



STATE OF IOWA

TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JASON E. GLASS, DIRECTOR

August 18, 2011

Dr. Gary Norris
Waterloo Community School District
1516 Washington Street
Waterloo, Iowa 50702

Dear Superintendent Norris:

The Department of Education would like to express appreciation for the courtesies extended to Margaret Jensen Connet, Aaron Green, Barb Anderson, Susan Walkup, Dale Gruis and Kerri Nelson, during the educational equity review conducted in conjunction with the comprehensive school improvement site visit at your school district on April 25 – 29, 2011. The purpose of the on-site review was to ascertain the compliance status of your district in accordance with federal and state civil rights laws including the Vocational Education Program Guidelines for Eliminating Discrimination.

The primary purpose of this letter is to set forth the findings of the visit. These findings are organized into three components: areas of strength and observations, concerns and recommendations, and areas of noncompliance. Legal citations are included where compliance is an issue.

The second purpose of this letter is to formally request a **voluntary compliance plan** be submitted to Del Hoover within sixty (60) calendar days of the date of this letter, on or before October 18, 2011. The compliance plan must directly address each area of noncompliance identified in the letter and must contain the components listed in **Attachment A**, an enclosure with this letter and be **signed and dated by the Superintendent**. In the event you disagree with the findings of noncompliance, the procedure for an appeal is also enclosed (**See Attachment B**).

If you desire clarification of the contents of this letter, please contact Del Hoover, Deputy Administrator, Division of PreK-12 Education (515/281-8402) or Margaret Jensen Connet, Consultant for Equity in School Improvement, Division of PreK-12 Education (515/281-3769). Continued technical assistance for any issue or concern that may arise within your district is available through the Department of Education. Thank you for your cooperation in this matter and your continued interest in ensuring that our educational programs effectively serve all our students.

Sincerely,

A handwritten signature in black ink, appearing to read "Del Hoover".

Del Hoover, Deputy Division Administrator
Division of Early Childhood, Elementary and Secondary Education

cc: School Board President
Equity Review Team Members
Equity Review File
Enc: A - Components of Voluntary Compliance Plan
B - Appeal Process
C - Legal Citations

Educational Equity Report
Waterloo Community School District
Summary of Team Findings



April 25 – 29, 2011

**Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146**

Equity Policy, Process, and Procedures

This section includes issues related to the board policies, the functioning of the equity coordinator, the grievance procedure, and the dissemination of information regarding those issues to parents, staff, students and the community.

Strengths and/or Observations

1. The Waterloo Community School District (WCSD) has an enrollment of 10,154 students, fifty percent (50%) of whom are males and fifty percent (50%) of whom are females. Fifty-five percent (55%) of the WCSD's students qualify for free or reduced-price meals. Approximately sixteen percent (16%) of the students have an Individualized Education Program (IEP) and receive special education services. There are eight hundred and forty-two (842) English language learners (ELL) enrolled who are receiving English language assistance. Forty-one percent (41%) of the WCSD's students are minority. This includes forty-five (45) American Indian students, one hundred and thirty-eight (138) Asian American students, eight hundred and eighty-four (884) Hispanic students, two thousand six hundred and eighty-seven (2,687) African American students, four hundred and twenty-six (426) multi-race students, and thirty-two (32) Pacific Islander students.
2. The school board has adopted and updated a policy related to non-discrimination in programs and employment. The policy provides a support and direction for school district personnel to implement a proactive equity program.
3. The school board has adopted and updated policies related to harassment, bullying, and hazing of students and staff. The policy covers all the necessary protected classes including sexual orientation and gender identity. This policy provides direction for the staff to provide a safe and secure learning environment for all students. The school board has adopted a grievance procedure for processing complaints of discrimination, harassment, bullying, and hazing of and by employees, students, parents, and volunteers. The process is aligned with the WCSD's non-discrimination and harassment policies.
4. The school board has adopted a policy which commits the WCSD to implement affirmative strategies to recruit and to hire persons from diverse racial / ethnic groups, men and women, and persons with disabilities in job categories where they are underrepresented within the district. This directs the WCSD's efforts to provide diverse role models for a diverse student population.
5. The Associate Superintendent for Human Resources and Equity has been appointed to coordinate equity initiatives in the district. She is responsible for coordinating the efforts to comply with Title IX of the Education Amendments of 1972 (Gender Equity), Title VI of the Civil Rights Act of 1964 (Race and National Origin Equity), and Equal Employment Opportunity / Affirmative Action (EEO/AA) requirements. In that role she conducts investigations of complaints. An Equity Facilitator employed by AEA267 supports English as a Second Language (ESL) programs, culture-specific mentoring initiatives, student-led equity groups and equity-related training. The Employee Services Coordinator supports the

Multicultural Future Teacher Academy and Student Voices, an equity-focused student leadership middle school program. The Director of Support Services has responsibility for coordinating the WCSD's efforts to comply with Section 504 of the Vocational Amendments of 1973, and the Americans with Disability Act (ADA). The Executive Director of Student Services serves as the Level I investigator for student complaints.

6. The WCSD's website as well as some district handbooks and major annual publications included the WCSD's non-discrimination policy, the identity of the equity coordinator, and information about the grievance procedure for processing complaints of discrimination.

Concerns and Recommendations

7. Some interview groups could not consistently identify the WCSD's equity coordinator and had limited knowledge of the purpose of the role of the coordinator. Consider methods for making information about the roles and responsibilities of the equity coordinator more evident to all stakeholders in the district.

