
_____	Yes	_____	No	Gender
_____	Yes	_____	No	Disability
_____	Yes	_____	No	National Origin (Limited English Proficiency)
_____	Yes	_____	No	Socio-economic status

51. Where segregation occurs in classes and or activities on the basis of race, national origin, gender or disability, a review of counseling practices related to those classes and activities has been implemented. (See Data Manual)

_____	Yes	_____	No	Gender
_____	Yes	_____	No	Race
_____	Yes	_____	No	LEP (Limited English Proficiency)
_____	Yes	_____	No	Disability
_____	Yes	_____	No	Socio-economic status

Briefly describe this review:



52. Where segregation/isolation occurs in courses or programs, steps have been taken by the counselor to target information at students from previously under-involved groups.

- Yes  No Gender
- Yes  No Race
- Yes  No LEP
- Yes  No Disability
- Yes  No Socio-economic status

Briefly describe these steps:

53. All students have equitable access to counseling services regardless of their;

- Yes  No Gender
- Yes  No Race
- Yes  No Disability
- Yes  No National origin
- Yes  No Socio-economic status

54. Adequate records are kept to determine whether all students are being served and data is collected to document programming.

- Yes  No

55. As a part of its on-going needs assessment the school district does a follow up study of its graduates to determine whether they have been served effectively by their education.

- Yes  No

Please circle years when follow up is done:

- 1 year      2 year      3 year      4 year      5 year

The follow-up data is disaggregated by gender, race/national origin, disability and socioeconomic status.

- Yes  No

Follow up data is reviewed and used to improve the educational program.

- Yes  No

### Comments

### Issues

Counseling brochures, materials, tests and techniques are to be free of stereotyping in language, content, and illustration. Check to see if the counselor keeps any kind of records, which would allow them to identify students who are not using the counseling program. Do counselors have direct access to course and program enrollment disaggregated by gender, racial/ethnic background, or disability? Where gender, race, or disability segregation is occurring, counseling

materials and practices need to be reviewed to ensure they are not contributing to this segregation. To keep abreast of this it is necessary for counselors to be reviewing program enrollments, course enrollments, and involvement in extracurricular activities on a periodic basis.

Several of the state indicators require information that can be generated from a follow up study of graduates. Check to see if the information gathered is representative of the school population and that the data is disaggregated. Also check to see how the information is used to make decisions that impact the comprehensive school improvement efforts.

### **Workplace Learning Programs**

56. The district provides the following workplace-based learning programs.
57. There is a written agreement between the school and the training station covering the details of the educational component that occurs in the job setting.  
 Yes  No
58. This written agreement includes an assurance of nondiscrimination that is aligned with the district's non-discrimination policy and is signed by a work place representative, the student and the district representative...  
 Yes  No
59. The students enrolled in workplace learning programs reflect the demographics of the school district in terms of: (See Equity Data)  
 Yes  No Gender  
 Yes  No Race & National Origin  
 Yes  No Disability
60. A review of job assignments indicates that males and females are placed in jobs that are both traditional and non-traditional for their gender.  
 Yes  No
61. There is a classroom component in the school which prepares the students to recognize their rights and responsibilities in the work place.  
 Yes  No
62. The teacher visits the student at some time at the work-site.  
 Yes  No

### **Comments**

## Issues

A district not only has the responsibility to provide its services in a non-discriminatory manner, but it also has the responsibility to help ensure that unions and private businesses with whom, they place students do not discriminate. Assignments cannot be made or withheld in such programs simply because of the gender, race, national origin, or disability of the student. It is also illegal to cooperate with a business or agency that requests students on the basis of race or gender or national origin. When a district has agreements, the cooperative agency must indicate that they cannot discriminate and that they understand the district cannot work with any business/industry that does.

## **Section III: Physical Education, Extra-curricular Activities and Athletics**

### Physical Education

63. Both males and females are represented on the PE staff.  
\_\_\_\_\_ Yes \_\_\_\_\_ No  
Number of males \_\_\_\_\_ Number of females \_\_\_\_\_
64. All units/sections of PE are integrated on the basis of gender.  
(See Data Manual)  
\_\_\_\_\_ Yes \_\_\_\_\_ No  
If not, what units are single-sex?
65. Special education students and other students with disabilities are integrated with the general student population during physical education classes. (See Data Manual)  
\_\_\_\_\_ Yes \_\_\_\_\_ No  
\_\_\_\_\_ Yes \_\_\_\_\_ No
66. Adaptive physical education activities are provided for students who need it.  
\_\_\_ Yes \_\_\_ No
67. The emphasis of the PE program is on lifetime recreational health and conditioning skills.  
\_\_\_\_\_ Yes \_\_\_\_\_ No
68. Locker room facilities are equitable for both men and women.  
\_\_\_\_\_ Yes \_\_\_\_\_ No

69. Weight training equipment, hair dryers and whirlpools are located where all students have equal access to them or are duplicated in both the girls and the boys' locker rooms.

\_\_\_\_\_ Yes \_\_\_\_\_ No

**Comments**

**Issues**

Because of the special impact that Title IX and other gender equity legislation has had on physical education programs, we are including a special section in this guide for PE. Under Title IX, all physical education classes are to be gender integrated and the curriculum offerings are to be the same for both males and females.

No activities should be for "boys" or "girls" only. Grouping by gender may be used within units of PE but only when students are actually participating in activities, which, the prime purpose of, is physical contact. Skill based grouping can be done but only when the criteria grouping are clearly defined and consistently applied. Locker room facilities for men and women must be equitable. Staff assignments are not to be made on the basis of gender.

**Athletics**

70. List the percentage of male high school students who participate in interscholastic athletics (Remember to count students involved in multiple sports only once). \_\_\_\_\_%

71. List the percentage of female high school students who participate in interscholastic athletics (Remember to count students who participate in multiple sports only once). \_\_\_\_\_%

72. There are equitable offerings for both males and females in athletics.  
\_\_\_\_\_ Yes \_\_\_\_\_ No

**Number of Middle School Options:**

\_\_\_\_\_ Male

\_\_\_\_\_ Female

Please List

Please List

**Number of High School Options:**

\_\_\_\_\_ Male

\_\_\_\_\_ Female

Please List

Please List

73. If the number of sports for males and females is not equal, members of the gender with fewer sports have been surveyed to see if they have an interest in an additional sport.

\_\_\_\_\_ Yes \_\_\_\_\_ No

What were the results of the survey?

74. The following components of the athletic program are equitable for boys and girls.

Practice facilities and times	_____ Yes _____ No
Locker rooms and lockers	_____ Yes _____ No
Whirlpools & weight rooms	_____ Yes _____ No
Uniforms and equipment	_____ Yes _____ No
Schedule and travel support	_____ Yes _____ No
Coaches salaries	_____ Yes _____ No
Number of assistants	_____ Yes _____ No
Media Coverage	_____ Yes _____ No

75. Athletic team names and/or mascots reinforce stereotypes on the basis of race, national origin, ethnicity, gender, or disability.

