

**2013-2014**  
**Educational Equity Review**

**On-Site Manual**  
**for**  
**School Districts**

Division of Learning and Results  
Bureau of School Improvement  
Iowa Department of Education  
400 E. 14<sup>th</sup> Street  
Grimes State Office Building  
Des Moines, IA 50319-0146

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State of Iowa

**Department of Education**

Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, IA 50319-0146

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Source

**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 non-discrimination 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, to students, and to 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.



<p>Document Review 11.b Interview Probe: Equity Coordinator Interview</p>	<p style="text-align: center;"><b>Designation of Coordinator(s)</b></p> <p>2. The agency has designated employee(s) to coordinate district's activities related to the following federal and state equity requirements:</p> <p>a. Title IX Coordinator (gender equity)      ___ Yes ___ No</p> <p>b. Section 504 / ADA Coordinator (disability equity)      ___ Yes ___ No</p> <p>c. Title VI (race and national origin equity)      ___ Yes ___ No</p> <p>d. Equal employment opportunity / Affirmative Action      ___ Yes ___ No</p> <p>Current Coordinator(s):</p> <p>Name    A. _____ B. _____</p> <p>Position    A. _____ B. _____</p> <p>Phone    A. _____ B. _____</p>
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<p>Document Review 11.a &amp; b</p> <p>C-Plan (L.)</p>	<p>3. There is documented evidence to show that the coordinator(s) is (are) active and functioning.      ___ Yes ___ No</p> <p>This evidence includes the following:</p> <p>a. Job description(s) that include equity responsibilities      ___ Yes ___ No</p> <p>b. Communication with administrators      ___ Yes ___ No</p> <p>c. Communication with staff      ___ Yes ___ No</p> <p>d. Communication with students      ___ Yes ___ No</p> <p>e. Communication with parents      ___ Yes ___ No</p> <p>f. Reports to school board      ___ Yes ___ No</p> <p>g. Agendas and minutes of SI Advisory Committee and/or the Equity Committee      ___ Yes ___ No</p> <p>h. Information on district website      ___ Yes ___ No</p> <p>i. Documentation of processed grievances      ___ Yes ___ No</p> <p>j. Documentation of annual review and distribution of disaggregated attendance center, course, program enrollment, and extracurricular activity data      ___ Yes ___ No</p> <p>k. Diversity on advisory committees      ___ Yes ___ No</p> <p>l. Equity-related professional development      ___ Yes ___ No</p>
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	<p><b><u>Designation of Coordinators Issues:</u></b></p> <p>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</p>
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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 (2) 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.

**Comments:**

Document review  
11.b.

**Grievance Procedure**

4. There is a grievance procedure for processing complaints of discrimination based upon:

- a. Gender  Yes  No
- b. Disability  Yes  No
- c. Race and color  Yes  No
- d. National origin and language  Yes  No
- e. Religion and creed  Yes  No
- f. Age  Yes  No
- g. Martial and parental status  Yes  No
- h. Sexual orientation and gender identity  Yes  No

Document review  
11.b

5. The grievance procedure covers:

- a. Students  Yes  No
- b. Parents  Yes  No
- c. Employees  Yes  No
- d. Applicants for employment  Yes  No

Document review  
11.b

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

Document review 26	<p>7. The grievance procedure is published in:</p> <p>a. Staff handbooks <span style="float: right;">___ Yes ___ No</span></p> <p>b. Student / parent handbooks <span style="float: right;">___ Yes ___ No</span></p> <p>c. The district website <span style="float: right;">___ Yes ___ No</span></p>
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Policies 102 and 500	<p>8. The grievance procedure(s) have been adopted by the Board of Education.</p> <p style="text-align: center;">___ Yes Policy No. _____ ___ No</p>
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Interview	<p>9. Grievance forms and instructions for filing grievances are available:</p> <p>a. At the central office <span style="float: right;">___ Yes ___ No</span></p> <p>b. At each attendance center <span style="float: right;">___ Yes ___ No</span></p> <p>c. On the district website <span style="float: right;">___ Yes ___ No</span></p>
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Equity Document Review 56	<p>10. Grievances have been filed in the past year on the basis of:</p> <p>a. Gender / sexual harassment <span style="float: right;">___ Yes ___ No</span></p> <p>b. Race / color <span style="float: right;">___ Yes ___ No</span></p> <p>c. National original / language / ancestry <span style="float: right;">___ Yes ___ No</span></p> <p>d. Sexual orientation / gender identity <span style="float: right;">___ Yes ___ No</span></p> <p>e. Physical / mental disability <span style="float: right;">___ Yes ___ No</span></p> <p>f. Religion / creed <span style="float: right;">___ Yes ___ No</span></p> <p>g. Age <span style="float: right;">___ Yes ___ No</span></p> <p>h. Marital / parental status <span style="float: right;">___ Yes ___ No</span></p> <p>i. Socioeconomic status <span style="float: right;">___ Yes ___ No</span></p> <p>j. Political affiliation / beliefs <span style="float: right;">___ Yes ___ No</span></p> <p>k. Physical attributes <span style="float: right;">___ Yes ___ No</span></p> <p><b>Issues:</b></p>
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Document review 25 and 26	<p><b>Notification</b></p>
	<p>11. Notification of the non-discrimination policy is found in the following documents:</p> <p>a. Staff handbooks <span style="float: right;">___ Yes ___ No</span></p> <p>b. Student / parent handbooks <span style="float: right;">___ Yes ___ No</span></p> <p>c. Coaches' handbooks <span style="float: right;">___ Yes ___ No</span></p> <p>d. High school course description / Registration handbooks <span style="float: right;">___ Yes ___ No</span></p> <p>e. Activities handbooks <span style="float: right;">___ Yes ___ No</span></p> <p>f. Annually in the local newspaper <span style="float: right;">___ Yes ___ No</span></p>

	(community notification)	
	g. District website (on the home page or linked to the home page)	___ Yes ___ No
	Notification is current and consistently worded in the documents.	___ Yes ___ No

Document review 25 and 26	12. The coordinator(s)'s name(s) and contact information is included along with the non-discrimination policy in the following:	
	a. Staff handbooks	___ Yes ___ No
	b. Student / parent handbooks	___ Yes ___ No
	c. Coaches' handbooks	___ Yes ___ No
	d. High school course description / registration handbooks	___ Yes ___ No
	e. Activities handbooks	___ Yes ___ No
	f. Annually in the local newspaper (community notification)	___ Yes ___ No
	g. District website (on the home page or linked to the home page)	___ Yes ___ No
	Coordinator(s)'s name(s) and contact information is (are) stated consistently.	___ Yes ___ No

Document review 25 and 26	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):	
	a. Staff handbooks	___ Yes ___ No
	b. Student / parent handbooks	___ Yes ___ No
	c. Coaches' handbooks	___ Yes ___ No
	d. High school course description / registration handbooks	___ Yes ___ No
	e. Staff handbooks	___ Yes ___ No
	f. Student / parent handbooks	___ Yes ___ No
	g. Coaches' handbooks	___ Yes ___ No
	h. High school course description / registration handbooks	___ Yes ___ No
	i. Activities handbooks	___ Yes ___ No
	j. Annually in the local newspaper (community notification)	___ Yes ___ No
	k. District website (on the home page or linked to the home page)	___ Yes ___ No
	Notification is current and consistently worded in the documents.	___ Yes ___ No

	<p><b>Notification Issues:</b></p> <p>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 the homepage.</p> <p><b>Comments:</b></p>
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<p>Document Review 1.g C-Plan</p>	<p><b>Section II: Equity in the School Improvement Process</b></p>
	<p>14. Multicultural education goals are incorporated into the Comprehensive Plan (C-Plan) (see definition below). <span style="float: right;">___ Yes ___ No</span></p> <p><i>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.</i></p>