Areas of Non-Compliance

8. Board policy #103.0 does not include marital status as a protected class for students. Several school handbooks do not include the non-discrimination statement, or have inconsistencies in the protected classes. Some publications contained an outdated name for the WCSD Handicapped Compliance Officer. Consider developing a template for the non-discrimination statement in all handbooks to ensure consistency. Some documents contained an outdated address for the U.S. Department for the Office for Civil Rights (OCR) and the Iowa Civil Rights Commission. The correct contact information for OCR is: Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60606-7204, telephone 312-730-1560. The correct information for the Iowa Civil Rights Commission is 400 E. 14th St., Des Moines, Iowa, 50319-0201, telephone – 515-281-4121. *34 CFR Part 104.8 Notice; 34 CFR Part 106.9 Dissemination of Policy.*

Equity, School Improvement, and the Educational Program

This section includes equity issues related to the school improvement process, curriculum, instruction, assessment, student achievement, achievement gaps, media services, and the counseling program. Equity issues related to the Comprehensive School Improvement Plan (CSIP), the Annual Progress Report (APR) and the School Improvement Advisory Committee (SIAC) might also be included here.

Strengths and/or Observations

9. The mission statement of the Waterloo Community School District is: "The Waterloo Schools community commits to a comprehensive system of education and support to assure that each and every student will graduate prepared for college, career and citizenship as evidenced by continuing education, pursuing a

career path and contributing to a community.” The strategic plan has been developed and includes five strategic focus areas: (1) To increase student achievement and development; (2) to promote human assets; (3) To engage the community; (4) To ensure a climate for learning; and (5) To produce operational excellence and financial stability. The WCSD recently received an award from the Iowa Department of Education for reducing the achievement gap in two areas for reading: Grade 5 for Hispanic students and Grade 11 for students with an IEP.

10. The WCSD has had a long standing equity committee with several veteran members which have provided strong leadership to develop opportunities for students, staff and community members to increase their cultural competency. The equity committee is led by the associate superintendent, and includes teachers, administrators, and community representatives. The committee has defined its purpose and established goals and action statements for the equity program. The committee views equity as a shared responsibility and has evolved from a focus on racial equity to a broader focus on equity for people from all protected classes and increasing the level of understanding of the backgrounds of all students. The committee has worked to lead initiatives such as:
 - Multicultural Future Teachers Academy: an effort to encourage students of minority status to embark on a teaching career.
 - Culture Fest: thousands of people attend this annual community event which includes cultural performances from students and local artists.
 - “Understanding Differences – Practical Applications in Cross Cultural Communications, Diversity Issues and Perspectives”: training for noncertified staff and principals with a plan for training certified staff next school year.
 - “Undoing Racism”: an interactive learning opportunity in which approximately 240 people from the WCSD and the community have participated. District administrators reported they participated as a way to demonstrate their commitment to a training process that they feel is also important for teachers.
 - Poverty Simulation: an interactive learning opportunity that enables participants to view poverty from different angles in an experiential setting.
 - Human Rights Commission Conference: annual conference for middle and high school students.

11. The board maintains its policy committing the WCSD to implementing multicultural, gender-fair (MCGF) approaches to the entire educational program. The policy commits the staff to include the contributions of both men and women, persons from diverse racial / ethnic groups, and persons with disabilities across all areas of the curriculum. It provides a supportive climate for staff to implement an educational program which reflects, respects, and celebrates diversity. The WCSD has adopted criteria for the selection of instructional materials which are aligned with the board’s MCGF education policy. All building principals have participated in a year-long training in cultural competency, including the impact of culture on learning, and brought the training back to staff in the buildings.

12. A variety of “affinity” student support groups have been established to promote empowerment and achievement. These groups include:
 - African-American girls groups at each of the high schools to address some unique academic and behavioral issues. Women of Tomorrow at East High School includes over fifty (50) girls, Girls to Women at West High School includes thirty-five (35) girls, and Women of Expo at Expo Alternative School serves twenty-five (25) girls.
 - Gay Lesbian Alliances support students at both of the traditional high schools.
 - Northern Iowa Schools Empowering Students Together (NICEST) is a group of students who have come together to support human relations initiatives. They are currently producing a video to address stereotypes and discrimination in schools.
13. The WCSD utilizes the Infinite Campus Student Management System. The system provides staff access to student data and more importantly, allows parents direct access to their student’s educational information in a timely fashion. The system has the potential to provide access to and ownership of educational data by staff so it can be used to direct instructional and climate-related interventions.
14. Interviews indicated that the WCSD’s strategic plan includes cultural competency as a core component of job descriptions for staff and will be part of the performance evaluation in the future. Cultural competency will be incorporated during walk-throughs and observations and will include checkpoints to determine whether each lesson is relevant to the students. Cultural competency as a component of classroom management is also incorporated. District leadership recognizes the need to model cultural competency, to challenge the status quo, to ask the hard questions, to probe the fundamental beliefs of staff, to encourage staff to “honor” students’ cultural backgrounds, to understand students’ home lives and to promote the strengthening of self-esteem of children.

Concerns and Recommendations

15. During the WCSD Overview, district staff emphasized “[E]quity is not part of the plate, it is the plate.” The importance of cultural competency was cited as a priority for all staff to meet the needs of diverse learners. Instructional Decision Making (IDM) and Positive Behavior Intervention and Supports (PBIS) were identified as methods to help meet the needs of diverse learners. However, the WCSD continues to experience a significant achievement gap for students of color and students of low socio-economic status. Interviews with district administrators and equity committee members indicated disaggregated data are used to evaluate programs and to make instructional decisions. However, while building data teams review data for individual students, they are not consistently reviewing and analyzing the data by sub-groups. Principals are required to complete monthly reports and submit those to Central Office as a way to document what has been done to look at student data. In the past, staff were required to submit an “Equity Review Matrix” that incorporated disaggregated data on student achievement, discipline referrals, attendance, and school engagement. Examining student data

by sub-group though the matrix was an area identified as a strength in the equity report five years ago. However, interview groups reported the matrix has been changed and no longer reflects sub-group data. The WCSD is encouraged to restore the practice in order to fully understand the achievement trends, including the characteristics of students achieving at high levels and enrolling in Advanced Placement (AP) courses. Consider building on the strengths of practices in buildings or grades where achievement gaps have been reduced. In analyzing student achievement data by subgroups, the WCSD can utilize www.iowaschoolprofiles.com and the EdInsight data system to identify district achievement gap data as compared to state data. Contact Joe Kremer, AEA Consultant; jkremer@aea267.k12.ia.us.