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please explain:

76. Total number of head coaches at the high school level (Remember to count coaches who coach multiple sports only once)

_____	Male	_____	Female
_____	Black (Not Hispanic)	_____	Hispanic
_____	Asian American	_____	American Indian
_____	White (Not Hispanic)		

77. The Coach's handbook includes:

The district's non-discrimination policy	_____ Yes _____ No
The district's harassment/bullying policy	_____ Yes _____ No
Information about hazing	
The identity of the equity coordinator	_____ Yes _____ No
Information about the grievance procedure	_____ Yes _____ No

**Comments:**

**Issues:**

Both state and federal laws require equitable opportunity to participate in interscholastic athletics. This requires an equal number of options for both men and women in athletic competition at both the junior and senior high school level.

If the number of options is unequal, the district must be able to satisfy at least one part of the following three-part test:

1. The percentage of male and female students involved in interscholastic athletics is proportional to the percentage of male and female students enrolled in the school.
2. Where the members of one sex have been and are underrepresented, the district can show that it offers equitable options to compete to both males and females or is in the process of expanding the options to compete for the underrepresented sex.
3. Where the members of one sex are underrepresented and the institution cannot show a history and continuing practice of program expansion, as described above, the district has assessed needs and surveyed parents and students and can demonstrate that the interests and abilities of both sexes have been fully and effectively accommodated by the present program.

### **Extra-Curricular Activities**

78. Student handbooks and the district's website notify all students of the extracurricular activities provided in the district, the staff members who coordinate the activities, and how they can get involved.

\_\_\_\_\_ Yes \_\_\_\_\_ No      If no, how are students notified?

79. The district provided the Educational Equity Review Team with data on student involvement in extra- curricular activities by race/ethnicity, gender and disability. **(Please see Data Manual)**

\_\_\_\_\_ Yes \_\_\_\_\_ No

80. This data is collected and reviewed annually.    Yes \_\_\_\_\_ No \_\_\_\_\_

81. The district has identified the following activities as ones, where males or females make up more than eighty percent of the students involved, or where minority students or students with disabilities are over/under-represented.

Gender Typed Activities:

Racial/ethnic- over/under representation in these activities:

Over/under representation of students with disabilities in these activities:

82. When over/underrepresentation is identified coaches and activity coordinators are asked to document the affirmative strategies they are

currently implementing to attract and recruit students from underrepresented groups.

\_\_\_\_\_ Yes \_\_\_\_\_ No

83. Activity coordinators have documented their efforts to recruit students from groups that have traditionally been underrepresented.

\_\_\_\_\_ Yes \_\_\_\_\_ No

**Comments:**

**Issues:**

Integration of students on the basis of gender, race, national origin and disability in extracurricular activities is a good indicator that a school district has achieved an inclusive culture. Involvement in such programs often is an indicator of status and acceptance in the academic community. Students involved in extra-curricular activities tend to achieve at higher levels than those who don't. For this reason, it is important to examine involvement of minority students, both males and females, and students with disabilities in these offerings.

Title IX, Title VI, and Section 504 of the Vocational Rehabilitation Act all require equitable access to and treatment in extra-curricular as well as curricular activities. Participation in these programs is to be reviewed, and issues related to participation are to be discussed in interviews. When segregation is occurring in these activities, review the policies and practices of the district to see if they may be a causal factor. Districts are responsible for targeting information about these programs at groups of students who have not been traditionally involved.

## **Section IV: Access, Integration & Inclusion**

The following sections deal with access and integration issues. Federal and state legislation speaks to the need of physical access to a quality education for all children. Chapter 12 of the Iowa Administrative Code requires that school district take steps to integrate students in attendance centers and courses on the basis of racial/ethnic background, gender and disability. It also speaks to the need for access plus support services to help students with special needs achieve success. These sections deal with specific student populations that have historically been denied equal access and then equitable opportunities to be successful.

The first subsection is concerned with integration of students in buildings and instructional programs. Gender segregation, racial isolation, disability isolation do not constitute a violation of law in and of themselves. However, when these

conditions exist the district is required to do a review of its policies and practices to ensure that they are not contributing to the isolation or segregation. In addition, steps must be taken by counselors and teachers to recruit students into the course, program, or activity.

**Segregation, Integration of Students**

84. There is a process in place to annually review and analyze enrollment data on the basis of race, national origin, gender, and disability to monitor the integration of students in

- \_\_\_\_\_ Yes \_\_\_\_\_ No Buildings
- \_\_\_\_\_ Yes \_\_\_\_\_ No Programs
- \_\_\_\_\_ Yes \_\_\_\_\_ No Courses
- \_\_\_\_\_ Yes \_\_\_\_\_ No Extra-curricular activities
- \_\_\_\_\_ Yes \_\_\_\_\_ No Open enrollment (Into & out of district)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Voluntary transfer (Within district)

85. The district annually collects and analyzes disaggregated, attendance center, program, and course enrollment data on the basis of:

- Gender \_\_\_\_\_ Yes \_\_\_\_\_ No
- Disability \_\_\_\_\_ Yes \_\_\_\_\_ No
- Racial/Ethnic Background \_\_\_\_\_ Yes \_\_\_\_\_ No

Who is responsible for coordinating and documenting this process?

---

86. The above data was available at the time of the Educational Equity Review. (Please see Data Needs Manual) \_\_\_\_\_ Yes \_\_\_\_\_ No

87. This information has been disseminated to counselors and the appropriate teachers. Yes \_\_\_\_\_ No \_\_\_\_\_

88. Counselors and appropriate teachers have been asked to document the actions they are implementing to target information about their program to groups of students underrepresented in their programs and to recruit them into the programs or courses. Yes \_\_\_\_\_ No \_\_\_\_\_

89. The counselors and appropriate teachers have documented the steps they are currently taking to target information to and recruit students from underrepresented groups. Yes \_\_\_\_\_ No \_\_\_\_\_

90. Isolated, segregated or typed buildings, programs and courses have been identified by the district. \_\_\_\_\_ Yes \_\_\_\_\_ No

91. What buildings have been identified as having:

- Racial/Ethnic Isolation \_\_\_\_\_
- Socioeconomic isolation \_\_\_\_\_
- Disability Isolation \_\_\_\_\_



92. If the district maintains racially isolated attendance centers, the school board has adopted a desegregation/diversity plan or is implementing affirmative steps to integrate attendance centers.

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please attach a copy of the plan or describe the affirmative steps being taken. If no, indicate where the district is in the process of addressing this issue.

93. Internal open enrollment is having an impact on racial integration in the district's attendance centers. (See Data Manual)

\_\_\_\_\_ Yes \_\_\_\_\_ No

94. Voluntary transfer within the district is having an impact on racial integration in the district's attendance centers. (See Data manual)

\_\_\_\_\_ Yes \_\_\_\_\_ No

95. If the district is denying open enrollment requests on the grounds that they undermine desegregation plans, the board has a policy outlining the criteria for such denials.