<p>Document Review 1.g C-Plan</p>	<p>15. Gender-fair education goals are incorporated into C-Plan (see definition below). <span style="float: right;">___ Yes ___ No</span></p> <p><i>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.</i></p>
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<p>Document review 10.b</p>	<p>16. The membership of the school improvement advisory committee reflects:</p> <p>a. Gender balance <span style="float: right;">___ Yes ___ No</span></p> <p>b. Racial / ethnic diversity* <span style="float: right;">___ Yes ___ No</span></p>
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	<p>c. No persons with disabilities <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*especially for those populations reflected in the student / community population</p>
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<p>Document review 10.c</p>	<p>17. The School Improvement Advisory Committee has made recommendations to the school board in the following areas:</p> <p>a. Major educational needs <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Student learning goals <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. Long-range goals that include, but are not limited to, the State indicators that address reading, mathematics, and science achievement <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>d. Harassment or bullying prevention goals, programs, training, and other initiatives <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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<p>Document review 20.a.1</p>	<p>18. The professional development activities of the district include activities that:</p> <p>a. Prepare staff to work effectively with diverse learners <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Prepare staff to implement multicultural, gender-fair approaches to the educational program <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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<p>C-Plan</p>	<p>19. The district collects and reviews disaggregated achievement data of all fourth, eighth, and eleventh grade students in reading, math, and science. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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<p>Interviews</p>	<p>20. Principals, teachers, and support staff analyze and use these disaggregated achievement data to make decisions related to instruction, curriculum, and student support services. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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<p>C-Plan</p>	<p>21. The district publicly reports disaggregated achievement data of all fourth, eighth, and eleventh grade students on the basis of:</p> <p>a. Gender <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Disability <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. Racial / ethnic background <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>d. Socioeconomic status <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>e. English language learner status <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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	If not, why not?
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	<p><b>Equity in the School Improvement Process Issues:</b></p> <p>Chapter 12 requires school districts to have a board-adopted comprehensive school improvement plan that incorporates multi-cultural, gender-fair (MCGF) goals. Those goals should be directly related to the definition of MCGF education in Chapter 12 of the Iowa Administrative Code (see below). The SIAC is to reflect gender balance, racial / ethnic diversity, and persons with disabilities.</p> <p>Professional development is to include activities that prepare staff to work with diverse learners and to implement an MCGF 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.</p> <p>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 to recruit underrepresented students into their courses and programs. The equity coordinator(s) should be responsible to ensure that this process occurs and that staff is able to speak to the results. Student achievement in math, reading, and science is to be collected and reported in a disaggregated fashion by gender, race / ethnicity, disability, English language learner status, and socioeconomic status and used when making instructional or climate-related decisions.</p> <p><b>Comments:</b></p>
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Document review 1.g	<p style="text-align: center;"><b>Curriculum and Multi-Cultural, Gender-Fair (MCGF) Education</b></p> <p>22. The school board has adopted a policy committing the district to the implementation of MCGF approaches to the entire educational program.</p> <p style="text-align: center;">___ Yes (Policy No. _____) ___ No</p>
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IASB Sample Policies OS 1, 2, 3	<p>23. The district has a policy and a plan outlining the procedure for developing, implementing, and revising curriculum.</p> <p>a. Policy            ___ Yes (Board Policy # _____) ___ No</p> <p>b. Plan                ___ Yes ___ No</p>
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Equity Coordinator Interview	24. The curriculum development process includes a checkpoint for considering ways that MCGF approaches might be reflected in curriculum units and lessons. ___ Yes ___ No
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Interview Probes	25. There is a way by which the district monitors the implementation of MCGF approaches in the classroom. ___ Yes ___ No
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IASB sample policies 605.3, 605.4, 605.7	26. The policy and/or written guidelines for the selection and adoption of instructional materials and textbooks include equity concerns related to: <ul style="list-style-type: none"> <li>a. Gender ___ Yes ___ No</li> <li>b. Racial / ethnic background ___ Yes ___ No</li> <li>c. National origin (English language learners) ___ Yes ___ No</li> <li>d. Persons with disabilities ___ Yes ___ No</li> </ul>
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Document Review 26	27. Accurate and up-to-date course descriptions exist. ___ Yes ___ No
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Interview	28. Course descriptions are available to prospective students, including limited English-speaking students and students with disabilities, prior to and during registration. ___ Yes ___ No
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Document Review 26	29. Course descriptions clearly include: <ul style="list-style-type: none"> <li>a. Knowledge and skills to be learned ___ Yes ___ No</li> <li>b. How the knowledge and skills are related to potential careers or quality of life. ___ Yes ___ No</li> </ul>
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Document Review 26	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
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Interviews	31. Scheduling structure and practices provide equitable access to all educational programs and courses to: <ul style="list-style-type: none"> <li>a. Males and females ___ Yes ___ No</li> </ul>
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	<p>_____ At the State average          _____ Below the State average</p> <p>b. Mathematics:</p> <p>_____ Above the State average          _____ At the State average          _____ Below the State average</p> <p>c. Science:</p> <p>_____ Above the State average          _____ At the State average          _____ Below the State average</p>
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<p>C-Plan; document review 20.a.1 Interviews</p>	<p>35. Where achievement gaps between sub-groups exist, the district has documented them, developed intervention strategies to narrow them, and is monitoring them to see if interventions had the effect of narrowing or eliminating them (see Achievement Gap table).</p> <p>a. Gaps are documented.</p> <table style="width: 100%;"> <tr> <td style="width: 50%;">1. Gender</td> <td style="width: 10%; text-align: center;">___</td> <td style="width: 15%;">Yes</td> <td style="width: 10%; text-align: center;">___</td> <td style="width: 15%;">No</td> <td style="width: 10%; text-align: center;">___</td> <td style="width: 10%;">N/A</td> </tr> <tr> <td>2. Disability</td> <td style="text-align: center;">___</td> <td>Yes</td> <td style="text-align: center;">___</td> <td>No</td> <td style="text-align: center;">___</td> <td>N/A</td> </tr> <tr> <td>3. Socioeconomic status</td> <td style="text-align: center;">___</td> <td>Yes</td> <td style="text-align: center;">___</td> <td>No</td> <td style="text-align: center;">___</td> <td>N/A</td> </tr> <tr> <td>4. Racial / ethnic background</td> <td style="text-align: center;">___</td> <td>Yes</td> <td style="text-align: center;">___</td> <td>No</td> <td style="text-align: center;">___</td> <td>N/A</td> </tr> </table> <p>Gap reduction strategies are being implemented.</p> <table style="width: 100%;"> <tr> <td style="width: 50%;">5. Gender</td> <td style="width: 10%; text-align: center;">___</td> <td style="width: 15%;">Yes</td> <td style="width: 10%; text-align: center;">___</td> <td style="width: 15%;">No</td> <td style="width: 10%; text-align: center;">___</td> <td style="width: 10%;">N/A</td> </tr> <tr> <td>6. Disability</td> <td style="text-align: center;">___</td> <td>Yes</td> <td style="text-align: center;">___</td> <td>No</td> <td style="text-align: center;">___</td> <td>N/A</td> </tr> <tr> <td>7. Socioeconomic status</td> <td style="text-align: center;">___</td> <td>Yes</td> <td style="text-align: center;">___</td> <td>No</td> <td style="text-align: center;">___</td> <td>N/A</td> </tr> <tr> <td>8. Racial / ethnic background</td> <td style="text-align: center;">___</td> <td>Yes</td> <td style="text-align: center;">___</td> <td>No</td> <td style="text-align: center;">___</td> <td>N/A</td> </tr> </table> <p>b. Monitoring shows that gaps are narrowing.</p> <table style="width: 100%;"> <tr> <td style="width: 50%;">9. Gender</td> <td style="width: 10%; text-align: center;">___</td> <td style="width: 15%;">Yes</td> <td style="width: 10%; text-align: center;">___</td> <td style="width: 15%;">No</td> <td style="width: 10%; text-align: center;">___</td> <td style="width: 10%;">N/A</td> </tr> <tr> <td>10. Disability</td> <td style="text-align: center;">___</td> <td>Yes</td> <td style="text-align: center;">___</td> <td>No</td> <td style="text-align: center;">___</td> <td>N/A</td> </tr> <tr> <td>11. Socioeconomic status</td> <td style="text-align: center;">___</td> <td>Yes</td> <td style="text-align: center;">___</td> <td>No</td> <td style="text-align: center;">___</td> <td>N/A</td> </tr> <tr> <td>12. Racial / ethnic background</td> <td style="text-align: center;">___</td> <td>Yes</td> <td style="text-align: center;">___</td> <td>No</td> <td style="text-align: center;">___</td> <td>N/A</td> </tr> </table>	1. Gender	___	Yes	___	No	___	N/A	2. Disability	___	Yes	___	No	___	N/A	3. Socioeconomic status	___	Yes	___	No	___	N/A	4. Racial / ethnic background	___	Yes	___	No	___	N/A	5. Gender	___	Yes	___	No	___	N/A	6. Disability	___	Yes	___	No	___	N/A	7. Socioeconomic status	___	Yes	___	No	___	N/A	8. Racial / ethnic background	___	Yes	___	No	___	N/A	9. Gender	___	Yes	___	No	___	N/A	10. Disability	___	Yes	___	No	___	N/A	11. Socioeconomic status	___	Yes	___	No	___	N/A	12. Racial / ethnic background	___	Yes	___	No	___	N/A
1. Gender	___	Yes	___	No	___	N/A																																																																															
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11. Socioeconomic status	___	Yes	___	No	___	N/A																																																																															
12. Racial / ethnic background	___	Yes	___	No	___	N/A																																																																															

	<p><b>Student Achievement Issues:</b></p> <p>Achievement testing is required for all students. Students with disabilities and English language learners are to be included while providing appropriate accommodations. The number of students who may not be a part of the district achievement testing because it is inappropriate should be very small and the alternate assessment being used must be reflected in the IEP. Disaggregated achievement test data must be collected, reviewed, and used to direct instruction</p>
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	<p>even when the numbers of a group are less than ten at a grade level. Districts should be monitoring trendlines in achievement and in achievement gaps and should be able to speak to the data in interviews.</p> <p><b>Comments:</b></p>
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Document review 1.d	<p style="text-align: center;"><b>Media Center Services</b></p> <p>36. The school board has adopted a selection policy for the purchase and reconsideration of media center materials that reinforce and support MCGF approaches to the entire curriculum.</p> <p style="text-align: center;">___ Yes (Policy No. _____) ___ No</p>
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Document review 14.a.7	<p>37. The district has a plan and process for weeding outdated materials.</p> <p style="text-align: center;">___ Yes ___ No</p>
------------------------	--