16. It appears that the WCSD's efforts with discourse on diversity have not always translated well into reducing achievement gaps in student performance. Interviews with staff left the impression that some teachers and building level staff are uncomfortable, inexperienced, or unwilling to discuss how race and ethnicity realities impact students' learning. Some staff reported this type of data had limited value or purpose and stated that it was "counter-productive." Some of the interviewed staff expressed the position that cultural competency training has been provided in the past and is no longer needed. Some interviewees expressed concern that cultural competency used to be on the agenda of every principal's meeting, but because of new initiatives, it was eliminated and that a commitment to supporting equity is uneven across the WCSD. The district should consider on-going and continual emphasis on culturally responsive classrooms as a major determinant in solving the problems of underachievement. It could be incorporated throughout the professional development spectrum. This might further empower teaching professionals to include discourses about race and culture at the time and the place where instructional decisions are made.

Some suggestions are as follows:

- Empower the equity committee to develop a strategic plan to develop a more formalized approach throughout the district for increasing cultural competency. Consider consulting with the Midwest Equity Assistance Center to assist with conducting building level assessments and developing the strategic plan: www.meac.educ.ksu.edu.
- Invite ethnic and cultural community groups to meet with instructional decision-makers on a regular basis.
- Utilize the leadership of students to create strategies to build cultural competency.
- Co-design diversity training in collaboration with community groups that addresses school practices.
- Include community groups, educators, and students in evaluating diversity programs and policies.
- Recognize how the WCSD deals with racial and cultural differences impacts student learning, and such differences cannot be reduced to socioeconomic differences.
- Give minority educators collective time for collaboration in which discussions could take place on how best to serve minority children.

- Build on the strengths of strategies that are working well, such as understanding the importance of relationships, conducting home visits, understanding the background of students, and expecting high levels of achievement for all students. Consider the question: “What would it take to make Waterloo amazing?”
- Explore the use of research by Geneva Gay in her book “Culturally Responsive Teaching: Theory, Research and Practice” by having book study circles, webinars or presentations. Dr. Gay’s research focuses on how “academic achievement of ethnically diverse students will be improved when they are taught through their own cultural and experiential filters.” The mindset of teachers regarding the capacity of students of color and students living in poverty to achieve at high levels has a powerful effect on students’ trajectory to meet those high expectations. Contact Geneva Gay at the University of Washington-Seattle, ggay@u.washington.edu.
- Increase the capacity of staff to have culturally responsive classrooms by contacting Linda Martin at AEA 267 and Dr. Dwight Watson at the University of Northern Iowa for assistance.

Areas of Non-Compliance

No areas of non-compliance were noted during the visit.

Physical Education, Extracurricular Activities, and Athletics

This section includes equity issues related to the physical education program, the athletic program, and other extracurricular activities. It also includes the equity of locker rooms, facilities, equipment, and coaching opportunities.

Strengths and/or Observations

17. Participation in all physical education activities is open to both males and females. Activities are conducted on a co-educational basis. Students with disabilities are integrated with the general education student population during physical education classes. Interview groups cited the integrated physical education classes as a strength of the district. Collaboration with local industries has resulted in the development of unique assistive devices for students with disabilities. Engineers from John Deere and Rockwell Collins worked in partnership to develop devices to assist students with activities such as archery and fishing.
18. There are equitable opportunities for both males and females to participate in interscholastic athletics. There are five (5) sports for males and four (4) sports for females at the middle school level and eleven (11) sports for males and ten (10) sports for females at the high school level. Practice facilities, locker rooms, uniforms, equipment, and travel support are equitable for both boys’ and girls’ teams.
19. Coaches and athletic directors present information to sixth graders in the spring during orientation for seventh grade to tell them about the opportunities for sports for the next year. The coaches also present information to seventh and eighth

graders at the beginning of the year about sports and how they can get involved. Collaboration between levels and collection and utilization of participation data are used to maintain students as they move through the grades.

20. The physical education program has incorporated MCGF approaches. At the elementary level, an artist in residence was invited to come in and demonstrate dances from different countries and the students used the library to research how to make the costumes. At the middle school level, writing strategies and verbal conversation were utilized to discuss sports issues such as whether girls should be allowed to play football and boys to play volleyball.

Concerns and Recommendations

21. While discipline policies regarding bullying and harassment of students on the basis of gender, race, national origin, disability, religion, age, gender identity, marital / parental status, socioeconomic status, political beliefs, or sexual orientation can be found in coaches' handbooks, coaches may need more training on how to deal with harassment, bullying and non-discrimination. Extracurricular activities create ideal opportunities to reinforce respect for diversity.

Areas of Non-Compliance

No areas of non-compliance were noted during the visit.

Access, Integration, and Inclusion

This section includes equity issues related to enrollment trends in buildings, programs, courses and activities on the basis of gender, racial / ethnic background, and disability. Also included is the review of accessibility of facilities and the instructional program for students, staff, parents, and community members with disabilities.