\_\_\_\_\_ Yes \_\_\_\_\_ No

96. The district maintains attendance center(s) that enroll only students with disabilities. (See Data )

\_\_\_\_\_ Yes \_\_\_\_\_ No If yes, please identify the attendance center(s)

**97. Course Enrollment Trends**

The district identified the following programs or courses as being either segregated or over- or underrepresented (by definition) on the basis of gender, race, national origin, and/or disability: (Please see Data Disk) and the Issues at the end of this section **(List only the courses with segregated or over/underrepresented enrollments).**

<b>Program/Courses</b>	<b>Gender</b>	<b>Race</b>	<b>National Origin</b>	<b>Disability</b>
<b>Agricultural Education</b>				
<b>Health Occupations Education</b>				
<b>Industrial Technology</b>				
<b>Business Education</b>				

<b>Program/Courses</b>	<b>Gender</b>	<b>Race</b>	<b>National Origin</b>	<b>Disability</b>
<b>Marketing Education</b>				
<b>Family &amp; Consumer Science</b>				
<b>Home Economics Related Occupations</b>				
<b>Computer Education</b>				
<b>Physical Education (By Section or Class)</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Music</b>				
<b>Instrumental Music</b>				
<b>Vocal Music</b>				
<b>Foreign Language</b>				
<b>Advanced Placement Courses</b>				

## **Comments**

### **Issues**

This section will assist the team in assessing the level of integration and inclusion in the district's schools and programs and whether the district has met their obligation to review program enrollment policies and practices when segregation or isolation exists. It will be necessary to examine registration handbooks, course descriptions, program brochures, course announcements, and targeted audiences. Activities by instructors or counselors to ensure that students make informed choices about programs should be reviewed. Language, illustrations, content or course titles, which imply that courses or programs are not for everyone, or which are not inclusive of all groups, are to be viewed with skepticism. Encouragement to enroll should be targeted students who have been traditionally under-represented in the program.

Class schedules should be reviewed to see if they limit access of certain groups of students (minority, English language learners, special education, males or females) to various career and technical programs or other course offerings. Course objectives should reflect multicultural and gender fair instructional approaches.

Where enrollment criteria have a disparate impact on one gender, a racial group, or persons with disabilities, it is important that the district be able to show that the criteria used are directly related to success in the program. In reviewing this issue, look at prerequisites for getting into a program, both academic and experiential, as well as any numerical quotas or goals other than those established for affirmative action purposes.

All programs and classes must be open to all students regardless of gender, race, national origin or disability. Practices, which result in the grouping of students by race, national origin, gender, or disability within classes, are also illegal. For the purposes of these reviews, segregation is defined as the following:

**Gender:** When more than 80% of the enrollment in a class, program or activity is male or female.

**Race:** When the percentage of minority students in a class, program, or activity is more than ten percentage points greater or less than the percentage of minority students in the school or the district

**English language learner:** When the percentage of English language learners in a class, program or activity is more than ten percentage points greater or less than the percentage of English language learners in the school or the district

**Disability:** When the percentage of students with a disability in a class, program, or activity is more than ten percentage points greater or less than the percentage of students with a disability in the school or the district

If a group of students is involved predominantly in one or two vocational programs when there are four or five offered, it would be appropriate to check to see if any tracking of students is being done. Students with disabilities are to be served in the least restrictive way possible. Program modifications are to be made to allow the involvement of limited English proficiency students as well. If programs and policies have been reviewed, there should be evidence that teachers, counselors, and administrators are aware of the enrollment trends. There should also be evidence that staff is taking on-going steps to recruit students who have not been involved.



100. The following are accessible to and usable by persons with disabilities:

- Yes  No Central administrative offices
- Yes  No School board meeting room
- Yes  No High school attendance center(s)
- Yes  No Middle school/JHS attendance center(s)
- Yes  No Elementary attendance center(s)
- Yes  No Gymnasiums and auditoriums
- Yes  No Restrooms
- Yes  No Media center(s)
- Yes  No Cafeteria(s)
- Yes  No Computer Lab(s)
- Yes  No ICN Room
- Yes  No Accessible Parking near to accessible entrance
- Yes  No Signage
- Yes  No Website

**Comments**

**Issues**

Districts have a responsibility to ensure equitable access to instructional facilities for all students. In the case of students with a physical disability or mobility impairment, facilities must be such that the student can enter the building or room without assistance from others. Buildings and areas are to be accessible even though there may not be any students or employees with disabilities at the present time.

Since all programs and services are to be accessible, the district must think about activities, which are held in the building where patrons (parents, community persons) and employees with mobility impairments would be denied access because of the architectural barriers. All districts have students who are temporarily disabled from time to time, and persons with mobility impairments (i.e., parents) may avoid district programs or services if they are inaccessible. Section 504 requires program accessibility for all buildings. However, any building that was built after 1977 or was renovated after that date must meet the required standards of accessibility.

The standards that determine accessibility will vary depending on the date of the facility's construction and/or renovation as shown in the table below. It is important for districts to understand that it is their responsibility to see that the architect and contractors are aware of the need to remove architectural barriers to provide access to all stakeholders.

### Summary of Accessibility Compliance Standards by Date

If facilities (or parts of facilities) commenced construction/alteration before <b>June 4, 1977</b> , programs must be <b>readily accessible</b> .
If facilities (or parts of facilities) commenced construction/alteration between <b>June 4,* 1977</b> and <b>January 18, 1991</b> , they must be in compliance with <b>ANSI standards, A117.1 – 1961 (R 1971)</b> .
If facilities (or parts of facilities) commenced construction/alteration between <b>January 18,* 1991</b> and <b>January 26,* 1992</b> , they must comply with <b>UFAS standards</b> .
If facilities (or parts of facilities) commenced construction/alteration on or after <b>January 27, 1992</b> , they must comply with either <b>UFAS</b> or <b>ADAAG standards</b> (The sub-recipient should elect one set of standards for each facility).

UFAS and ADAAG standards are available on line at <http://www.access-board.gov/>.

## Section V: Support Services for Special Populations

This section looks at the supplementary support services offered for students with unique needs in the district. These students include English language learners, students with disabilities, homeless students, students who are pregnant or have children, and other students that may be deemed at-risk of failing or dropping out of school

### **Services for English Language Learners**

101. There is a process to identify English language learners [(ELL) Students whose primary language is one other than English)] at the time of registration.  
\_\_\_\_\_ Yes Briefly describe the process  
\_\_\_\_\_ No (If no explain why)
102. When ELL students are identified there is a process to determine the student's English language proficiency in:  
Speaking \_\_\_\_\_ Yes \_\_\_\_\_ No Listening \_\_\_\_\_ Yes \_\_\_\_\_ No  
Reading \_\_\_\_\_ Yes \_\_\_\_\_ No Writing \_\_\_\_\_ Yes \_\_\_\_\_ No
103. When ELL students are identified there is a process to determine their academic skills in relation to their age and grade level.  
\_\_\_\_\_ Yes \_\_\_\_\_ No  
If yes, briefly describe the process.

