List of Required
On-Site Interview Groups
2016 - 2017

The equity site visit process provides the opportunity to gather input from key stakeholder groups. This document lists the groups required and outlines the expectations for individuals participating in the interviews.

Please note there are new procedures related to selection of student and parent interview groups.

WHEN SCHEDULING INDIVIDUALS FOR INTERVIEWS, PLEASE ADHERE TO THE FOLLOWING:

The district is expected to avoid scheduling individuals for more than one interview without consultation with the site visit team leader.

When establishing interview groups, avoid including spouses or other relatives of employees and board members.

When establishing interview groups made up of district staff, do not place supervisors in the same interview group with persons whom they supervise.

Interview groups should have balanced representation of gender and include teachers of diverse racial/ethnic backgrounds when the opportunity makes it possible.

INTERVIEWS REQUIRED FOR FOCUSED EQUITY VISITS:

Equity Coordinator(s) - This interview is with the person(s) designated to coordinate the school district's efforts to comply with civil rights/equity requirements such as Title IX (Gender Equity), Section 504 (Disability Equity), Title VI (Race/National Origin Equity). This should be the person or persons designated as the contact person on the district's non-discrimination policies. In some districts it may be one person. In other districts there may be two or more persons sharing the responsibility.

Equity Committee (if applicable) – Some districts have an equity committee comprised of stakeholders from the district and/or community.

High School Students (new procedure) (group of 10-12 students) - The high school student interview group will be selected by the DE prior to the visit from a random sample of students in grades 9-12 representing a wide range of demographic groups including English Language Learners, students with disabilities, students enrolled in CTE courses and students not enrolled in CTE courses. Prior to the visit, the DE will send to the district the list of high school student names to be interviewed. The district is asked to contact students inviting them to participate. A sample invitation is available. The district should translate the invitation as needed and provide interpreters during the interview if necessary.

Parents/Guardians of High School Students (new procedure) (group of 10-12 parents / guardians) – The parents/guardians of high school students will be randomly selected by the DE and will reflect parents of high school students representing a wide range of demographics groups including English Language Learners, students with disabilities, students enrolled in CTE courses and students not enrolled in CTE courses. District enrollment will determine the number of parent/guardian interviews to be conducted. Prior to the visit, the DE will send a list of high school student names to the district (a different list than the student interview group) whose *parents* are to be interviewed. The district is asked to contact parents inviting them to participate. A sample invitation is available. The district should translate the invitation as needed and provide interpreters during the interview if necessary.

Parents/Guardians of High School ELL students (new procedure) – The parents/guardians of high school ELL students will be randomly selected by the DE and will reflect parents of students who are receiving services through the English as a Second Language program, especially parents of ELL students enrolled in CTE courses. District enrollment will determine the number of parent/guardian interviews to be conducted. Prior to the visit, the DE will send to the district a list of high school ELL student names whose *parents* are to be interviewed. The district is asked to contact parents inviting them to participate. A sample invitation is available. The district should translate the invitation as needed and provide interpreters during the interview if necessary.

Middle and High School Counselors - This interview is with middle and high school counselors. In large school districts, it may be with a representative group of 6-10 counselors.

Employment, Personnel and Human Resource Coordinator - This interview is with the person responsible for directing and coordinating employment and personnel policies and processes. In small districts this is usually the Superintendent. In larger districts it may be someone with specialized employment/personnel related responsibilities.

Career and Technical Education Teachers (including Workplace Based Learning Coordinator or Internship Coordinator if applicable) - This interview should include middle school and high school representatives from each area of the career and technical education program offerings in grades 7-12. **Building Principals -** Middle school, high school, and alternative school principals may be interviewed as a group or individually at a designated site within the district. Follow-up interviews may be conducted with individual principals, if necessary. In large districts, a representative sample group of administrators may be selected for the interview.

Secondary Special Education Teachers - This interview should include special education teachers representing high school levels. District enrollment will determine the number of secondary teacher interviews to be conducted.

Secondary ESL Teachers - This interview should include English as a Second Language teachers representing high school levels. District enrollment will determine the number of secondary teacher interviews to be conducted.

Superintendent - While this interview provides an opportunity to more deeply explore district programs and practices, it also provides the site visit team with an opportunity to ask questions that result from the district overview presentation, interview groups, and document review. It is also an opportunity for the interviewees to ask any questions he/she might have. The superintendent may also be called upon to answer questions throughout the site visit as needed.

Physical Facilities/Buildings & Grounds Staff - This interview will be scheduled at a separate time from the equity interview and schedule and focuses on accessibility of physical facilities to persons with disabilities. In larger districts it would be with the supervisor or administrator in charge of buildings and grounds. In smaller districts it should be with the person who is most knowledgeable about the accessibility of physical facilities.

An example of the equity site visit schedule may be found here:

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, *et seq*.), Title IX (Educational Amendments, 20 U.S.C.§§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, *et seq*.).

Questions or grievances related to compliance with this policy by the Iowa Department of Education should be directed to the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 500 W. Madison Street, Chicago, IL 6066, telephone 312/730-1560.