Strengths and/or Observations

22. The WCSD has twenty (20) attendance centers and one administration building. The following facilities with career and technical education (CTE) programs, administration building, and a sampling of elementary schools were reviewed for accessibility: Educational Service Center (ESC), East High School, West High School, Bunker Middle School, Central Middle School, George Washington Carver Academy School, Hoover Middle School, Expo Alternative Learning Center, Kittrell Elementary School, Lou Henry Elementary School, Lowell Elementary School, and Orange Elementary School.

Accessibility was reviewed in the following areas: parking, passenger loading zones, exterior route of travel, ramps, stairs, lifts, entrances, lobby and corridors, elevators, rooms and spaces, restrooms, shower rooms, assembly areas, cafeterias, and libraries.

Educational Service Center (ESC), 1516 Washington Street, Waterloo, IA

Building / Additions	Year built and number of levels	Applicable standards
Original construction	1962 – two levels with one elevator	Programs within facility must be readily accessible
Parking lot		ADA standards

East High School, 214 High Street, Waterloo, IA 50703 (Grades: 9-12)

Building Information: (Two passenger elevators)

Building / Additions	Year built and number of levels	Applicable standards
Original construction	1916 – four levels Annex – three levels	Programs within facility must be readily accessible
Addition of kitchen, commons, and installation of an elevator	2000	ADA standards
Remodel of office complex and exterior ramp to main entrance	2001	ADA standards
Remodel 4 th floor classrooms	2005	ADA standards
Remodel auditorium	2006	ADA standards
Addition of locker rooms, installation of elevator, and remodeling of existing locker rooms	2007	ADA standards
Addition and remodeling for Performance Based Diploma Academy (PBDA)	2009	ADA standards
Remodel for Academy	2010	ADA standards
Parking lot		ADA standards

West High School, 425 E. Ridgeway Ave., Waterloo, IA 50702 (Grades: 9-12)

Building Information: (One passenger elevator near commons area, one exterior ramp to gymnasium, and four lifts for providing access to auditorium, choir/chorus, 2nd level annex, and 3rd level annex)

Building / Additions	Year built and number of levels	Applicable standards
Original construction	1955 – three levels Annex – two levels	Programs within facility must be readily accessible
Addition of kitchen/commons area with elevator	1999	ADA standards
Addition of art/science area	2000	ADA standards

and remodeling of office area		
Addition of restrooms in Commons area	2006	ADA standards
Addition of new locker rooms and remodeling of existing locker rooms	2007	ADA standards
Remodel auditorium	2008	ADA standards
Remodel for Performance Based Diploma Academy (PBDA)	2009	ADA standards
Remodel for Academy – Culinary/Science areas	2010	ADA standards
Parking lot reconstruction	2009	ADA standards

Bunger Middle School, 157 S. Roosevelt Rd., Evansdale, IA 50707
(Grades: 6-8)

Building / Additions	Year built and number of levels	Applicable standards
Original construction	1964 – one level	Programs within facility must be readily accessible
Addition of sixteen classrooms and cafeteria	2002	ADA standards
Parking lot		ADA standards

Central Middle School, 1350 Katoski Dr., Waterloo 50701 (Grades: 6-8)

Building / Additions	Year built and number of levels	Applicable standards
Original construction	1972 – two level (two elevators and three lifts)	Programs within facility must be readily accessible
Remodel pool area	2006	ADA standards
Parking lot reconstruction	2007	ADA standards

George Washington Carver Academy, 1505 Logan Ave., Waterloo 50703
(Grades: 6-8)

Building / Additions	Year built and number of levels	Applicable standards
Original construction	2009 – one level	ADA standards
Parking lot	2009	ADA standards

Hoover Middle School, 630 Hillcrest, Waterloo 50701 (Grades: 6-8)

Building / Additions	Year built and number of levels	Applicable standards
Original construction	1964 – two levels	Programs within facility

	(one elevator and one lift to lower level)	must be readily accessible
Addition of eight classrooms	2004	ADA standards
Parking lot		ADA standards

McKinstry / Expo Alternative Learning Center, 1410 Independence, Waterloo 50703 (Grades: 6-12)

Building Information: *Facility had some remodeling during 2010 to prepare the facility for three new programs – STAR C on ground floor, EXPO on 2nd floor, and WEB C on 3^d floor. Security doors are on every level to separate programs within the facility.*

Building / Additions	Year built and number of levels	Applicable standards
Original construction	1956 – two levels (one elevator and one lift from ground level to annex)	Programs within facility must be readily accessible
Remodeling of classrooms	2010	ADA standards
Parking lot		ADA standards

Kittrell Elementary School, 1304 Oregon, Waterloo 50702 (Grades: PK-5)

Building / Additions	Year built and number of levels	Applicable standards
Original construction	2009 – one level (three interior ramps)	ADA standards
Parking lot	2009	ADA standards

Lou Henry Elementary School, 312 Rachael St., Waterloo (Grades: PK-5)

Building / Additions	Year built and number of levels	Applicable standards
Original construction	2005 – one level	ADA standards
Parking lot	2005	ADA standards

Lowell Elementary School, 1628 Washington St., Waterloo 50702 (Grades: PK-5)

Building / Additions	Year built and number of levels	Applicable standards
Original construction	1928 – two levels (one elevator)	Programs within facility must be readily accessible
First floor building remodel	2004	ADA standards

and new addition of stairwell and four classrooms		
Second floor building remodel	2007	ADA standards
Parking lot	2007	ADA standards

Orange Elementary School, 6028 Kimball Ave., Waterloo 50701

(Grades: K-5)

Building Information: *(Orange Elementary School is scheduled to be replaced with a new building in 2013)*

Building / Additions	Year built and number of levels	Applicable standards
Original construction	1915 – six levels (no elevator or lifts)	Programs within facility must be readily accessible
Addition of gymnasium and classrooms	1951	Programs within facility must be readily accessible
Addition of classrooms	1955	Programs within facility must be readily accessible
Parking lot		ADA standards

