

**School Improvement Visits with a Focus on Equity  
Summary of Equity Issues Reviewed (2013-2014)**

<b>Federal Requirements</b>
Nondiscrimination policy
Designation of and activity of the equity coordinator
Grievance procedure for discrimination and harassment
<p>Notification procedures</p> <ul style="list-style-type: none"> <li>• Major annual publications and handbooks</li> <li>• Workplace learning</li> <li>• Employees &amp; applicants for employment</li> <li>• Website</li> </ul>
<p>Review, analysis, and response to enrollment patterns showing segregation/isolation by gender, race/ethnicity, national origin, or disability</p> <ul style="list-style-type: none"> <li>• Career and technical programs</li> <li>• Physical education</li> <li>• Music</li> <li>• Math</li> <li>• Science</li> <li>• Foreign language</li> <li>• Special education</li> <li>• Upper level courses</li> <li>• AP courses</li> <li>• Honor courses</li> <li>• Extra-curricular activities</li> </ul>
<p>Access to all programs and services (disability)</p> <ul style="list-style-type: none"> <li>• Physical access</li> <li>• Least restrictive environment</li> <li>• Free and appropriate public education</li> <li>• Use of assistive technology</li> </ul>
<p>Services to students with limited English proficiency (ELL services)</p> <ul style="list-style-type: none"> <li>• Identification of primary home language at registration</li> <li>• Assessment of English proficiency</li> <li>• Language assistance program</li> <li>• Program exit criteria</li> <li>• Post-program monitoring of student achievement</li> </ul>

<p>Student marital/parental status</p> <ul style="list-style-type: none"> <li>• Policy</li> <li>• Practice: Services that integrate rather than segregate students</li> </ul>
<p>Equal employment opportunity</p> <ul style="list-style-type: none"> <li>• Recruitment, application and hiring process</li> <li>• Personnel practices and supervision</li> <li>• Staff evaluation</li> </ul>
<p>Discriminatory Harassment</p> <ul style="list-style-type: none"> <li>• Student misconduct may trigger responsibilities under one or more federal antidiscrimination laws enforced by Office for Civil Rights</li> <li>• Based on race, color, national origin, sex or disability</li> <li>• Immediate and appropriate action which is prompt, thorough and impartial</li> </ul>
<p><b>Iowa Code</b></p> <p>These are items that are found in Iowa Code but do not appear in Chapter 12. All of chapter 12 is supported by Iowa Code or applicable federal legislation.</p>
<p>Career &amp; technical advisory council/committee: gender balance; racial/ethnic, national origin and disability representation</p>
<p>Designation of employee to coordinate equal employment opportunity/affirmative action plan</p>
<p>Harassment/Bullying/Hazing policy and implementation</p>
<p>Language and other support services for English language learners</p>
<p><b>Chapter 12</b></p>
<p>Multicultural, Gender-Fair Education:</p> <ul style="list-style-type: none"> <li>• Board policy</li> <li>• Goals integrated into Consolidated Plan</li> <li>• Professional development on working with diverse learners and implementing multicultural, gender-fair approaches to the entire educational program</li> <li>• Process for assuring instruction from a multicultural, gender fair approach and Curriculum that is multicultural and gender fair.</li> <li>• School mascot</li> <li>• Media services support for multicultural, gender-fair approaches</li> </ul>

Achievement gap:

- Review and analysis of disaggregated achievement and course enrollment data
- Strategies to address gaps in achievement (gender, race/ethnicity, national origin, disability or socioeconomic status)
- Access to programs, courses and activities

Access issues:

Assessment:

- Inclusion of all students including students with disabilities and English language learners in the district's assessment program
- Assurance that tests being used have been researched and tested for bias.
- Provision of alternate assessment when appropriate for students with disabilities and for English language learners

Affirmative steps to integrate students in attendance centers

- Attendance centers have balanced enrollments when compared to the general demographics of the district
- District is actively working toward the goal of integrating students in attendance centers rather than isolating them.

Gifted and talented program

- Multiple criteria for selection
- Over/under representation by gender, race/ethnicity, national origin, or disability

At-Risk (K-12)

- Over/under representation by gender, race/ethnicity, national origin, or disability
- Implementation of plan

Discipline

- Over/under representation by gender, race/ethnicity, national origin, or disability
- Harassment/bullying and hazing

Accommodations appropriate for students with disability or because of national origin (language) in testing and classroom instruction