Observation	<p>38. Bulletin boards and displays in the media center reflect diversity and are MCGF in nature.</p> <p style="text-align: center;">___ Yes ___ No</p>
-------------	---

Interview or Observation	<p>39. The professional resource collection includes resources on MCGF approaches to instruction and to the curriculum.</p> <p style="text-align: center;">___ Yes ___ No</p>
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Observation	<p>40. Media center staff has created lists or bibliographies of MCGF resource materials in various curriculum areas that are found in the library and are available to staff and to students.</p> <p style="text-align: center;">___ Yes ___ No</p>
-------------	--

Interview or Observation	<p>41. The periodical collection includes periodicals that target diverse racial / ethnic groups.</p> <p style="text-align: center;">___ Yes ___ No</p> <p>Examples:</p>
--------------------------	--

District Website; Document review 14.a. 5, 6	42. The media center has identified electronic websites, which provide educational resources related to diversity and MCGF education for its staff. ___ Yes ___ No
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Observation or Interview	43. Student library aides include both males and females and reflect the cultural diversity of the student population. ___ Yes ___ No
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Accessibility Review	44. The media center and its resources and services, are accessible to students, to staff, to parents, and to community members with disabilities. ___ Yes ___ No
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	<p><b>Media Center Services Issues:</b></p> <p>The media center program and staff can play a major support role for instruction that is MCGF 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 intergroup 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.</p> <p><b>Comments:</b></p>
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Document review 13	<p><b>School Counseling</b></p> <p>45. The district has an articulated, sequential K-12 school counseling program.</p> <p>a. Elementary school level ___ Yes ___ No</p> <p>b. Middle school / junior high school level ___ Yes ___ No</p> <p>c. High school level ___ Yes ___ No</p>
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Document review 13	46. A written description of the program is available. ___ Yes ___ No
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Document review 13 Interviews	47. Counselors have direct access to course and program enrollment data disaggregated on the basis of gender, disability, and racial / ethnic background. ___ Yes ___ No
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Document review 13	<p>48. The school counseling program includes the components that prepare students for living and working in a diverse society.</p> <p>___ Yes ___ No</p> <p>If yes, please describe:</p>
--------------------	---

Document review 11.a Interviews	<p>49. School counselors are involved in the annual review of program and course enrollments and involvement in extracurricular activities to monitor the degree of integration and inclusion on the basis of:</p> <p>a. Race <span style="float: right;">___ Yes ___ No</span></p> <p>b. Gender <span style="float: right;">___ Yes ___ No</span></p> <p>c. Disability <span style="float: right;">___ Yes ___ No</span></p> <p>d. National origin (limited English proficiency) <span style="float: right;">___ Yes ___ No</span></p> <p>e. Socioeconomic status <span style="float: right;">___ Yes ___ No</span></p>
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Interviews	<p>50. 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 Equity Data Table).</p> <p>a. Race <span style="float: right;">___ Yes ___ No</span></p> <p>b. Gender <span style="float: right;">___ Yes ___ No</span></p> <p>c. Disability <span style="float: right;">___ Yes ___ No</span></p> <p>d. National origin (limited English proficiency) <span style="float: right;">___ Yes ___ No</span></p> <p>e. Socioeconomic status <span style="float: right;">___ Yes ___ No</span></p> <p>Briefly describe this review:</p>
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Interviews	<p>51. Where segregation or isolation occurs in courses or programs, steps have been taken by the counselor to target information at students from previously under-involved groups.</p> <p>a. Race <span style="float: right;">___ Yes ___ No</span></p> <p>b. Gender <span style="float: right;">___ Yes ___ No</span></p> <p>c. Disability <span style="float: right;">___ Yes ___ No</span></p> <p>d. National origin (limited English proficiency) <span style="float: right;">___ Yes ___ No</span></p> <p>e. Socioeconomic status <span style="float: right;">___ Yes ___ No</span></p> <p>Briefly describe these steps:</p>
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Interviews	<p>52. All students have equitable access to counseling services regardless of their:</p> <p>a. Race <span style="float: right;">___ Yes ___ No</span></p> <p>b. Gender <span style="float: right;">___ Yes ___ No</span></p> <p>c. Disability <span style="float: right;">___ Yes ___ No</span></p> <p>d. National origin (limited English proficiency) <span style="float: right;">___ Yes ___ No</span></p> <p>e. Socioeconomic status <span style="float: right;">___ Yes ___ No</span></p>
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Interviews Document review 13	<p>53. Adequate records are kept to determine whether all students are being served and data is collected to document programming. <span style="float: right;">___ Yes ___ No</span></p>
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Equity Document Review 53	<p>54. 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. <span style="float: right;">___ Yes ___ No</span></p> <p>Please circle the years when follow-up is done:</p> <p>1 year      2 years      3 years      4 years      5 years</p> <p>Follow-up data is reviewed and used to improve the educational program. <span style="float: right;">___ Yes ___ No</span></p>
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	<p><b>School Counseling Issues:</b></p> <p>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 that they are not contributing to this segregation. To keep abreast of this, it is necessary for counselors to review program enrollments, course enrollments, and involvement in extracurricular activities on a periodic basis.</p> <p>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.</p> <p><b>Comments:</b></p>
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Equity Document Review 52	<b>Workplace Learning Programs</b> 55. The district provides the following workplace-based learning programs:
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Equity Document Review 52	56. 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
---------------------------	--

Equity Document Review 52	57. This written agreement includes an assurance of non-discrimination that is aligned with the district's non-discrimination policy and is signed by a workplace representative, the student, and the district representative. ___ Yes ___ No
---------------------------	---

Interviews	58. The students enrolled in workplace learning programs reflect the demographics of the school district in terms of:  a. Gender ___ Yes ___ No b. Race and national origin ___ Yes ___ No c. Disability ___ Yes ___ No
------------	---

Interviews	59. 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
------------	---

Interviews	60. There is a classroom component in the school which prepares students to recognize their rights and responsibilities in the workplace. ___ Yes ___ No
------------	---

Interviews	61. The teacher visits the student at some time at the worksite. ___ Yes ___ No
------------	--

	<b>Workplace Learning Programs Issues:</b>  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
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unions and private businesses with which 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 it cannot discriminate and that it understands that the district cannot work with any business or industry that does.

**Comments:**

EdInsight  
Equity Report

### **Section III: Physical Education, Athletics, and Extracurricular Activities**

#### **Physical Education**

62. Both males and females are represented on the physical education staff.  
\_\_\_ Yes \_\_\_ No

Equity Data  
Table

63. All units / sections of physical education are integrated on the basis of gender. (See Data Table). \_\_\_ Yes \_\_\_ No

If not, which units are single-sex

EdInsight Equity  
Report

64. Special education students and other students with disabilities are integrated with the general student population during physical education classes. (See EdInsight).  
\_\_\_ Yes \_\_\_ No

Interview

65. Adaptive physical education activities are provided for students who need it.  
\_\_\_ Yes \_\_\_ No

Equity  
Document  
Review; 51

66. The emphasis of the physical education program is on lifetime recreational health and conditioning skills. \_\_\_ Yes \_\_\_ No

Accessibility  
Tour

67. Locker room facilities are equitable for both men and women.  
\_\_\_ Yes \_\_\_ No

Accessibility Tour	68. 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
-----------------------	--

	<p><b>Physical Education Issues:</b></p> <p>Because of the special impact that Title IX and other gender-equity legislation has had on physical education programs, a specific section is included within this guide for physical education. Under Title IX, all physical education classes are to be gender-integrated (unless the district has applied for and received a waiver) and the curriculum offerings are to be the same for both males and females.</p> <p>No activities should be for boys or girls only. Grouping by gender may be used within units of physical education, but only when students are actually participating in activities for which a prime purpose 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.</p> <p><b>Comments:</b></p>
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Equity Data Table	<p><b>Athletics</b></p> <p>69. List the percentage of male high school students who participate in interscholastic athletics. Count student involved in multiple sports only once. _____ %</p>
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Equity Data Table	<p>70. List the percentage of female high school students who participate in interscholastic athletics. Count student involved in multiple sports only once. _____ %</p>
----------------------	--

Equity Data Table	<p>71. There are equitable offerings for both males and females in athletics.       ___ Yes ___ No</p> <p>a. Number of middle school options:</p> <p>      _____ Male                      _____ Female</p>
----------------------	---

	Please list:	Please list:
	b. Number of high school options:	
	_____ Male	_____ Female
	Please list:	Please list:

Interviews	<p>72. 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 additional sport. ___ Yes ___ No</p> <p>What were the results of the survey?</p>
------------	---