Concerns and Recommendations:

23. Several high school course descriptions require prerequisites. Consider changing course descriptions to identify knowledge and skills to be learned and mastered, as well as a summary of knowledge and skills provided in the respective course. For many courses, the word “recommended” may be more appropriate than “prerequisite.” Analyze course descriptions to determine if prerequisites are creating barriers to enrollment by some subgroups of students. Analyze if course titles / descriptions create barriers for students who may have previously acquired the prerequisite knowledge and skills, from life experiences or course(s) with different title(s). If the word “prerequisite” is used, the team recommends that the WCSD develop a written description of the prerequisite knowledge and skills. Additionally, the WCSD may want to establish an appropriate assessment to allow students to demonstrate if they currently possess the required knowledge and skills. If the words “Instructor Approval” are used, the WCSD needs to provide written documentation of components instructor(s) will assess to approve or to deny enrollment. Class schedules should be reviewed to see if they limit access of certain groups of students (minority, English language learners, special education, males or females) to various career and technical programs or other course offerings. Course objectives are to include objectives related to multicultural and gender equity concepts.

Areas of Non-Compliance

24. Class and program enrollment data for CTE courses was reported by gender, racial / ethnic background, and disability in preparation for the equity site visit. Additionally, there is some evidence that there is a periodic review of this data by

the administrative staff; however, there did not appear to be staff ownership of this data. It is important that the WCSD put checkpoints in place to ensure the review of this data becomes an integral part of building data. When gender-typed course enrollments (eighty percent or more male or female), or where students with disabilities or minority students are over- or under-represented (more than ten percentage points above or below the percentage of minority students or students with disabilities in the school), teachers and counselors must review their policies and practices to ensure that they are not contributing to this underrepresentation. It is recommended that teachers and counselors are held accountable for implementing strategies to involve students who have been underrepresented. *12.1(256) General standards (Iowa Code); Section V.B. Counseling and Prospects for Success; Section V.C. Student Recruitment Activities.*

25. The following areas of non-compliance were found for accessibility:

Educational Service Center (ESC), 1516 Washington Street, Waterloo, IA 50702

Area of non-compliance	Compliance issue	Standard
Parking	Van sign: Accessible parking spaces must be marked with a vertical sign showing the international symbol of accessibility and accessible van spaces must have a sign reading "Van Accessible."	ADA Standards 4.6.4; 4.30.7
Entrances	Inaccessible entrances must have signs indicating the location of the nearest accessible entrance.	ADA Standards 44.1.3(8)(d); 4.30

East High School, 214 High Street, Waterloo, IA 50703

Area of non-compliance	Compliance issue	Standard
Parking	<p>East High School needs five more accessible parking spaces near accessible entrance.</p> <p>Existing accessible parking spaces have no access aisles. Accessible parking space must be at least 8 feet wide, with a 5-foot access aisle (two spaces can share an access aisle).</p> <p>There must be at least one van-accessible parking space with a 96-inch wide access aisle and 98 inches of vertical clearance.</p> <p>Access aisles must be part of the accessible route to an accessible entrance.</p>	<p>ADA Standards 4.1.2(5)(a); 4.6.1</p> <p>ADA Standards 4.6.3; 4.1.2(5)(a)</p> <p>ADA Standards 4.1.2(5)(b); 4.6.5</p> <p>ADA Standards 4.6.3; 4.3</p>

	Accessible parking spaces must be marked with a vertical sign showing the international symbol of accessibility and accessible van spaces must have a sign reading "Van Accessible."	ADA Standards 4.6.4; 4.30.7
Passenger loading zones	Near main entry of high school, there must be an access aisle 60 inches wide by 20 feet long adjacent and parallel to the vehicle pull-up space. When a walkway crosses or adjoins the driveway and there is no curb, the walkway edge must have a detectable warning surface. A sign displaying the international symbol of accessibility must be at the accessible passenger loading zone.	ADA Standards 4.1.2(5)(c); 4.6.6 ADA Standard 4.29.5 ADA Standard 4.1.2(7)(b)
Entrances	Inaccessible entrances must have signs indicating the location of the nearest accessible entrance.	ADA Standards 4.1.3(8)(d); 4.30
Lobbies and Corridors	Recommend to install more signs which provide direction to or information about functional spaces of the building that comply with the appropriate requirements for directional signage. Install signs designating permanent rooms and spaces, such as restroom signs, signs at exit doors, and room numbers that comply with the appropriate requirements for tactile signage and meet legibility requirements regarding contrast and character proportion in the 2009 remodeled Performance Based Diploma Academy (PBDA)	Recommendation ADA Standards 4.1.3(16)(a); 4.30
Shower Rooms	Tactile signage identifying the shower rooms must be placed on the wall at the latch side of the door; centered 60 inches above the floor.	ADA Standards 4.1.3(16)(a); 4.30

West High School, 425 E. Ridgeway Ave., Waterloo, IA 50702

Area of non-compliance	Compliance issue	Standard
Passenger loading zones	Near main entry of high school, there must be an access aisle 60 inches wide by 20 feet long adjacent and parallel to the	ADA Standards 4.1.2(5)(c); 4.6.6

	vehicle pull-up space. A sign displaying the international symbol of accessibility must be at the accessible passenger loading zone.	ADA Standard 4.1.2(7)(b)
Entrances	Inaccessible entrances must have signs indicating the location of the nearest accessible entrance. When not all entrances are accessible, accessible entrances must be identified by the international symbol of accessibility – pool entry breezeway entry.	ADA Standards 4.1.3(8)(d); 4.30 ADA Standards 4.1.2(7)(c); 4.30
Shower Rooms	Install accessible grab bars in accessible shower stalls.	ADA Standards 4.21.4: Fig. 37