104. There is a language program to meet the needs of English language learners.  
 Yes  No

If yes, check the program(s) being offered:

A Dual Language program	<input type="checkbox"/>	Transitional Bilingual Education	<input type="checkbox"/>
Special Alternative Instructional Program	<input type="checkbox"/>	Foreign Language Immersion	<input type="checkbox"/>
ESL Pull-Out	<input type="checkbox"/>	ESL Class	<input type="checkbox"/>
The ESL Resource Center	<input type="checkbox"/>	Other? Please specify	<input type="checkbox"/>

If no, explain why:

105. The English language acquisition of English language learners is assessed on an annual basis.  
 Yes  No
106. All English language learners who have been in the District for longer than a year take the district's assessments in English.  
 Yes  No
107. There are identifiable criteria and accompanying assessments for determining when a student is ready to exit the language assistance program.  
 Yes  No  
 If yes, please identify the exit criteria and provide a copy of the assessment used.
108. Has the district established procedures for monitoring and responding to deficient academic performance of former English language learners?  
 Yes  No
109. There is a method for evaluating the agency's language assistance program.  
 Yes  No (If yes, briefly describe the evaluation method. )
110. The ESL/Bilingual teacher holds the appropriate ESL/Bilingual endorsement, or is enrolled in a program to get the endorsement and has applied for and received a temporary endorsement.  
 Yes  No
111. The ESL/bilingual teachers, tutors and school administrators have received training and attend ESL/bilingual regional workshops and the state conference provided by the Department of Education.  
 Yes  No

112. Professional development has been provided for mainstream classroom teachers who have English language learners in their classrooms.  
 Yes  No

113. Steps are taken to ensure that information about all agency programs/services is provided to students and parents in the primary language of the home.  
 Yes  No Elementary School(s)  
 Yes  No Middle School(s)  
 Yes  No High School(s)

If yes, briefly describe how this is done:

114. There is a process to identify students who, in addition to being an English language learner, have disabilities that make a special education assignment appropriate.  
 Yes  No

115. There is a process to identify students who, in addition to being an English language learner, may be gifted and in need of extended learning opportunities.  
 Yes  No

116. English language learners are served by Title I programs in addition to their language assistance programs when they meet eligibility standards for Title I.  
 Yes  No

117. English language learners are placed with students of an appropriate age.  
 Yes  No

118. The school district receives fiscal assistance for its language program(s) under state weighting of English language learners, or through federal Immigrant or Migrant Education programs.  
 Yes  No

119. The school district is part of the AEA Title III Consortia and receives the appropriate services.  
 Yes  No



120. If the district receives state fiscal assistance, it is being used in the following way(s):

_____	Yes	_____	No	Personnel (teachers or tutors)
_____	Yes	_____	No	Texts and materials
_____	Yes	_____	No	Equipment
_____	Yes	_____	No	Staff development
_____	Yes	_____	No	Co-curricular activities

### **Comments**

### **Issues**

An English language learner is defined as a student whose primary language is not English AND the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with English language background. Federal and state regulations require that there be a systematic approach to identifying and diagnosing the needs of English language learners.

State legislation requires that individuals certified after October 1, 1988 must have the ESL endorsement to teach ESL programs. Those individuals receiving their certification prior to October 1, 1988 do not have to hold the ESL endorsement.

Language minority students are students who come from language backgrounds other than English. They vary significantly in their educational experience and the degree of bilingualism attained. The first level of assessment is the screening required to separate the language minority students from those who have not had the influence of another language in their background. In order to determine the necessity of conducting an English language assessment of any student, the district shall, at the time of registration, identify the students' primary home language. In addition, for those students whose registration forms indicate the prominent use of another language in their lives, the district shall conduct a Home Language Survey on forms developed by the Department of Education to determine the first language acquired by the student, the language spoken by the student and by others in the student's home.

School district personnel must be prepared to conduct oral or native language interviews with those adults in the student's home who may not have sufficient English or literacy skills to complete a survey written in English. Students, who have a primary language other than English must be assessed by the district. The assessment must include (1) an assessment of the student's English proficiency in the areas of speaking, listening, reading and writing; and (2) an assessment of the student's basic academic skills in relation to their grade or age level.

The second level of assessment is that required for assessing the student's skills in English to determine which of the students are limited in English proficiency. Both Federal and State legislation requires that supplemental language instruction must be provided to English language learners. This program may be a transitional bilingual one that uses two languages for instruction, English as a Second Language program that primarily uses English, or other bilingual program. These programs are to be continued until the student demonstrates a functional ability to speak, write, read and understand in English at a level comparable to his/her English-speaking peers.

### **Services to Students with Disabilities**

121. Board policies governing special education speak to issues related to:  
 Yes  No Least restrictive learning environment (Policy# )  
 Yes  No Disproportionate representation of one or more racial/ethnic groups
122. Special education staff members actively monitor enrollment in special education on the bases of racial/ethnic background, English language learner status and gender.  
 Yes  No
123. Special education staff members review course enrollment data and activity rosters to monitor if students are being served in least restrictive learning environments and involved in all the district's academic and activity programs.  
 Yes  No
124. Students are being served in the least restrictive environment appropriate with opportunities to interact with their peers, who are not disabled. (See course enrollment data in data printout).  
 Yes  No
125. Percent of students with disabilities who took an alternate assessment  
 %
126. Special education students and other students with disabilities are provided with the appropriate accommodations when taking standardized tests.  
Yes  No

127. Reasonable accommodation, auxiliary aids, and adaptations are provided for students with disabilities (both special education and Section 504 students) in their classrooms, computer labs, sites of extra-curricular activities, and common areas such as libraries, cafeterias, gymnasiums, hallways and restrooms.  
\_\_\_\_\_ Yes \_\_\_\_\_ No
128. Visual and auditory aids are provided for parents, staff, and students who are visually or hearing impaired.  
\_\_\_\_\_ Yes \_\_\_\_\_ No
129. If the district purchased textbooks or core related instructional materials for courses in the district in the past year, did the purchase agreement contain language that requested the publisher/vendor to send a NIMASD Comformat file-set of the textbook and related materials to the NIMAC?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
130. If accessible instructional materials (AIM) are available, the district's purchase agreement addressed obtaining accessible materials from the publisher.  
\_\_\_\_\_ Yes \_\_\_\_\_ No
131. If accessible materials are not available by the publisher, did the purchase agreement address the district's right to make the materials accessible?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
132. Did students with disabilities that require AIM, receive their accessible instructional materials in a timely manner? (the first day of school or at the same time as their nondisabled peers)  
\_\_\_\_\_ Yes \_\_\_\_\_ No
133. Students are placed in a school other than their school of residence or placed out of the district only when their IEP and/or Section 504 plan requires it.  
\_\_\_\_\_ Yes \_\_\_\_\_ No
134. Students are transported to other school districts for special education services.  
\_\_\_\_\_ Yes \_\_\_\_\_ No

If the answer is yes, please provide the following information:

Type of programming provided	# students transported	Transported to	Time Required (hours & minutes)

135. Students with disabilities participate in nonacademic and extra-curricular activities with their non-disabled peers. (See Data Manual)  
 Yes  No

136. The special education student population generally reflects the district-wide student population in terms of: (See Data Manual)

Yes  No Gender

Yes  No Race & National Origin

If "No" the school administration has initiated a review of special education policies and practices to determine if they are contributing to this disparity.