Accessibility Tour and Interviews	<p>73. The following components of the athletic program are equitable for boys and girls:</p> <table style="width: 100%;"> <tr> <td>a. Practice facilities and times</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> <tr> <td>b. Locker rooms and lockers</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> <tr> <td>c. Whirlpools and weight rooms</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> <tr> <td>d. Uniforms and equipment</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> <tr> <td>e. Schedule and travel support</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> <tr> <td>f. Coaches' salaries</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> <tr> <td>g. Number of assistants</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> <tr> <td>h. Media coverage</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> </table>	a. Practice facilities and times	___ Yes ___ No	b. Locker rooms and lockers	___ Yes ___ No	c. Whirlpools and weight rooms	___ Yes ___ No	d. Uniforms and equipment	___ Yes ___ No	e. Schedule and travel support	___ Yes ___ No	f. Coaches' salaries	___ Yes ___ No	g. Number of assistants	___ Yes ___ No	h. Media coverage	___ Yes ___ No
a. Practice facilities and times	___ Yes ___ No																
b. Locker rooms and lockers	___ Yes ___ No																
c. Whirlpools and weight rooms	___ Yes ___ No																
d. Uniforms and equipment	___ Yes ___ No																
e. Schedule and travel support	___ Yes ___ No																
f. Coaches' salaries	___ Yes ___ No																
g. Number of assistants	___ Yes ___ No																
h. Media coverage	___ Yes ___ No																

District Website and Interviews	<p>74. Athletic team names and/or mascots reinforce stereotypes on the basis of race, national origin, ethnicity, gender, or disability.</p> <p style="text-align: right;">___ Yes ___ No</p> <p>If yes, please explain:</p>
------------------------------------	--

Equity Document Review; 54	<p>75. List the total number of head coaches at the high school level. Count coaches who coach multiple sports only once.</p> <table style="width: 100%;"> <tr> <td>a. _____ Male</td> </tr> <tr> <td>b. _____ Female</td> </tr> <tr> <td>c. _____ Black (not Hispanic)</td> </tr> <tr> <td>d. _____ Hispanic</td> </tr> <tr> <td>e. _____ Asian American</td> </tr> <tr> <td>f. _____ American Indian</td> </tr> <tr> <td>g. _____ White (not Hispanic)</td> </tr> </table>	a. _____ Male	b. _____ Female	c. _____ Black (not Hispanic)	d. _____ Hispanic	e. _____ Asian American	f. _____ American Indian	g. _____ White (not Hispanic)
a. _____ Male								
b. _____ Female								
c. _____ Black (not Hispanic)								
d. _____ Hispanic								
e. _____ Asian American								
f. _____ American Indian								
g. _____ White (not Hispanic)								



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

Interview

79. These data are collected and reviewed annually.

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

Equity Data Table

80. The district has identified the following activities as ones where males or females make up more than eighty percent (80%) of the students involved, or where minority students or students with disabilities are over- / underrepresented.

a. Gender-typed activities:

b. Racial / ethnic – over- / underrepresentation in these activities:

c. Over- / underrepresentation of students with disabilities in these activities:

Interview

81. When over- / underrepresentation is identified, coaches and activity coordinators are asked to document the affirmative strategies they are currently implementing to attract and to recruit students from underrepresented groups.

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

Interview

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

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

**Issues:**

Integration of students on the basis of gender, race, national origin, and disability in extracurricular activities is a good indicator that a 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 extracurricular activities tend to achieve at higher levels than those who do not. 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 of 1973 all require equitable access to and treatment in extracurricular 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 there may be a causal factor. Districts are responsible for targeting information about these

programs at groups of students who have not been traditionally involved.

**Comments:**

### Section IV: Access, Integration, and Inclusion

The following sections deal with access and integration issues. Federal and state legislation speak to the need of physical access to a quality education for all children. Chapter 12 of Iowa Administrative Code requires districts to 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. Topics within this section deal with specific student populations that have historically been denied equal access, thus resulting in inequitable opportunities to be successful.

The first subsection is concerned with integration of students in buildings and instructional programs. Gender segregation, racial isolation, and disability isolation do not constitute a violation of law in and of themselves. 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 to the segregation. In addition, steps must be taken by counselors and teachers to recruit students into the course, the program, or the activity.

Document Review 11.a Interview

### Segregation and Integration of Students

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

- a. Buildings  Yes  No
- b. Programs  Yes  No
- c. Courses  Yes  No
- d. Extracurricular activities  Yes  No
- e. Open enrollment (into and out of district)  Yes  No
- f. Voluntary transfer (within district)  Yes  No

Document review 11.a

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

- a. Gender  Yes  No
- b. Disability  Yes  No
- c. Racial / ethnic background  Yes  No

List the name and position of person(s) responsible for coordinating and documenting this process:

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EdInsight Equity Report	85. The above data were available at the time of the educational equity review. ___ Yes ___ No
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Interviews	86. This information has been disseminated to counselors and to the appropriate teachers. ___ Yes ___ No
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Interviews	87. 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. (Also see Item 51, Page 14) ___ Yes ___ No
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Interviews	88. Counselors and appropriate teachers have documented steps that they are currently taking to target information and to recruit students from underrepresented groups. (Also see Item 52, Page 15). ___ Yes ___ No
------------	---

EdInsight Equity Report Interview	89. List the buildings identified as having:  a. Racial / ethnic isolation:  b. Socioeconomic isolation:  c. Disability isolation:
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Interview	90. 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, 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.
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EdInsight Equity Report Interview	91. Internal open enrollment is having an impact on racial integration in the district's attendance centers. <input type="checkbox"/> Yes <input type="checkbox"/> No
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EdInsight Equity Report Equity Document Review 55 Interview	92. Voluntary transfer within the district is having an impact on racial integration in the district's attendance centers. <input type="checkbox"/> Yes <input type="checkbox"/> No
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Equity Document Review 55 Board Policy	93. 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. <input type="checkbox"/> Yes <input type="checkbox"/> No
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EdInsight Equity Report	<p>94. The district maintains attendance center(s) that enroll only students with disabilities. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, please identify the attendance center(s):</p>
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EdInsight Equity Report	<p style="text-align: center;"><b>Course Enrollment Trends</b></p> <p>95. The district identified the following programs or courses as being either segregated or over- / underrepresented (by definition) on the basis of gender, race, national origin, and/or disability. Refer to the Data Disk and the "Issues" at the end of this section. (List only those courses with segregated and/or over- / underrepresented enrollments).</p> <table border="1" data-bbox="373 1633 1273 2007"> <thead> <tr> <th>Program / Courses</th> <th>Gender</th> <th>Race</th> <th>National Origin</th> <th>Disability</th> </tr> </thead> <tbody> <tr> <td>Agricultural Education</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Health Occupations Education</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Industrial Technology</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Program / Courses	Gender	Race	National Origin	Disability	Agricultural Education					Health Occupations Education					Industrial Technology				
Program / Courses	Gender	Race	National Origin	Disability																	
Agricultural Education																					
Health Occupations Education																					
Industrial Technology																					

	Business Education				
	Marketing Education				
	Family & Consumer Sciences				
	Home Economics – Related Occupations				
	Computer Education				
	Physical Education (by section or by class)				
	Mathematics				
	Science				
	Music				
	Instrumental Music				
	Vocal Music				
	Foreign Language				
	Advanced Placement Courses				

**Course Enrollment Trends 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 its 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, and course titles which imply course 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 to students who have traditionally been underrepresented in the programs.

Class schedules should be reviewed to see if they limit access of certain groups of students (e.g., 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 these criteria 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 that result in the grouping of students by race, national origin, gender, or disability within classes are also illegal. For the purposes of the educational equity review, segregated is defined as the following:

Gender: More than eighty percent (80%) of the enrollment in a class, program, or activity is either male or female.

Race: The percentage of minority students in a class, program, or activity is more than ten percentage points (10%) greater or less than the percentage of minority students in the school or the district.

English language learner: The percentage of English language learners in a class, program, or activity is more than ten percentage points (10%) greater or less than the percentage of English language learners in the school or the district.

Disability: The percentage of students with a disability in a class, program, or activity is more than ten percentage points (10%) 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 career and technical education programs when there are four or five offered, it would be appropriate to check if any tracking of students is occurring. Students with disabilities are to be served in the least restrictive way possible. Program modifications are to be made to allow 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 members are taking on-going steps to recruit students who have not been involved.

**Comments:**

Accessibility Self Study

**Accessibility of Physical Facilities and Educational Programs**

96. The district has completed periodic self-evaluations of the accessibility of its programs and facilities to students, to staff, to parents, and to community members with disabilities.

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

Date of the most recent review: \_\_\_\_\_

If yes, the results of that self-evaluation are available for review.

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

Accessibility Self Study

97. There is a written plan, which describes how the programs and services in those buildings or areas of buildings that still remain inaccessible are made available to students, to staff, to parents and to community members with disabilities?