Bunger Middle School, 157 S. Roosevelt Rd., Evansdale, IA 50707

Area of non-compliance	Compliance issue	Standard
Written accessibility plan	For facilities or parts of facilities that were constructed or altered before June 4, 1977, programs must be readily accessible. The school district is required to have a written plan that describes how the programs and services in the pre-1977 portion of the administration that are inaccessible are made available to students, staff, parents, and community members with disabilities. The written accessibility plan needs to address accessibility to these programs, posted on the WCSD's website, and made available in administrative offices.	Programs within facility must be readily accessible
Parking	Recommend to re-paint accessible parking spaces.	Recommendation
Passenger Loading Zones	A sign displaying the international symbol of accessibility must be at the accessible passenger loading zone.	ADA Standard 4.1.2(7)(b)
Entrances	Inaccessible entrances must have signs indicating the location of the nearest accessible entrance.	ADA Standards 4.1.3(8)(d); 4.30
Toilet Rooms	Recommend to update restrooms (1964) near gymnasium and office area to be accessible for public use. Recommend appropriate signage for all restrooms.	Recommendation Recommendation

Central Middle School, 1350 Katoski Dr., Waterloo 50701

Area of non-compliance	Compliance issue	Standard
Passenger loading zones	There must be an access aisle 60 inches wide by 20 feet long adjacent and parallel to the vehicle pull-up space. A sign displaying the international symbol of accessibility must be at the accessible passenger loading zone.	ADA Standards 4.1.2(5)(c); 4.6.6 ADA Standard 4.1.2(7)(b)
Rooms and Spaces	Recommend to install signs which provide direction to or information about functional spaces of the building that comply with the appropriate requirements for directional signage. Recommendation: Install signs designating permanent rooms and spaces, such as restroom signs, signs at exit doors, and room numbers that comply with the appropriate requirements for tactile signage and meet legibility requirements regarding contrast and character proportion.	Recommendation Recommendation
Toilet Rooms	For the commons restrooms, recommend to insulate hot water pipes and drain pipes or configure to avoid contact with the legs of a person using a wheelchair.	Recommendation

George Washington Carver Academy, 1505 Logan Ave., Waterloo 50703

Area of non-compliance	Compliance issue	Standard
Parking	Accessible parking spaces must be marked with a vertical sign showing the international symbol of accessibility and accessible van spaces are required to have a sign reading "Van Accessible."	ADA Standards 4.6.4; 4.30.7
Passenger loading zones	There must be an access aisle 60 inches wide by 20 feet long adjacent and parallel to the vehicle pull-up space. A sign displaying the international symbol of accessibility must be at the accessible passenger loading zone.	ADA Standards 4.1.2(5)(c); 4.6.6 ADA Standard 4.1.2(7)(b)
Shower Rooms	Tactile signage is required for identifying the shower rooms, placed on the wall at the latch side of the door, centered 60 inches above the floor.	ADA Standards 4.1.3(16)(a); 4.30

Hoover Middle School, 630 Hillcrest, Waterloo 50701

Area of non-compliance	Compliance issue	Standard
Written accessibility plan	For facilities or parts of facilities that were constructed or altered before June 4, 1977, programs must be readily accessible. The school district is required to have a written plan that describes how the programs and services in the pre-1977 portions of the school that are inaccessible are made available to students, staff, parents, and community members with disabilities.	Programs within facility must be readily accessible
Parking	Two accessible parking spaces in west parking lot must be marked with vertical signs showing the international symbol of accessibility.	ADA Standards 4.6.4; 4.30.7
Passenger loading zones	There must be an access aisle 60 inches wide by 20 feet long adjacent and parallel to the vehicle pull-up space. When a walkway crosses or adjoins the driveway and there is no curb, the walkway edge must have a detectable warning surface. A sign displaying the international symbol of accessibility must be at the accessible passenger loading zone.	ADA Standards 4.1.2(5)(c); 4.6.6 ADA Standard 4.29.5 ADA Standard 4.1.2(7)(b)
Lobbies and Corridors	Must install signs which provide direction to or information about functional spaces of the building that comply with the appropriate requirements for directional signage. The signs in the 2004 addition are non-compliant. Must install signs designating permanent rooms and spaces, such as restroom signs, signs at exit doors, and room numbers that comply with the appropriate requirements for tactile signage and meet legibility requirements regarding contrast and character proportion. Recommendation: Update signage in the 1964 portion of the building.	ADA Standards 4.1.3(16)(b); 4.30 ADA Standards 4.1.3(16)(a); 4.30 Recommendation
Toilet Rooms	Recommendation: Update restrooms in the 1964 portion of the building to comply with	Recommendation

	accessibility.	
Shower Rooms	Recommendation: Update shower rooms in the 1964 portion of the building to comply with accessibility.	Recommendation