Yes  No

137. Actions have been taken by the school district to reinforce collaboration between special education staff and the general education staff.

Yes  No

Evidence of this collaboration was visible in the following ways:

138. Actions have been taken by the agency to reinforce positive interaction between students with disabilities and those without disabilities.

Yes  No

139. Professional development has been provided for general education staff members to increase their capacity to work effectively with students with disabilities in their classrooms.

Yes  No

140. There is evidence of communication between the Equity/504 Coordinator and the special education staff.

Yes  No

141. When a special education conference results in a decision not to place a student with a disability in the special education program, the students and their families are notified of their rights related to Section 504/ADA and referred to the Section 504 coordinator.

\_\_\_\_\_ Yes \_\_\_\_\_ No

**Comments**

**Issues**

Both state and federal law require that certain processes be put into place in regard to students with disabilities. An IEP is to be on file for each student. Due process procedures are to be followed in the identification and placement of students. Services to students with disabilities are to be provided in the least restrictive environment that will meet their real needs. All students, regardless of disability, must have equal opportunity to benefit from all school programs whether they are academic or co-curricular. It is important that the team explore the ways that the district serves their students with disabilities to ensure that appropriate placement is made based upon student need and not upon the services that the district has in place.

**Gifted and Talented Education Program**

142. The school board has adopted a policy, which governs the implementation of the district's education program for gifted and talented (G/T) students.

\_\_\_\_\_ Yes \_\_\_\_\_ No (Policy # \_\_\_\_\_)

143. The G/T education program is being implemented K-12. (See Data Manual)

Elementary Schools \_\_\_\_\_ Yes \_\_\_\_\_ No

Middle School(s) \_\_\_\_\_ Yes \_\_\_\_\_ No

High School(s) \_\_\_\_\_ Yes \_\_\_\_\_ No

If no, please comment.

144. The G/T enrollment is reflective of the total student population on the bases of: (Please see data)

\_\_\_\_\_ Yes \_\_\_\_\_ No Race/Ethnicity

\_\_\_\_\_ Yes \_\_\_\_\_ No Gender

\_\_\_\_\_ Yes \_\_\_\_\_ No Disability

145. Multiple criteria are used to identify and place students in the G/T program.

\_\_\_\_\_ Yes \_\_\_\_\_ No

List the criteria used. at the

A. Elementary Level

B. Middle School Level

C. High School Level

146. The program is designed to meet both the cognitive and the affective needs of the gifted and talented students.  Yes  No
147. The district has taken affirmative steps to include students from diverse racial/ethnic groups, English language learners, and students with disabilities in the G/T education program. (See Data Printout)
- |                              |                          |     |                          |    |
|------------------------------|--------------------------|-----|--------------------------|----|
| Diverse racial/ethnic groups | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| English language learners    | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| Students with disabilities   | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
- If yes, please briefly describe.
148. A procedure for the annual review and evaluation of the G/T program is maintained and implemented.  Yes  No
149. The G/T program is individualized and supplementary in nature and avoids segregating gifted students or pulling them out of classes for significant amounts of time.  Yes  No
150. Programs for gifted students do not result in a tracking system or ability grouping for all students.  Yes  No

**Comments**

**Issues:**

School districts are required by school standards to have a program to meet the needs of gifted and talented students. The program must include the following four components:

- A valid and systematic procedure, employing multiple criteria, for identifying ethnic and language diverse students if such students are enrolled. (Multiple criteria: refers to objective data sources such as (e.g. tests, grades, skill and performance and/or subjective sources (e.g., parent, teacher, self nomination forms, leadership references etc.)
- A qualitatively differentiated program designed to meet the cognitive and affective needs of gifted and talented students.
- Support services, including materials and staff to realistically support a differentiated program.
- A procedure for annual review and evaluation.

**Education of Homeless Children and Youth**

151. The school district has a process to identify school age homeless children and youth, whether enrolled or not.

Yes     No In-school identified  
 Yes     No Out-of-school identified

152. The district’s board policy includes the definition of “homeless “under federal and state law.

Yes     No

153. Students, staff, parents and the community are notified of the district’s policy and the definition of homelessness.

Yes     No

:

154. List the strategies used to identify homeless students.

a. In-school

b. Out-of-school

155. The school district posts information in community shelters and other locations (i.e., bus depots, Laundromats, churches, social service agencies) encouraging the enrollment of homeless children and youth in school.

Yes     No

156. The school district avoids denying access to homeless children and youth based upon:

Yes     No    Lack of Documented Residence  
 Yes     No    Transportation requirements  
 Yes     No    Lack of immunization

157. The school district has examined and made the needed revisions to school policies and practices that create barriers to enrollment of homeless children and youth.     Yes     No

158. Records are kept in such a fashion that homeless children can transfer with minimum loss of time out of school.     Yes     No

159. If the district has multiple attendance centers at the elementary, middle school or high school level, homeless students are encouraged to continue in the same attendance center, when changes in residence occur frequently within the district during the school year.

Yes     No

160. Support services are provided for homeless students through the At-Risk Program.

\_\_\_\_\_ Yes \_\_\_\_\_ No

**Comments:**

### **Issues**

All issues addressed in this section are found in Chapter 281-33 of the Iowa Administrative Code. A homeless child or youth of school age has been defined as a child or youth:

- 1) Between the ages of 3-21
- 2) Lacking a fixed, regular, and adequate nighttime residence and includes a child or a student:
  - a. living on the street;
  - b. living in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home;
  - c. living in a community shelter facility;
  - d. living with non-nuclear family members or with friends who may or may not have legal guardianship over the child or youth of school age.

Under rules adopted by the State Board, local school districts are required to:

- locate and identify homeless children and youth;
- determine if homeless children are enrolled in school;
- post information in community shelters and other locations encouraging enrollment in public schools;
- examine and revise existing school policies or rules that create barriers to enrollment of homeless children and youth;
- maintain school records of students so they are available in a timely fashion to expedite enrollment of
- transfer students in new schools;
- provide copies of permanent and cumulative school records upon notification by student, parent, or
- guardian;
- accept copies of records or other evidence of placement to facilitate enrollment and then request copies of official records from sending schools.

A public school shall not refuse to enroll, or exclude, homeless children or youth, for lack of immunization records consistent with the rules of the Department of Health which states that a child may enroll and have 120 days to provide verification of immunization. School districts shall make every effort to locate and to verify records and provide for immunizations through the Department of Health as rapidly as is medically feasible so as to not interrupt the educational program of the children. The rules state that, consistent with the provisions of Iowa Code



section 139.9 and the rules of the Department of Health, a school district cannot refuse to enroll nor exclude a homeless child or youth if any of the following conditions exist: The parent or guardian of a child or youth or a homeless child or youth:

- 1) Offers a statement signed by a doctor licensed by the state board of medical examiners specifying that in the doctor's opinion immunizations required would be injurious to the health and well being of the child or youth or to any member of the child or youth's family or household.
- 2) Provides an affidavit stating that the immunization conflicts with the tenets and practices of a recognized religious denomination of which the homeless child or youth is a member or adherent, unless the state board of health has determined and the director of health has declared an emergency or epidemic exists.
- 3) Has begun the required immunizations and is continuing to receive the necessary immunizations as rapidly as is medically feasible, or
- 4) Is a transfer student from another school?