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



Accessibility  
Tour

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

- a. Central administrative offices  Yes  No
- b. School board meeting room  Yes  No
- c. High school attendance center(s)  Yes  No
- d. Middle school / junior high school  
Attendance center(s)  Yes  No
- e. Elementary attendance center(s)  Yes  No
- f. Gymnasiums and auditoriums  Yes  No
- g. Restrooms  Yes  No
- h. Media center(s)  Yes  No
- i. Cafeteria(s)  Yes  No
- j. Computer lab(s)  Yes  No
- k. ICN room(s)  Yes  No
- l. Accessible parking near to accessible  
Entrance  Yes  No
- m. Signage  Yes  No
- n. Website  Yes  No

**Accessibility of Physical Facilities and Education Programs 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 a 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 held in the building where patrons (*e.g.*, parents and community persons) and employees with mobility impairments would be denied access because of architectural barriers. All districts have students who are temporarily disabled from time to time, and persons with mobility impairments (*i.e.*, parents, grandparents) may avoid district programs or services if they are inaccessible.

Section 504 requires program accessibility for all buildings. However, any building built after 1977 or 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 a district to understand its responsibility to ensure that architects 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 June 4, 1977, programs must be readily accessible according to Section 504.

If facilities (or parts of facilities) commenced construction / alteration between June 4, 1977 and January 17, 1991, they must be compliant with ANSI standards, A117.1 – 1961 (R 1971).

If facilities (or parts of facilities) commenced construction / alteration between January 18, 1991 and January 26, 1992, the facility must comply with UFAS standards. If facilities (or parts of facilities) commenced construction / alteration on or after January 27, 1992, the facility must comply with either UFAS or 1991 AAG standards (sub-recipient must choose one set of standards for each facility)

If construction or alteration of a facility (or part of a facility) began between **September 15, 2010 and March 14, 2012**, under the Title II regulation, the facility must comply with the **UFAS standards, the 1991 ADA standards, or the 2010 standards** (but the sub-recipient must choose one set of standards for the whole facility).

If construction or alteration of a facility (or part of a facility) began on or after **March 15, 2012**, under the Title II regulation, the facility must comply with the **2010 ADA standards**.

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

**Comments:**

Document  
Review 24

### 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

99. There is a process to identify English language learners (ELL – students whose primary language is other than English) at the time of registration.

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

If yes, briefly describe the process:

If no, explain why:

Document Review 24	<p>100. When ELL students are identified, there is a process to determine the student's English language proficiency in:</p> <p>a. Speaking <span style="float: right;">___ Yes ___ No</span></p> <p>b. Listening <span style="float: right;">___ Yes ___ No</span></p> <p>c. Reading <span style="float: right;">___ Yes ___ No</span></p> <p>d. Writing <span style="float: right;">___ Yes ___ No</span></p>
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Document Review 24	<p>101. When ELL students are identified, there is a process to determine their academic skills in relation to their age and grade level.</p> <p style="text-align: right;">___ Yes ___ No</p> <p>If yes, briefly describe the process:</p>
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Document Review 24	<p>102. There is a language program to meet the needs of English language learners.</p> <p style="text-align: right;">___ Yes ___ No</p> <p>If yes, check the program(s) being offered:</p> <p>_____ Dual language program</p> <p>_____ Transitional bilingual education program</p> <p>_____ Special alternative instructional program</p> <p>_____ Foreign language immersion program</p> <p>_____ English as a Second Language (ESL) pull-out program</p> <p>_____ ESL class</p> <p>_____ ESL resource center</p> <p>_____ Other (specify)</p> <p>If no, explain why:</p>
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Interview	103. The English language acquisition of ELL is assessed on an annual basis. ___ Yes ___ No
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Interview	104. All ELL who have been in the district for longer than a year take the district's assessments in English. ___ Yes ___ No
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Document Review 24	105. There are identifiable criteria and accompanying assessments for determining when a student is ready to exit the language-assistance program. ___ Yes ___ No If yes, identify the exit criteria and provide a copy of the assessment used.
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Interview	106. The district established procedures for monitoring and responding to deficient academic performance of former ELL.
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C-Plan	107. There is a method for evaluating the district's language assistance program. ___ Yes ___ No  If yes, briefly describe the evaluation method:
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School Improvement Consultant	108. The English as a Second Language (ESL) teacher holds the appropriate ESL endorsement, or is enrolled in a program to get the endorsement. ___ Yes ___ No
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Interview	109. The ESL teachers, tutors, and school administrators have received training and attend ESL regional workshops and the state conference provided by the Department of Education. ___ Yes ___ No
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Interview	110. Professional development has been provided for general education classroom
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	teachers who have English language learners in their classrooms. ___ Yes ___ No
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Interview	111. Steps are taken to ensure that information about all district programs / services is provided to students and to parents in the primary language of the home.  a. Elementary school(s) ___ Yes ___ No b. Middle / junior high school(s) ___ Yes ___ No c. High school(s) ___ Yes ___ No  If yes, briefly describe how this is done:
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Interview	112. There is a process to identify students who, in addition to being an ELL, have disabilities that make a special education assignment appropriate. ___ Yes ___ No
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Interview	113. There is a process to identify students who, in addition to being an ELL, may be gifted and in need of extended learning opportunities. ___ Yes ___ No
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Interview	114. ELLs are served by Title I programs in addition to their language assistance programs when they meet eligibility standards for Title I. ___ Yes ___ No
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Interview	115. ELLs are placed with students of an appropriate age. ___ Yes ___ No
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Interview	116. The school district receives fiscal assistance for its language program(s) under state weighting of ELLs, or through federal Immigrant or Migrant Education programs. ___ Yes ___ No
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C-Plan	117. The school district is part of the AEA Title III Consortia and receives the appropriate services. <span style="float: right;">___ Yes ___ No</span>
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Interview	118. If the district receives state fiscal assistance, it is being used in the following way(s): <ul style="list-style-type: none"> <li>a. Personnel (teachers or tutors) <span style="float: right;">___ Yes ___ No</span></li> <li>b. Texts and materials <span style="float: right;">___ Yes ___ No</span></li> <li>c. Equipment <span style="float: right;">___ Yes ___ No</span></li> <li>d. Staff development <span style="float: right;">___ Yes ___ No</span></li> <li>e. Co-curricular activities <span style="float: right;">___ Yes ___ No</span></li> </ul>
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	<p><b>Services for English language learners Issues:</b></p> <p>An ELL 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 ELLs.</p> <p>State legislation requires that individuals certified after October 1, 1988 must have the ESL endorsement to teach ESL programs. Individuals receiving their certification prior to October 1, 1988 must hold the ESL endorsement by July 1, 2012.</p> <p>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:</p> <ul style="list-style-type: none"> <li>(1) An assessment of the student's English proficiency in the areas of speaking, listening, reading, and writing; and</li> <li>(2) An assessment of the student's basic academic skills in relation to their</li> </ul>
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	<p>grade or age level.</p> <p>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 ELLs. This program may be a transitional bilingual one that uses two languages for instruction, ESL program that primarily uses English, or other bilingual program.</p> <p>These programs are to be continued until the student demonstrates a functional ability to speak, to write, to read, and to understand in English at a level comparable to his/her English-speaking peers.</p> <p><b>Comments:</b></p>
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<p>Document Review 1.h.3</p>	<p style="text-align: center;"><b>Services to Students with Disabilities</b></p> <p>119. Board policies governing special education speak to issues related to:</p> <p>a. Least restrictive learning environment     ___ Yes ___ No</p> <p>Board Policy No. _____</p> <p>b. Disproportionate representation of one or more racial / ethnic groups     ___ Yes ___ No</p> <p>Board Policy No. _____</p>
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<p>Interview</p>	<p>120. Special education staff members actively monitor enrollment in special education on the bases of racial / ethnic background, English language learner status, and gender.</p> <p style="text-align: right;">___ Yes ___ No</p>
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<p>Interview</p>	<p>121. Special education staff members review course enrollment data and activity rosters to monitor whether district students are being served in least restrictive learning environments and are involved in all academic and activity programs.</p> <p style="text-align: right;">___ Yes ___ No</p>
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EdInsight Equity Report	122. Students are being served in the least restrictive appropriate with opportunities to interact with their peers, who are not disabled. (See EdInsight) _____ Yes ___ No
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Interview	123. The percent of students with disabilities who took an alternate assessment: _____%
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Interview	124. Special education students and other students with disabilities are provided with appropriate accommodations when taking standardized tests. _____ Yes ___ No
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Interview	125. 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 extracurricular activities, and common areas such as libraries, cafeterias, gymnasias, hallways, and restrooms. _____ Yes ___ No
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Interview	126. Visual and auditory aids are provided for parents, staff, and students who are visually or hearing-impaired. _____ Yes ___ No
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Document Review 17	127. 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 NIMAS-conformant file-set of the textbook and related materials to the NIMAC? _____ Yes ___ No
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Document Review 17	128. If accessible instructional materials (AIM) are available, the district's purchase agreement addressed obtaining accessible materials directly from the publisher. _____ Yes ___ No
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Document Review 17	129. If accessible materials are not available by the publisher, did the purchase agreement address the district's right to make the materials accessible? <div style="text-align: right;">___ Yes ___ No</div>
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Interview	130. Do students with disabilities that require AIM receive their accessible instructional materials in a timely manner ( <i>i.e., the first day of school or at the same time as their non-disabled peers</i> )? <div style="text-align: right;">___ Yes ___ No</div>
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Interview	131. 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. <div style="text-align: right;">___ Yes ___ No</div>
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Interview	132. Students are transported to other school districts for special education services. <div style="text-align: right;">___ Yes ___ No</div> <p>If the answer is yes, please provide the following information:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Type of programming provided</th> <th style="width: 25%;">Number of students transported</th> <th style="width: 25%;">Transported to</th> <th style="width: 25%;">Time required (hours x minutes)</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Type of programming provided	Number of students transported	Transported to	Time required (hours x minutes)																
Type of programming provided	Number of students transported	Transported to	Time required (hours x minutes)																		

