

Equity Findings

- Annual notice of nondiscrimination is OK
- Continuous notice, which is what should be on web page, in all handbooks & other publications of the district needs to be consistent
- Equity Coordinator – inconsistency in language in different places identifying who is the Equity Coordinator and check that this is aligned with the board policy
- The district provides lots of learning on poverty, ELL, bullying, LBTG; we should continue to expand this training for all staff; maybe create a district Equity Committee to assist the Equity Coordinator and involve students on this committee – maybe expand role of IS³ committee?
- Grievance procedures – all policies and procedures meet requirements; recommend publishing and sharing this information more frequently and posting in prominent places like district web page
- High school – few incidents of bullying shared by students; MS – this is a topic of concern among students
- Recruitment, admissions, Counseling
 - All CTE courses are open to all students, including ELLs
 - Consider dedicating time for ELL teachers to collaborate with CTE teachers
 - Counseling program meets all requirements; career interests addressed through advisory at the high school; inconsistencies noted among how HS teachers implement advisory so work to increase consistency
 - Counseling for ELLs and students with hearing impairments meets all requirements
 - Recruitment & promotion of CTE classes – evidence that CTE teachers do work to promote their classes and encourage all students to take them; curriculum includes examples of diverse people in the field such as minorities, women, etc.; need to include people with disabilities
 - Services for students with disabilities – look more closely at students with IEPs and ELL to ensure services for these students are collaborating to create a well-rounded system of supports to ensure success
 - Section 504 meets requirements & continue annual training of all staff
- There is a disproportionality of suspensions among students with an IEP compared to students without an IEP, which the district will need to address.