Homeless children are entitled to a free and appropriate education either in the district of residence or the district of last enrollment. In so far as possible, a school district shall not require a homeless student to change attendance centers within a school district when a homeless child changes places and residency within the district.

Transportation shall be provided for homeless children consistent with that provided all other children in the district. Transportation for students attending school out of the district and for students sent by other districts shall be provided consistent with the rules in educating the homeless. Students and/or parents must be notified of appeal procedures when enrollment is denied. This notification is to be in writing.

### **At-Risk Students**

161. The district has a board approved CSIP that addresses the needs of at-risk students.

Yes  No

162. If not, is there a separate At-Risk plan that the district is using?

Yes  No

163. The district's At-Risk program addresses the following at each educational level: A, B, C required for all schools, A – G for schools utilizing modified allowable growth.

Pre-K	Elementary	Middle School	High School	Required Component
				A. Valid and systematic procedures and criteria for identifying at-risk students throughout the school district's school-age population. 281-IAC, 12.5(13)
				B. Alternative educational programs or alternative school options 281-IAC 12.5(13)
				C. Evaluation of the effectiveness of at-risk programming 281-IAC 12.5(13)
				D. Program goals consistent with student learning goals and the content standards established by the school district or for school districts participating in a consortium. Note: Provisions for at-risk students shall align with the student learning goals and content standards established by the school district or by school districts participating in a consortium.
				E. Collaboration with other service agencies and service groups in the community/area to meet the needs of at-risk students.
				F. Strategies for parental involvement to meet the needs of at-risk students.
				G. Professional development for staff designed to expand their capacity to meet the needs of at-risk students.

164. The at-risk program is aligned, articulated and implemented consistently at each level and in each attendance center.

Yes  No      Elementary  
 Yes  No      Middle School  
 Yes  No      High School

165. The LEA provides alternatives for dropouts and potential dropouts as required in Iowa Code, 280.19A?

Yes  No Describe: \_\_\_\_\_

Students being served in the program (including alternative schools) reflect the district's total population in terms of:

Gender             Yes  No  
 Race               Yes  No  
 National Origin  Yes  No  
 Disability         Yes  No

166. Districts utilizing modified allowable growth for services for dropout and dropout prevention (Iowa Code 252.38- 252.42) use accounting procedures that ensure proper disbursement of funds for activities identified in the CSIP (Program 420, Project 1119).

\_\_\_\_\_ Yes \_\_\_\_\_ No

167. Student/parent handbooks include information about the at-risk support services available at the elementary, middle school, and high school levels along with the contact information for district staff who coordinate those services.

Yes \_\_\_\_\_ No \_\_\_\_\_

## Comments

## Issues

Each district is required under Chapter 12 to make provisions in its comprehensive school improvement plan (CSIP) for meeting the needs of at-risk students. The components that must be addressed are outlined in 12.5(13).

They are:

- Valid and systematic procedures and criteria to identify at-risk students throughout the school district's school-age population
- Appropriate ongoing educational strategies for alternative options education programs
- Evaluation of the effectiveness of at-risk programming

If a district utilizes modified allowable growth under 257.38-41 (Services for Dropouts and Dropout Prevention), the following must be included in the CSIP in addition to the above requirements:

- Funds approved through the allowable growth must supplement and not supplant state and local funds for general education services.
- The LEA parents, teachers, administrators, and appropriate community members must have been consulted in the allocation of funds and in design, planning and implementing the plan.
- The LEA must coordinate and integrate program services, to the extent feasible and necessary, with other agencies providing services to children, youth and families, including health and social services.

Several helpful publications available from the Bureau of Student and Family Support Services, Department of Education, National Dropout Prevention Center and Iowa Association of Alternative Education are:

- DE Website for Students At Risk--  
[http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=418&Itemid=1389](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=418&Itemid=1389)

- DE Website for Dropout Prevention--  
[http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=1543&Itemid=2440](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1543&Itemid=2440)
- DE Website for Alternative Education--  
[http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=727&Itemid=1388](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=727&Itemid=1388)
- National Dropout Prevention Website--  
<http://www.dropoutprevention.org/>
- Iowa Association of Alternative Education--  
<http://www.iaae.net/site/>

The publications and information contained on the above listed websites encourage the development of support services that allow a high degree of integration of students. Segregation is recognized as necessary in a few situations but, overall, districts should be encouraged to focus on integration of students in their planning and implementation of at-risk programs. This encouragement toward integration is consistent with federal and state nondiscrimination legislation.

### **Student Marital or Parental Status and Health Services**

168. There is a board policy governing student pregnancy and parental status.  
 Yes  No (Policy # \_\_\_\_\_)
169. The board's pregnancy and child-care policy clearly communicates student options and is designed to assist students complete their education and become productive citizens.  
 Yes  No
170. In the absence of a board policy on student pregnancy, district practice is consistent with the intent of Title IX.  
 Yes  No
171. Policies related to marital or parental status are applied equitably to males and females.  
 Yes  No
172. Pregnant or married students have access to all:  
 Yes  No      All courses and academic programs  
 Yes  No      All extra-curricular programs  
 Yes  No      All awards and scholarships
173. Homebound services that are provided for students with medical disabilities

are equally available to pregnant students with medical disabilities.  
\_\_\_\_\_ Yes \_\_\_\_\_ No

174. Student pregnancy and childbirth related disabilities are treated like any other temporary disability in respect to doctor's statements, makeup of course work, health services, etc.  
\_\_\_\_\_ Yes \_\_\_\_\_ No

**Comments**

**Issues**

If insurance coverage or health services are provided to staff and students, all must be equitably covered and receive equitable benefits. Both federal and state laws require that pregnancy be treated like other temporary disabilities. The law does permit an agency to offer a benefit or service that may be used more frequently by one gender such as gynecological care. In reviewing this area, examine policies and handbooks for wording on pregnancy or marital status. Student and nurse interviews might also be useful for determining compliance in this area. The law also requires that males and females be treated equitably in respect to marital status and expectant parenthood. School officials may require a doctor's certification of the student's ability to partake in school programs only if there is such a requirement for all temporary physical disabilities.

**Section VI: Climate and Discipline**

This section will look at the climate in the school and the degree that it reflects recognition, respect and celebration of the schools diversity and the diversity of the world around it. It will look at expectations for behavior and specifically students' responses to diversity. Students will achieve at higher levels if they perceive their learning environment to be safe, inclusive, and welcoming.