McKinstry / Expo Alternative Learning Center, 1410 Independence, Waterloo 50703

Area of non-compliance	Compliance issue	Standard
Written accessibility plan	For facilities or parts of facilities that were constructed or altered before June 4, 1977, programs must be readily accessible. The school district is required to have a written plan that describes how the programs and services in the pre-1977 portions of the school that are inaccessible are made available to students, staff, parents, and community members with disabilities.	Programs within facility must be readily accessible
Parking	McKinstry/Expo School needs four accessible parking spaces near accessible entrance. Accessible parking space must be at least 8 feet wide, with a 5-foot access aisle (two spaces can share an access aisle). There must be at least one van-accessible parking space with a 96-inch wide access aisle and 98 inches of vertical clearance. Access aisles must be part of the accessible route to an accessible entrance. Accessible parking spaces must be marked with a vertical sign showing the international symbol of accessibility and accessible van spaces must have a sign reading "Van Accessible."	ADA Standards 4.1.2(5)(a); 4.6.1 ADA Standards 4.6.3; 4.1.2(5)(a) ADA Standards 4.1.2(5)(b); 4.6.5 ADA Standards 4.6.3; 4.3 ADA Standards 4.6.4; 4.30.7
Passenger loading zones	There must be an access aisle 60 inches wide by 20 feet long adjacent and parallel to the vehicle pull-up space. A sign displaying the international symbol of accessibility must be at the accessible passenger loading zone.	ADA Standards 4.1.2(5)(c); 4.6.6 ADA Standard 4.1.2(7)(b)
Entrances	Inaccessible entrances must have signs indicating the location of the nearest accessible entrance.	ADA Standards 4.1.3(8)(d); 4.30

	When not all entrances are accessible, accessible entrances must be identified by the international symbol of accessibility – south entry.	ADA Standards 4.1.2(7)(c); 4.30
Lobbies and Corridors	<p>Recommendation: Install signs which provide direction to or information about functional spaces of the building that comply with the appropriate requirements for directional signage.</p> <p>Recommendation: Install signs designating permanent rooms and spaces, such as restroom signs, signs at exit doors, and room numbers that comply with the appropriate requirements for tactile signage and meet legibility requirements regarding contrast and character proportion.</p>	<p>Recommendation</p> <p>Recommendation</p>
Toilet Rooms	A written plan is required for addressing the inaccessibility of the 1956 restrooms. There must be at least one accessible unisex restroom or set of accessible restrooms to be readily accessible.	Programs within facility must be readily accessible.

Kittrell Elementary School, 1304 Oregon, Waterloo 50702

Area of non-compliance	Compliance issue	Standard
Passenger loading zones	<p>There must be an access aisle 60 inches wide by 20 feet long adjacent and parallel to the vehicle pull-up space.</p> <p>A sign displaying the international symbol of accessibility must be at the accessible passenger loading zone.</p>	<p>ADA Standards 4.1.2(5)(c); 4.6.6</p> <p>ADA Standard 4.1.2(7)(b)</p>

Lou Henry Elementary School, 312 Rachael St., Waterloo 50701

Area of non-compliance	Compliance issue	Standard
Parking	<p>Accessible parking spaces (at least 8 feet wide) must have a 5-foot access aisle (two spaces can share an access aisle).</p> <p>At least one parking space must be van-accessible with a 96-inch wide access aisle, and 98 inches of vertical clearance.</p> <p>Accessible parking spaces must be marked</p>	<p>ADA Standards 4.6.3; 4.1.2(5)(a)</p> <p>ADA Standards 4.1.2(5)(b); 4.6.5</p> <p>ADA Standards 4.6.4;</p>

	with a vertical sign showing the international symbol of accessibility and accessible van spaces are required to have a sign reading "Van Accessible."	4.30.7
Passenger loading zones	There must be an access aisle 60 inches wide by 20 feet long adjacent and parallel to the vehicle pull-up space. A sign displaying the international symbol of accessibility must be at the accessible passenger loading zone.	ADA Standards 4.1.2(5)(c); 4.6.6 ADA Standard 4.1.2(7)(b)

Lowell Elementary School, 1628 Washington St., Waterloo 50702

Area of non-compliance	Compliance issue	Standard
Parking	Accessible parking spaces in east parking lot must be marked with a vertical sign showing the international symbol of accessibility and accessible van spaces are required to have a sign reading "Van Accessible."	ADA Standards 4.6.4; 4.30.7
Passenger loading zones	There must be an access aisle 60 inches wide by 20 feet long adjacent and parallel to the vehicle pull-up space. A sign displaying the international symbol of accessibility must be at the accessible passenger loading zone.	ADA Standards 4.1.2(5)(c); 4.6.6 ADA Standard 4.1.2(7)(b)
Entrances	Inaccessible entrances must have signs indicating the location of the nearest accessible entrance. When not all entrances are accessible, accessible entrances must be identified by the international symbol of accessibility – south entry.	ADA Standards 4.1.3(8)(d); 4.30 ADA Standards 4.1.2(7)(c); 4.30
Lobbies and Corridors	Must install signs which provide direction to or information about functional spaces of the building that comply with the appropriate requirements for directional signage.	ADA Standards 4.1.3(16)(b); 4.30

Orange Elementary School, 6028 Kimball Ave., Waterloo 50701

Area of non-compliance	Compliance issue	Standard
Written	For facilities or parts of facilities that were	Programs within facility

accessibility plan	constructed or altered before June 4, 1977, programs must be readily accessible. The school district is required to have a written plan that describes how the programs and services in the pre-1977 portions of the school that are inaccessible are made available to students, staff, parents, and community members with disabilities.	must be readily accessible
Parking	<p>Currently there is one accessible parking space. One more accessible parking space is needed because there is an inadequate number of parking spaces available.</p> <p>At least one parking space must be van-accessible with a 96-inch wide access aisle, and 98 inches of vertical clearance.</p> <p>Accessible parking spaces must be marked with a vertical sign showing the international symbol of accessibility and accessible van spaces are required to have a sign reading "Van Accessible."</p>	<p>ADA Standards 4.1.2(5)(a); 4.6.1</p> <p>ADA Standards 4.1.2(5)(b); 4.6.5</p> <p>ADA Standards 4.6.4; 4.30.7</p>
Passenger loading zones	<p>There must be an access aisle 60 inches wide by 20 feet long adjacent and parallel to the vehicle pull-up space.</p> <p>A sign displaying the international symbol of accessibility must be at the accessible passenger loading zone.</p>	<p>ADA Standards 4.1.2(5)(c); 4.6.6</p> <p>ADA Standard 4.1.2(7)(b)</p>
Exterior Route of Travel	Curb cuts, ramps, platform lifts or elevators are required where there is a change in level greater than ½ inch.	ADA Standards 4.3.8; 4.5.2
Entrances	At least 50% of all public entrances are required to be accessible.	ADA Standards 4.1.3(8)(a)(1)
Toilet Rooms	A written plan is required for addressing the inaccessibility of restrooms. There must be at least one accessible unisex restroom or set of accessible restrooms to be readily accessible.	Programs within facility must be readily accessible.