Equity Data Table	133. Students with disabilities participate in non-academic and extracurricular activities with their non-disabled peers. <div style="text-align: right;">___ Yes ___ No</div>
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Equity Data Table	134. The special education student population generally reflects the district-wide student population in terms of:  a. Gender <span style="float: right;">___ Yes ___ No</span> b. Race and national origin <span style="float: right;">___ Yes ___ No</span> <p>If no, the school administration has initiated a review of special education policies and practices to determine if they are contributing to this disparity.  <div style="text-align: right;">___ Yes ___ No</div> </p>
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Interview	<p>135. Actions have been taken by the school district to reinforce collaboration between special education staff and the general education staff.  <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Evidence of this collaboration was visible in the following ways:</p>
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Interview	<p>136. Actions have been taken by the district to reinforce positive interaction between students with disabilities and those without disabilities.  <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Document Review 20.a.1	<p>137. Professional development has been provided for general education staff members to increase their capacity to work effectively with students with disabilities in their classrooms.  <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Interview	<p>138. There is evidence of communication between the Equity Coordinator, the Section 504 Plan Coordinator, and the special education staff.  <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Interview	<p>139. When a special education conference results in a decision not to place a student with a disability in the special education program, the student and his/her family is notified of their rights related to Section 504 / ADA and referred to the Section 504 coordinator.  <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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	<p><b>Services to Students with Disabilities Issues:</b></p> <p>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</p>
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Document review 7.c	<p>144. The program is designed to meet both the cognitive and the affective needs of the gifted and talented students.</p> <p style="text-align: right;">___ Yes ___ No</p>
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EdInsight Equity Report Interviews	<p>145. The district has taken affirmative steps to include students from diverse racial / ethnic groups, ELLs, and students with disabilities in the G/T education program.</p> <p style="margin-left: 40px;">a. Diverse racial / ethnic groups                      ___ Yes ___ No</p> <p style="margin-left: 40px;">b. English language learners                              ___ Yes ___ No</p> <p style="margin-left: 40px;">c. Students with disabilities                                ___ Yes ___ No</p> <p>If yes, please briefly describe:</p>
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C-Plan Interview	<p>146. A procedure for the annual review and evaluation of the G/T program is maintained and implemented.</p> <p style="text-align: right;">___ Yes ___ No</p>
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Document review 7.c Interviews	<p>147. 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.</p> <p style="text-align: right;">___ Yes ___ No</p>
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Interview	<p>148. Programs for gifted students do not result in a tracking system or ability grouping for all students.</p> <p style="text-align: right;">___ Yes ___ No</p>
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	<p><b>Gifted and Talented Education Program Issues:</b></p> <p>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:</p> <ol style="list-style-type: none"> <li>(1) 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 tests, grades, skill and performance, and/or subjective sources, e.g., parent, teacher, self-nomination forms, and leadership references).</li> <li>(2) A qualitatively differentiated program designed to meet the cognitive and affective needs of gifted and talented students.</li> <li>(3) Support services, including materials and staff, to realistically support a</li> </ol>
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	<p>differentiated program.  (4) A procedure for annual review and evaluation.</p> <p>State legislation requires that individuals certified after August 31, 1995 must have the Talented and Gifted endorsement to teach talented and gifted classes. Individuals receiving their certification prior to August 31, 1995 must hold the Talented and Gifted endorsement by July 1, 2012.</p> <p><b>Comments:</b></p>
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<p>Document Review 21  Interview</p>	<p style="text-align: center;"><b>Education of Homeless Children and Youth</b></p> <p>149. The school district has a process to identify school-aged homeless children and youth, whether enrolled or not.</p> <p>a. In-school identified <span style="float: right;">___ Yes ___ No</span>  b. Out-of-school identified <span style="float: right;">___ Yes ___ No</span></p>
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<p>IASB Policy 501.16</p>	<p>150. The district's board policy includes the definition of "homeless" under federal and state law. <span style="float: right;">___ Yes ___ No</span></p>
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<p>Document review 21</p>	<p>151. Students, staff, parents, and the community are notified of the district's policy and the definition of homelessness. <span style="float: right;">___ Yes ___ No</span></p>
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<p>Interview</p>	<p>152. List the strategies used to identify homeless students.</p> <p>a. In-school</p> <p>b. Out-of-school</p>
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Document review 21.c	153. The school district posts information in community shelters and other locations (e.g., bus depots, laundromats, churches, and social service agencies) encouraging the enrollment of homeless children and youth in school. ___ Yes ___ No
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Document review 21.b	154. The school district avoids denying access to homeless children and youth based upon: <ul style="list-style-type: none"> <li>a. Lack of documented residence ___ Yes ___ No</li> <li>b. Transportation requirements ___ Yes ___ No</li> <li>c. Lack of immunization ___ Yes ___ No</li> </ul>
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Interviews	155. 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
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Interviews	156. Records are kept in such a fashion that homeless children can transfer with minimum loss of time out of school. ___ Yes ___ No
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Interviews	157. 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
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Document review 8	158. Support services are provided for homeless students through the at-risk program. ___ Yes ___ No
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	<p><b>Education of Homeless Children and Youth Issues:</b></p> <p>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</p>
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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:
  - living on the street;
  - living in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home;
  - living in a community shelter facility;
  - 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 barrier to enrollment of homeless children and youth;
- maintain school records of students so they are available in a timely fashion to expedited 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. Consistent with the provisions of Iowa Code section 139.9 and the rules of the Iowa Department of Public Health, a school district cannot refuse to enroll nor exclude a homeless child or youth if any of the following conditions exist:

- 1) The parent or guardian of a child or youth or homeless child or youth 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) The parent or guardian of a child or youth or homeless child or youth 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 of, unless the State Board of Health has determined that, and the director of health, has declared an emergency or epidemic exists.

	<p>3) The parent or guardian of a child or youth or homeless child or youth has begun the required immunizations and is continuing to receive the necessary immunizations as rapidly as is medically feasible.</p> <p>4) The student is a transfer student from another school.</p> <p>Homeless children are entitled to a free and appropriate education either in the district of residence or the district of last enrollment. Insofar 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.</p> <p>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.</p> <p><b>Comments:</b></p>
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<b>C-Plan</b>	<b>At-Risk Students</b>
	<p>159. The district has a board-approved C-Plan that addresses the needs of at-risk students. <span style="float: right;">___ Yes ___ No</span></p>

Document review 8	<p>160. If not, there is a separate plan addressing returning / potential dropouts that the district is using. <span style="float: right;">___ Yes ___ No</span></p>
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Document review 8.a C-Plan	<p>161. The district's at-risk program addresses the following at each educational level:</p> <p>Items A-C are required for all districts Items A-G are required for schools utilizing modified allowable growth.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Pre-K</th> <th style="width: 15%;">Elementary School</th> <th style="width: 15%;">Middle School</th> <th style="width: 15%;">High School</th> <th style="width: 45%;">Required Component</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> <td>A. Valid and systematic procedures and criteria for identifying at-risk students throughout the school</td> </tr> </tbody> </table>	Pre-K	Elementary School	Middle School	High School	Required Component					A. Valid and systematic procedures and criteria for identifying at-risk students throughout the school
Pre-K	Elementary School	Middle School	High School	Required Component							
				A. Valid and systematic procedures and criteria for identifying at-risk students throughout the school							

					district's school-aged population. 281-IAC, 12.5(13)
					B. On-going educational strategies for alternative options education programs. 280.19A, 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 districts 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.

Interviews	<p>162. The at-risk program is aligned, articulated, and implemented consistently at each level and in each attendance center.</p> <p>a. Elementary <span style="float: right;">___ Yes ___ No</span></p> <p>b. Middle School / Junior High School <span style="float: right;">___ Yes ___ No</span></p> <p>c. High School <span style="float: right;">___ Yes ___ No</span></p>
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Document Review 8.b	<p>163. The school district provides alternative options for dropouts and potential dropouts as required in Iowa Code 280.19A. <span style="float: right;">___ Yes ___ No</span></p> <p>Describe:</p>
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EdInsight Equity Report	<p>164. Students being served in the program (including alternative schools) reflect the district's total population in terms of:</p> <p>a. Gender <span style="float: right;">___ Yes ___ No</span></p> <p>b. Race <span style="float: right;">___ Yes ___ No</span></p> <p>c. National origin <span style="float: right;">___ Yes ___ No</span></p> <p>d. Disability <span style="float: right;">___ Yes ___ No</span></p>
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Interview	<p>165. Districts utilizing modified allowable growth for services for dropout and dropout prevention use accounting procedures that ensure proper disbursement of funds for activities directly related to the program / identified students (281-IAC 98.21).</p> <p style="text-align: right;">___ Yes ___ No</p>
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Document review 26	<p>166. Student / parent handbooks include information about the at-risk support services available at the elementary school, middle school, and high school levels along with the contact information for district staff members who coordinate those services.</p> <p style="text-align: right;">___ Yes ___ No</p>
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	<p><b>At-Risk Students Issues:</b></p> <p>Under Chapter 12 [12.5(13)], each district is required to include the following provisions for meeting the needs of at-risk students in its comprehensive school improvement plan (C-Plan):</p> <ul style="list-style-type: none"> <li>• Valid and systematic procedures and criteria to identify at-risk students throughout the school district's school-aged population.</li> <li>• Appropriate on-going educational strategies for alternative options education programs; and</li> <li>• Evaluation of the effectiveness of at-risk programming.</li> </ul> <p>If a district utilizes modified allowable growth under 257.38-41 (Programs for Returning Dropouts and Dropout Prevention), the following also applies:</p> <ul style="list-style-type: none"> <li>• Funds approved through the modified allowable growth must supplement and not supplant instructional program and services provided by the regular school program. (281-IAC 98.21).</li> </ul> <p>It is suggested that the district consult parents, teachers, administrators, and</p>
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appropriate community members in designing, planning, and implementing alternative options education programs. To the extent feasible and necessary, it is also recommended that the district coordinate and integrate its programs and services with other agencies providing services to children, to youth, and to families, including health and social services.

Several resources are available from the Department of Education's Bureau of Student and Family Support Services. Resources can be downloaded from the following websites:

Alternative education:

[www.educateiowa.gov/index.php?option=com\\_content&view=article&id=727+catid=58&Itemid=1388](http://www.educateiowa.gov/index.php?option=com_content&view=article&id=727+catid=58&Itemid=1388).

Dropout prevention:

[www.educateiowa.gov/index.php?option=com\\_content&view=article&id=1543&catid=58&Itemid=2440](http://www.educateiowa.gov/index.php?option=com_content&view=article&id=1543&catid=58&Itemid=2440).

The resources and publications encourage the development of support services that allow a high degree of integration of students. Efforts should be made to review referral procedures, access to the district's comprehensive educational program offerings (e.g., high school courses), transportation, and integration of students in the community. 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 non-discrimination legislation.

**Comments:**

IASB Policy 501.8

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

167. There is a board policy governing student pregnancy and parental status.  
\_\_\_ Yes \_\_\_ No

IASB Policy 501.8

168. 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

Interview	169. In the absence of a board policy on student pregnancy, district practice is consistent with the intent of Title IX. <p style="text-align: right;">___ Yes ___ No</p>
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Interview	170. Policies related to marital or parental status are applied equitably to males and females. <p style="text-align: right;">___ Yes ___ No</p>
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Interview	171. Pregnant or married students have access to all: <ul style="list-style-type: none"> <li>a. Courses and academic programs <span style="float: right;">___ Yes ___ No</span></li> <li>b. Extracurricular programs <span style="float: right;">___ Yes ___ No</span></li> <li>c. Awards and scholarships <span style="float: right;">___ Yes ___ No</span></li> </ul>
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Interview	172. Homebound services that are provided for students with medical disabilities are equally available to pregnant students with medical disabilities. <p style="text-align: right;">___ Yes ___ No</p>
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Interview	173. Student pregnancy and childbirth-related disabilities are treated like any other temporary disability in respect to doctor's statements, makeup of course work, and health services. <p style="text-align: right;">___ Yes ___ No</p>
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	<p><b>Student Marital or Parental Status and Health Services Issues:</b></p> <p>If insurance coverage or health services are provided to staff and to students, all must be equitably covered and receive equitable benefits. Both federal and state laws require pregnancy to be treated like other temporary disabilities. The law does permit an agency to offer a benefit or a 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 participate in school programs only if there is such a requirement for all temporary physical disabilities.</p> <p><b>Comments:</b></p>
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**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 school's 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.

Document review 1.c	<p><b>Discipline and Rules</b></p> <p>174. The school board has adopted a set of policies covering student responsibilities and behavior (discipline policy). ___ Yes ___ No</p>
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Interview	<p>175. Parents, students, staff, and community representatives are involved in the development and the revision of expectations for student behavior (discipline policies). ___ Yes ___ No</p>
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Interview	<p>176. All expectations for student behavior, along with the penalties for violating them, are communicated clearly to students, to parents, and to employees. ___ Yes ___ No</p> <p>If yes, briefly describe how this is done:</p>
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Document review 1.c	<p>177. 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</p>
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EdInsight Equity Report and Interview	<p>178. The district collects and analyzes data on suspensions and expulsions on the basis of:</p> <p>a. Type of suspension or expulsion <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Gender <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. Racial / ethnic background <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>d. Disability <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Interview	<p>179. There is a system in place to recognize students who meet and exceed the district's expectations for student behavior. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Interview	<p>180. There is a system of positive learning supports in place that teach students expected behaviors and proactively prevents behaviors that lead to suspensions / expulsions. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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EdInsight Equity Report Interview	<p>181. 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.</p> <p>a. Gender <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Racial / ethnic background <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. Disability <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>d. Socioeconomic status <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If the answer is no, the administration has initiated a review of disciplinary policies and practices to ensure that they are not contributing to the disparity. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Document review; 1.e Protected Classes Chart	<p style="text-align: center;"><b>Harassment, Bullying, and Hazing</b></p> <p>182. The school board has adopted a policy on harassment, bullying, and hazing. Board Policy # _____ <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The policy covers the following actual or perceived characteristics:</p>
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	<ul style="list-style-type: none"> <li>a. Race <span style="float: right;">___ Yes ___ No</span></li> <li>b. Color <span style="float: right;">___ Yes ___ No</span></li> <li>c. National origin <span style="float: right;">___ Yes ___ No</span></li> <li>d. Sex <span style="float: right;">___ Yes ___ No</span></li> <li>e. Age <span style="float: right;">___ Yes ___ No</span></li> <li>f. Religion <span style="float: right;">___ Yes ___ No</span></li> <li>g. Creed <span style="float: right;">___ Yes ___ No</span></li> <li>h. Sexual orientation <span style="float: right;">___ Yes ___ No</span></li> <li>i. Gender identity <span style="float: right;">___ Yes ___ No</span></li> <li>j. Marital and parental status <span style="float: right;">___ Yes ___ No</span></li> <li>k. Physical attributes <span style="float: right;">___ Yes ___ No</span></li> <li>l. Physical or mental ability or disability <span style="float: right;">___ Yes ___ No</span></li> <li>m. Ancestry <span style="float: right;">___ Yes ___ No</span></li> <li>n. Political party preference <span style="float: right;">___ Yes ___ No</span></li> <li>o. Political beliefs <span style="float: right;">___ Yes ___ No</span></li> <li>p. Socioeconomic status <span style="float: right;">___ Yes ___ No</span></li> <li>q. Familial status <span style="float: right;">___ Yes ___ No</span></li> </ul>
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Document review 26	<p>183. There is clear communication of the harassment, bullying, and hazing policy in:</p> <ul style="list-style-type: none"> <li>a. Student handbooks <span style="float: right;">___ Yes ___ No</span></li> <li>b. Staff handbooks <span style="float: right;">___ Yes ___ No</span></li> <li>c. Parent handbooks <span style="float: right;">___ Yes ___ No</span></li> <li>d. Coaches' handbooks <span style="float: right;">___ Yes ___ No</span></li> <li>e. District website <span style="float: right;">___ Yes ___ No</span> (e.g., link on the home page)</li> </ul>
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Document review 1.e	<p>184. The policy defines harassment, bullying, and hazing. <span style="float: right;">___ Yes ___ No</span></p>
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Document review 1.e	<p>185. The policy covers each of the following:</p> <ul style="list-style-type: none"> <li>a. Students <span style="float: right;">___ Yes ___ No</span></li> <li>b. Employees (staff) <span style="float: right;">___ Yes ___ No</span></li> <li>c. Volunteers <span style="float: right;">___ Yes ___ No</span></li> </ul>
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Document review 1.e	<p>186. The policy includes "retaliation" and "false accusation" clauses. <span style="float: right;">___ Yes ___ No</span></p>
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Document review 1.e	187. The policy describes the procedure for reporting an act of harassment or bullying. ___ Yes ___ No
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Document review 1.e	188. The policy identifies by job title, the school official responsible for ensuring that the policy is implemented. ___ Yes ___ No
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Document review 1.e	189. The policy describes the procedure for prompt investigation of complaints, either identifying the school superintendent or the superintendent's designee as the individual responsible for conducting the investigation. ___ Yes ___ No
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Document review 1.e	190. The district has developed and maintains a system to collect bullying and harassment incidence data. ___ Yes ___ No
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C-Plan (Assurances)	191. 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
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Document review 10.d	192. The district reports the data on incidences and types of bullying / harassment to the SIAC and to the local community, and the SIAC makes recommendations to the school board related to the report. ___ Yes ___ No
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Interview	193. Staff has received training on how to prevent and to deal with harassment, bullying, and hazing of staff and students. ___ Yes ___ No
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Interview	194. Administrative staff has received training on the district's grievance procedure and strategies for investigating complaints of harassment from staff and students. ___ Yes ___ No
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Equity Document Review 49	195. The employee evaluation process and forms include a component related to communicating and working effectively with students, staff, and parents from
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	<p>diverse backgrounds (e.g., gender, race, national origin, disability, and sexual orientation).</p> <p>Administrators <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>a. Teachers <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Classified personnel <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. Coaches <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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	<p><b>Harassment, Bullying, and Hazing Issues:</b></p> <p>The law requires that the rules be equitable for all students and that 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 are culturally sensitive.</p> <p>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. District staff may need training on how to deal with harassment, and parents, students, and staff will need direction and information on how to report incidents of harassment.</p> <p><b>Comments:</b></p>
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Interviews	<p style="text-align: center;"><b>Section VII: Employment, Personnel, and Advisory Committees</b></p> <p>This 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 (see 281-IAC 95.4). The reason behind the AA/EEO plan is to focus on underrepresented groups so students have role models that assist in breaking down their stereotypes.</p> <p><b>Employment Policies and Practices</b></p> <p>196. There is a document that describes the recruitment and employment process in writing to help ensure consistency and fairness.</p> <p style="text-align: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Equity Document Review 50	197. Job descriptions have been developed for all major job categories and they are current. <input type="checkbox"/> Yes <input type="checkbox"/> No
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Interviews	198. All job vacancies are publicly advertised both outside and inside the educational agency.  a. Outside <input type="checkbox"/> Yes <input type="checkbox"/> No b. Inside <input type="checkbox"/> Yes <input type="checkbox"/> No  If no, please comment:
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District Website Teachlowa	199. Job opening announcements and advertising for vacancies which appear in newspapers or on the district's website include a statement of equal employment opportunity. <input type="checkbox"/> Yes <input type="checkbox"/> No
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Interview	200. Employment application forms have been developed and are used for:  a. Administrative positions <input type="checkbox"/> Yes <input type="checkbox"/> No b. Teaching and other certified positions <input type="checkbox"/> Yes <input type="checkbox"/> No c. Classified and support positions <input type="checkbox"/> Yes <input type="checkbox"/> No
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Equity Document Review 49	201. Employment application forms include a statement of non-discrimination, which includes notice about the grievance procedure and the identity of the equity coordinator. <input type="checkbox"/> Yes <input type="checkbox"/> No
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Equity Document Review 49	202. Employment application forms are free of illegal inquiries related to race, national origin, age, gender, religion, disability, and marital status. <input type="checkbox"/> Yes <input type="checkbox"/> No
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District Website Interviews	203. Notice of job openings and application forms are available on the district website.  <p style="text-align: right;">___ Yes ___ No</p>
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Interviews	204. Job applications can be submitted online. <p style="text-align: right;">___ Yes ___ No</p>
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Interview	205. A structured process exists that sets guidelines for selecting and interviewing applications for employment.  <p style="text-align: right;">___ Yes ___ No</p>
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Interview	206. 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.  <p style="text-align: right;">___ Yes ___ No</p> <p>If yes, please describe:</p>
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Interviews	207. Visible efforts are taken to avoid illegal inquiries in the interview process.  <p style="text-align: right;">___ Yes ___ No</p> <p>If yes, please describe:</p>
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Document review 27	<b>Equal Employment Opportunity / Affirmative Action Plan</b>
	208. The school board has adopted an affirmative action plan that has been updated in the past two years as required by 281-IAC 95.4  <p style="text-align: right;">___ Yes ___ No</p>

Interview	209. On-going input is obtained from diverse racial / ethnic groups, women, men, and individuals with disabilities into the development and the implementation of the affirmative action policy and plan.  <p style="text-align: right;">___ Yes ___ No</p>
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Document review 27	210. The affirmative action plan includes the following components:
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	<p>a. Board policy on non-discrimination in employment  <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Board policy on affirmative action in employment  <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. Board policy on harassment and bullying of and by employees  <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>d. Name, position, phone number, and e-mail address of EEO /AA Coordinator  <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>e. 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  <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>f. Workforce analyses table showing the current workforce by race, gender, and disability within each major job category. (Updated every two years.)  <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>g. 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).  <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>h. 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 within the last two years).  <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>i. Identification of job categories where under-representation exists on the basis of gender, race, or disability. (Updated within the last two years).  <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>j. Numerical goals with timeliness targeting each job category where under-representation exists. (Updated within the last two years).  <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Interview	<p>211. Periodic training on EEO and on implementation of the district's AA plan is provided for staff members who hire and/or supervise employees.  <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Interview	<p>212. Strategies for disseminating information about the plan and monitoring its implementation have been monitored.</p> <p style="text-align: right;">___ Yes ___ No</p>
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Interview	<p>213. The preponderance of the evidence reviewed indicates that the district is implementing the plan.</p> <p style="text-align: right;">___ Yes ___ No</p>
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Interview	<p>214. List the steps taken by the district to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.</p> <p style="text-align: right;">___ Yes ___ No</p>
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	<p><b>Equal Employment Opportunity/Affirmative Action Plan Issues:</b></p> <p>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 status, family status, or age.</p> <p>Simply by content or language, job descriptions cannot indicate 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.</p> <p>Notification of the district's policy on non-discrimination 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 EEO / AA plans on file and in operation. These plans are to be revised and updated every two years.</p> <p>The Family Medical Leave Act (FMLA) of 1993 requires employers to provide up to twelve (12) weeks of unpaid leave to employees for parental leave to care for a newborn 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 (1) year, and for over 1250 hours in the past year. Employees must be provided with their old job or equivalent job upon return.</p>
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	<p>Access to group health insurance must continue during the period of leave, although the employee may be required to pay for the portion of the premium they paid through payroll withholding. The FMLA does not invalidate any bargained or non-bargained leave provisions that go beyond the requirements of the Act.</p> <p><b>Comments:</b></p>
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District Website	<p style="text-align: center;"><b>Advisory Councils / Committees</b></p> <p>215. The school board has adopted a policy governing the use of advisory committees in the district. <span style="float: right;">___ Yes ___ No</span></p> <p>Board Policy Number: _____</p>
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District Website	<p>216. This policy reinforces having gender balance and the inclusion of persons from diverse racial / ethnic groups and persons with disabilities on committees. <span style="float: right;">___ Yes ___ No</span></p>
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Document review 10.b Interviews	<p>217. School Improvement Advisory Committee (SIAC)</p> <p>a. A list of the committee members was available for review. <span style="float: right;">___ Yes ___ No</span></p> <p>b. There is gender balance on the committee. <span style="float: right;">___ Yes ___ No</span></p> <p>c. Diverse racial / ethnic groups represented in the student population are represented on the committee. <span style="float: right;">___ Yes ___ No</span></p> <p>d. Persons with disabilities are represented on the committee. <span style="float: right;">___ Yes ___ No</span></p> <p>e. Agendas and minutes of meetings are on file. <span style="float: right;">___ Yes ___ No</span></p> <p>f. The committee meets more than once each year. <span style="float: right;">___ Yes ___ No</span></p> <p>g. The committee makes recommendations to the board each year. <span style="float: right;">___ Yes ___ No</span></p> <p>h. The committee receives information regarding harassment / bullying / hazing and climate issues and makes related recommendations to the</p>
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	Board.  <input type="checkbox"/> Yes <input type="checkbox"/> No
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Document review 6.b	<p>218. Career and Technical Education (CTE) Council and Advisory Committees (or subcommittees of SIAC):</p> <p>a. The district has an active CTE advisory council or active advisory committee for each of their vocational programs.</p> <p style="margin-left: 40px;">1. Vocational advisory council <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="margin-left: 40px;">2. Vocational advisory committee <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="margin-left: 40px;">3. Both a council and individual program committees <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. A list of the council and/or committee members was available for review. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. There is gender balance on the council and on each of the committee. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="margin-left: 40px;">If no, which committees / council lacked such balance?</p> <p>d. Persons from diverse racial / ethnic groups are represented on the council / committees. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="margin-left: 40px;">If no, which committees / council lack such diversity?</p> <p>e. Persons with disabilities are represented on the committees / council. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="margin-left: 40px;">If no, which committee / council lacked this representation?</p> <p>f. Agendas and minutes of meetings are on file. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>g. The committees / council meet more than once each year. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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	<p><b>Advisory Councils/Committees Issues:</b></p> <p>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 SIAC, 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.</p>
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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 from that. Where one or more minority students are enrolled in the program or if there are a 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. Although vocational law does not require representation of persons with disabilities on committees, it is encouraged.

Research indicates that active, effective advisory committees have well-planned agendas and keep minutes of past meetings on file. To be considered minimally active, a committee must meet at least one time per year. Ideally, committees should meet more frequently, such as biannually or quarterly. Please investigate the extent of the committee's activities by interviewing the committee members, checking for members' awareness of equity issues, reviewing committee activities, and reviewing agendas and/or minutes of committee meetings.

**Comments:**

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