**Discipline and Rules**

175. The school board has adopted set of policies covering student responsibilities and behavior (Discipline policy).  
\_\_\_\_\_ Yes \_\_\_\_\_ No (Policy # \_\_\_\_\_)

176. Parents, students, instructional and non-instructional staff and community

representatives are involved in the development and revision of expectations for student behavior (Discipline policies).

Yes  No

177. All expectations for student behavior along with the penalties for violating them are communicated clearly to students, parents and employees.

Yes  No

If yes, briefly describe how this is done

178. The policies ensure due process rights for students and parents, including consideration for students who have been identified as requiring special education programs and services.

Yes  No

179. The district collects and analyzes data on suspensions and expulsions on the basis of:

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Type of suspension or expulsion
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Gender
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Racial/ethnic background
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Disability

180. There is a system in place to recognize students who meet and exceed the district's expectations for student behavior.

Yes  No

181. There is a system of positive learning supports in place that teaches students expected behaviors and proactively prevents behaviors that lead to suspensions /expulsions.

Yes  No

182. The demographics of the students suspended and expelled from the school district reflect those of the total student population in terms of race, national origin, gender and disability.(See Data Manual)

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Gender
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Racial/ethnic background
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Disability
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Socioeconomic status

If the answer is "No" the administration has initiated a review of disciplinary policies and practices to insure that they are not contributing to the disparity.  Yes  No

### Harassment, Bullying and Hazing

183.  Yes  No The school board has adopted a policy on harassment, bullying and hazing (Policy # \_\_\_\_\_)

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- |                          |     |                          |    |                                                        |
|--------------------------|-----|--------------------------|----|--------------------------------------------------------|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers race and color.                          |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers national origin.                         |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers gender.                                  |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers disability.                              |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers age                                      |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers religion and creed.                      |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers sexual orientation                       |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers gender Identity                          |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers marital & parental status                |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers physical attributes                      |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers physical or mental ability or disability |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers ancestry                                 |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers political party preference               |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers political beliefs                        |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers socioeconomic status                     |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers familial status                          |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers employees--(Policy #_____)               |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Policy covers students (Board Policy#_____)            |

184. There is clear communication of the harassment, bullying, and hazing policy in:

- Student handbooks  
 Staff handbooks  
 Parent handbooks  
 Coaches handbooks  
 District website (Link on home page)

185. The policy defines harassment, bullying and hazing.  Yes  No

186. The policy covers students.  Yes  No  
The policy covers employees.  Yes  No  
The policy covers volunteers.  Yes  No  
The policy covers staff  Yes  No

187. The policy includes "retaliation" and "false accusation" clauses.  
 Yes  No

188. The policy describes the procedure for reporting an act of harassment or bullying.  
 Yes  No

189. The policy identifies by job title, the school official responsible for ensuring that the policy is implemented.  
 Yes  No

190. The policy describes the procedure for the prompt investigation of complaints, either identifying the school superintendent or the

superintendent's designee as the individual responsible for conducting the investigation.

\_\_\_\_\_ Yes \_\_\_\_\_ No

191. The district has developed and maintains a system to collect bullying and harassment **incidence** data. \_\_\_\_\_ Yes \_\_\_\_\_ No

192. The district has integrated its anti-harassment and anti-bullying policy into the comprehensive school improvement plan required under Section 256.7, subsection 21 of the Iowa Code. \_\_\_\_\_ Yes \_\_\_\_\_ No

193. The district reports the data on incidences and types of bullying/harassment to the SIAC and the local community and the SIAC makes recommendations to the school board related to the report.

\_\_\_\_\_ Yes \_\_\_\_\_ No

194. Staff has received training on how to prevent and deal with harassment, bullying and hazing of staff and students.

\_\_\_\_\_ Yes \_\_\_\_\_ No

195. Administrative staff has received training on the district's grievance procedure and strategies for investigating complaints of harassment from staff and students.

\_\_\_\_\_ Yes \_\_\_\_\_ No

196. The employee evaluation process and the related forms include a component related to communicating and working effectively with students, staff, and parents from diverse backgrounds (gender, race, national origin, disability, sexual orientation).

\_\_\_\_\_ Yes \_\_\_\_\_ No Administrators  
\_\_\_\_\_ Yes \_\_\_\_\_ No Teachers  
\_\_\_\_\_ Yes \_\_\_\_\_ No Classified Personnel  
\_\_\_\_\_ Yes \_\_\_\_\_ No Coaches

**Comments:**

**Issues:**

The law requires that the rules be equitable for all students and they be applied consistently to all groups. Punishments for violating rules are to be generally consistent for all students. Dress codes do not have to be the same for both males and females, but they must set equitable standards for both genders. If expulsion and suspension rates are significantly higher for one group, the district should review the policies and practices of the district to ensure that they are being applied equitably and that they are culturally sensitive.



Due to hate and bias related laws and crimes in Iowa, it is important that discipline policies in student/staff handbooks make it clear that harassment of students because of gender, race, national origin, disability, religion, age, gender identity, marital/parental status, socioeconomic status, political beliefs or sexual orientation will not be tolerated. School district staff may need training on how to deal with harassment and parents, students and staff will need direction and information on how they go about reporting incidents of harassment.

## **Section VII: Employment, Personnel, and Advisory Committees**

This last section involves the employment side of Title IX and the Civil Rights Act as well as the state's requirement that an Affirmative Action plan be developed and updated every two years. The reason behind the AA/EEO plan is to focus on underrepresented groups so that students have role models that assist in breaking down their stereotypes.

### **Employment Policies and Practices**

197. There is a document that describes the recruitment and employment process in writing to help ensure consistency and fairness.

\_\_\_\_\_ Yes \_\_\_\_\_ No

198. Job descriptions have been developed for all major job categories and they are current.

\_\_\_\_\_ Yes \_\_\_\_\_ No

199. All job vacancies are publicly advertised both outside and inside the educational agency.

\_\_\_\_\_ Yes \_\_\_\_\_ No            Outside  
\_\_\_\_\_ Yes \_\_\_\_\_ No            Inside

If no, please comment:

200. Job opening announcements and advertising for vacancies which appears in newspapers or on the district's website include a statement of equal employment opportunity.

\_\_\_\_\_ Yes \_\_\_\_\_ No

201. Employment application forms have been developed and are used for:  
 Yes  No    Administrative positions  
 Yes  No    Teaching & other certified positions  
 Yes  No    Classified & support positions
202. Employment application forms include a statement of non- discrimination, which includes notice about the grievance procedure and the identity of the equity coordinator.  Yes  No
203. Employment application forms are free of illegal inquiries related to race, national origin, age, gender, religion, disability and marital status.  
 Yes  No
204. Notice of job openings and application forms are available on the district website.  Yes  No
205. Job applications can be submitted online.  Yes  No
206. A structured process exists that sets guidelines for selecting and interviewing applicants for employment.  Yes  No
207. Multiple individuals or groups interview applicants and there are affirmative efforts to include both males and females, persons from diverse racial/ethnic groups, and persons with disabilities on interview teams.  
 Yes  No

If yes, please describe:

208. Visible efforts are taken to avoid illegal inquiries in the interview process.  
 Yes  No

If yes, please describe:

### **Equal Employment Opportunity/Affirmative Action Plan**

209. The school board has adopted an affirmative action plan, which has been updated in the past two years.  
 Yes  No
210. Ongoing input is obtained from diverse racial/ethnic groups, women, men, and individuals with disabilities into the development and implementation of the affirmative action policy and plan.  Yes  No

How was this done?

211. The affirmative action plan includes the following components:
- Board policy on non-discrimination in employment
  - Board policy on affirmative action in employment
  - Board policy on harassment and bullying of and by employees
  - Name, position, phone number and e-mail address of Equal Employment Opportunity/Affirmative Action Coordinator
  - An Administrative statement, signed and dated by the chief administrative officer, which provides staff with the rationale for the plan, the responsibilities of staff for its implementation, and the internal system for monitoring the implementation of the plan
  - Workforce analyses table showing the current workforce by race, gender, and disability within each major job category. (Updated every two years)
  - Qualitative Analyses or periodic self-evaluation of employment and personnel policies and practices for fairness on the basis of race, creed, color, religion, sex, age, national origin, sexual orientation, gender identity, or disability ( District may choose any acceptable EEO evaluation)
  - Qualitative goals which specify actions with timelines for modifying employment /personnel practices or conditions which have been identified in the self evaluation to contribute to less than equitable access and treatment(Updated every two years)
  - Identification of job categories where under-representation exists on the basis of gender, race and or disability (Updated every two years)
  - Numerical goals with timeliness targeting each job category where under-representation exists. (Updated every two years)
212. Periodic training on equal employment opportunity and on the implementation of the district's affirmative action plan is provided for staff, who hires and/or supervises employees.
- Yes  No
213. Strategies for disseminating information about the plan and monitoring its implementation have been implemented.
- Yes  No
214. The preponderance of the evidence reviewed indicates that the district is implementing the plan.
- Yes  No

;

215. What steps does the district take to ensure that poor and minority students are not taught at higher rates, than other students by inexperienced, unqualified, or out of field teachers? Please list.

**Comments:**

**Issues:**

Employment/personnel policies, practices and materials are to be free of stereotyping and bias on the basis of gender, race, national origin, disability, sexual orientation, gender identity, and age. Race, national origin, disability and age are not to be factors in employment decisions unless they are used for affirmative action purposes. Employment forms are not to ask questions about race, religion, marital or family status, or age.

Job descriptions cannot simply by content or language that certain positions are for men and others for women. Teaching or staff assignments are not to be made on the basis of gender, race, national origin, or disability. Recruitment efforts and strategies should not block access to jobs for any group.

Notification of the district's policy on nondiscrimination is to be given to all potential employees. The goal is to provide diverse role models for students through diversity of the district's staff. As of July 1, 1990, school districts must have Board adopted equal employment opportunity/affirmative action plans on file and in operation. These plans are to be revised and updated every two years.

The Family Medical Leave Act of 1993 requires employers to provide up to 12 weeks of unpaid leave to employees for parental leave to care for a new born child, the care of a family member with serious health problems, or for an employee's serious health condition. In order to be eligible employees must have worked for the district for at least one year, and for over 1250 hours in the past year. Employees must be provided with their old job or equivalent job upon return. Access to group health insurance must continue during the period of leave, although the employee may be required to pay for that portion of the premium that they paid through payroll withholding. The Family Medical Leave Act does not invalidate any bargained or non-bargained leave provisions that go beyond the requirements of the Act.

**Advisory Councils/Committees**

216. The school board has adopted a policy governing the use of advisory committees in the district \_\_\_\_\_ Yes \_\_\_\_\_ No

Policy # \_\_\_\_\_

217. This policy reinforces having gender balance and the inclusion of persons from diverse racial/ethnic groups and persons with disabilities on committees.  Yes  No

218. School Improvement Advisory Committee (SIAC)

A list of the committee members was available for review.

Yes  No

There is gender balance on the committee.

Yes  No

Diverse racial/ethnic groups represented in the student population are represented on the committee.

Yes  No

Persons with disabilities are represented on the committee.

Yes  No

Agendas and minutes of meetings are on file.

Yes  No

The committee meets at least twice each year.

Yes  No

The committee makes recommendations to the board each year.

Yes  No

The committee receives information regarding harassment / bullying / hazing and climate issues and makes related recommendations to the Board.

Yes  No

219. Career & Technical Council and Advisory Committees (or subcommittees of SIAC).

The district has an active career & technical advisory council or active advisory committees for each of their vocational programs.

Yes  No Vocational advisory council

Yes  No Vocational advisory committees  
 Yes  No Both a council and individual program committees

A list of the council and/or committee members was available for review.  
 Yes  No

There is gender balance on the council and on each of the committees.  
 Yes  No

If no, which committees/council lacked such balance?

Persons from diverse racial/ethnic groups are represented on the  
 Yes  No (If no, which committees/councils lack such diversity?)

Persons with disabilities are represented on the committees/council.  
 Yes  No (If no, which committees/council lacked this representation?)

Agendas and minutes of meetings are on file.  
 Yes  No

The committees/council meets at least twice each year.  
 Yes  No

220. EEO/AA/Equity Committee (separate committee or sub-group of SI Advisory Committee<sup>1</sup>)

The district has an active Equity Committee.  
 Yes  No

A list of the committee members was available for review.  
 Yes  No

There is gender balance on the committee.  
 Yes  No

Persons from diverse racial/ethnic groups are represented on committee.  
 Yes  No

Persons with disabilities are represented on the committee.  
 Yes  No

Agendas and minutes of meetings are on file.  
 Yes  No

The committee meets at least twice each year.  
 Yes  No

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<sup>1</sup> The district is not required to have a separate Equity Committee. However, many districts chose to continue the Equity Committee and should be recorded if the committee is functioning.

**Comments:****Issues:**

On Educational Equity Reviews, team members examine the makeup and activities of advisory councils/committees established by the district. Emphasis is to be placed on the School Improvement Advisory Committee, vocational advisory committees and the Equity Committee if one exists. Advisory committees established by educational agencies should represent as broad a spectrum of the community as possible.

Federal and state legislation and administrative rules require that agencies have gender balance and representation from diverse groups on their vocational councils/committees. It is possible for all committees to have a fair balance of males and females. This does not require a 50-50 balance, but a fair balance does not stray significantly away from that. Where one or more minority students are enrolled in the program or if there are significant number of minority adults in the area, good faith efforts must be made to get representatives from those groups on the committees or councils. Vocational law does not require representation of persons with disabilities on committees but it is encouraged.

Research shows that active, effective advisory committees have well-planned agendas and that they keep minutes of past meetings on file. To be considered minimally active, a committee ought to meet at least two times a year. Ideally committees should meet at least quarterly. Please investigate the extent of the committee's activities by interviewing the committee members, and checking for committee awareness of equity issues, committee activities, agendas or minutes of committee meetings.