Summary

The WCSD has strived to provide building accessibility throughout the school district. Several new buildings were constructed and many of the existing buildings were renovated to improve physical learning environments and accessibility. Orange Elementary School is scheduled to be replaced with a new building in 2013. For facilities or parts of facilities that were constructed or altered before June 4, 1977, programs must be readily accessible. A written accessibility plan is required that describes how inaccessible programs and services in pre-1977 portions of facilities are

made available to students, staff, parents, and community members with disabilities. Accessible passenger loading zones need to be reviewed at each school site. Signage is an issue that must be reviewed throughout the district. It is recommended that the WCSD provide accessibility information on its website, handbooks, and in the administration offices.

A written transition plan must be developed to address the accessibility concerns and compliance issues. For the accessibility transition plan, the WCSD must:

- Describe in detail the methods that will be used to make the facilities and/or programs accessible; and
- Specify the schedule for taking steps necessary to achieve full program accessibility and, if the time period of the transition plan is longer than one year, identify the steps that will be taken during each year of the transition period; and indicate the person responsible for implementation of the plan.

Support Services for Special Populations

This section includes a review of the support services, accommodations, and educational programming provided for English language learners, students with disabilities (Special Education / Section 504), at-risk students, homeless students, and gifted / talented students.

Strengths and/or Observations

29. The school board has adopted a policy on serving homeless students. The policy defines homelessness for staff, students, and parents. There is a homeless education coordinator and approximately 326 homeless students have received support services in the past year. The homeless program has a clear understanding of the WCSD's responsibilities for students who are homeless, has access to community resources, collaborates with various agencies, and has a strong connection with and advocacy for families. Collaborating agencies included: Black Hawk County Local Homeless Coordinating Board, mental health and substance abuse services, veterans organizations, workforce development, Operation Threshold, homeless shelters, City of Waterloo Housing Authority, and Black Hawk County Health Department. The collaboration conducts a campout to raise community awareness of the needs of students especially in the cold weather. Support systems available for homeless students include living quarters such as hotel stays for long-term shelter and funding to provide for basic needs of homeless students from the R. J. McElroy Trust (a local private foundation). The School Attendance Review Board (SARB) review includes contacting every person involved with a student experiencing homelessness. A local bowling center provides funding for the Turnaround Achievement Awards which recognizes the achievements of students who are at risk of dropping out of the school.
30. Elementary teachers expressed positive comments about the value of making home-visits. Comments provided by interviewees included: "It was a real eye-opener. I now have a greater understanding of how to better differentiate my lessons."

31. There are three programs housed at Expo Alternative High School:
- Expo Alternative School is an alternative high school designed to educate those students in danger of failing and/or dropping out of school for various reasons. Expo Alternative School provides a unique approach by utilizing technology to enhance instruction. Teachers are assigned to students and meet daily with them for the entire length of their enrollment, creating meaningful relationships with the student, their families, support networks, and other significant adults in their lives.
 - The STAR-C Program specializes in educating children with special needs who have significant behavior concerns.
 - The WEB-C Program educates students from middle and high schools who are demonstrating behaviors that distract from the learning environment. Students assigned to this program have varied lengths of stay and have to demonstrate the ability to responsibly manage their behavior prior to transitioning back to their regular school or district.

Concerns and Recommendations

32. Some programs have a disproportionate percentage of students by sub-group. For example, minority students are underrepresented in the Extended Learning Program (ELP) gifted and talented program. While minority students make up forty-one percent (41%) of the student population, they represent only twenty percent (20%) of the ELP population. Also, the STAR-C program serves students identified as in need of special education and of those, seventy-nine percent (79%) are male, twenty-one percent (21%) are female. Sixty-five percent (65%) of STAR-C students are African-American, while African-American students represent twenty-six percent (26%) of the total student population. Parent groups interviewed were unclear how students were identified to be in the ELP program, special education, and before and after school programs. The WCSD is encouraged to examine how students are identified for all of these programs, to communicate clearly with parents regarding the criteria for participation, to regularly analyze data by sub-group, and to determine how to reduce over- / underrepresentation of sub-groups in these programs.

Areas of Non-Compliance

33. Teachers reported there are a high number of ELL students in special education, but indicated special education “trumps” ELL services. As a result, once a student has been identified as needing special education services and an IEP is developed, they are only provided special education services. Principals indicated staff are confused about the eligibility of students for both ESL and special education services. If a student has a disability and is denied participation in ELL services – for which that student would otherwise qualify – because of that disability, the student is denied access to a program or service based on disability, in violation of Section 504 and the ADA. Additionally, a student cannot be determined eligible for special education if the predominant reason for that student’s education need is the student’s status as an English-language learner. It is suggested ELL teachers be involved when the problem solving process begins

and when the IEP is developed. It is recommended the WCSD conduct a review of policies and practices to ensure coordination among ESL, special education, and ELP services and provide training for staff regarding appropriate identification and provision of educational services for ELL students with disabilities. For assistance, contact Laurie Hayzlett at AEA 267; 319-269-4086. *Iowa Admin. Code r. 281—41.306(2); