

Equity Coordinator Responsibilities Checklist

| | 2014-2015 | 2015-2016 | 2016-2017 |
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| 1. Knowledge of Federal Civil Rights Laws | | | |
| <ul style="list-style-type: none"> Read and maintain a working knowledge of Title IX, Section 504 and Americans with Disabilities Act, Title VI of the Civil Rights Act, and Office for Civil Rights (OCR) Guidelines for Eliminating Discrimination in Career and Technical Education found on Equity Education website: https://www.educateiowa.gov/pk-12/accreditation-program-approval/equity-education | | | |
| <ul style="list-style-type: none"> Read OCR Dear Colleague Letters found on Equity Education website: https://www.educateiowa.gov/pk-12/accreditation-program-approval/equity-education | | | |
| <ul style="list-style-type: none"> Analyze and remedy barriers to accessibility of facilities for persons with disabilities | | | |
| 2. Policies and Procedures | | | |
| <ul style="list-style-type: none"> Review Nondiscrimination and Grievance Policies: Programs and Employment | | | |
| 3. Dissemination of Information | | | |
| <ul style="list-style-type: none"> Annual Notice of Nondiscrimination must include all protected classes, notice of grievance procedure and name and contact information for equity coordinator (refer to Protected Classes Chart on Equity Education webpage) | | | |
| <ul style="list-style-type: none"> Continuous Notice of Nondiscrimination consistent in all major written publications, including district website (refer to Protected Classes Chart on Equity Education webpage) | | | |
| <ul style="list-style-type: none"> Notice posted to website on home page or within one click on an obvious link | | | |

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| <ul style="list-style-type: none"> • Notice provided to community of national origin persons with limited English language skills in their language | | | |
| <ul style="list-style-type: none"> • Review grievance procedure, update grievance forms and make them available on website, offices, buildings | | | |
| <ul style="list-style-type: none"> • Review Bullying and Harassment policy for alignment with protected classes and required components | | | |
| <ul style="list-style-type: none"> • Information about the non-discrimination policies, harassment/bullying/hazing policies, the name and contact information for the equity coordinator(s), and the related grievance procedure is disseminated annually to: | | | |
| <ul style="list-style-type: none"> • board members | | | |
| <ul style="list-style-type: none"> • administrators | | | |
| <ul style="list-style-type: none"> • all employees | | | |
| <ul style="list-style-type: none"> • students | | | |
| <ul style="list-style-type: none"> • parents | | | |
| <ul style="list-style-type: none"> • applicants for employment. | | | |
| <ul style="list-style-type: none"> • Consider making annual equity reports with recommendations to the School Improvement Advisory committee (SIAC) and the school board | | | |
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| 4. Professional Development | | | |
| <ul style="list-style-type: none"> • Training of staff that will make them aware of their rights under the legislation as well as assist them to carry out their responsibilities under the law. | | | |
| <ul style="list-style-type: none"> • Training of students that will make them aware of their rights under the legislation as well as assist them to carry out their responsibilities under the law. | | | |
| <ul style="list-style-type: none"> • Conduct periodic conversations with students and staff on ways the district might respect, reflect and celebrate all facets of diversity. | | | |
| <ul style="list-style-type: none"> • Professional Development Provided to Staff: | | | |

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| <ul style="list-style-type: none"> • Multicultural and Gender Fair Practices | | | |
| <ul style="list-style-type: none"> • Cultural Proficiency | | | |
| <ul style="list-style-type: none"> • English Language Learners | | | |
| <ul style="list-style-type: none"> • Students with Disabilities, including Section 504 | | | |
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| 5. Facilitate the Grievance Process | | | |
| <ul style="list-style-type: none"> • Mediate conflicts and ensure prompt and effective processing of complaints through the facilitation of the agency's board adopted civil rights grievance procedure | | | |
| <ul style="list-style-type: none"> • Training received by equity coordinator(s) on grievance procedures, role in the complaint process and how records are kept (including sexual harassment) | | | |
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| 6. Monitoring: | | | |
| <ul style="list-style-type: none"> • Review high school registration handbooks, course descriptions, program brochures, and course announcements | | | |
| <ul style="list-style-type: none"> • Review course promotional materials and activities to ensure they do not promote stereotypes or restrictions based on race, color, national origin, sex, disability or other protected groups | | | |
| <ul style="list-style-type: none"> • Review supports available for English Language Learners and students with disabilities in courses | | | |
| <ul style="list-style-type: none"> • Review counseling program and identify steps taken to ensure that disproportionate course enrollment does not result from unlawful discrimination in counseling activities | | | |
| <ul style="list-style-type: none"> • Review counseling program to ensure access for English Language Learners and students with hearing impairments | | | |
| <ul style="list-style-type: none"> • Summary of annual review of course enrollment data disaggregated by subgroup | | | |
| <ul style="list-style-type: none"> • Description of how these data are collected and used, frequency, by whom, for what purpose | | | |

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| • Evidence that counselors, educators and administrators are taking on-going steps to recruit students who have been over or underrepresented | | | |
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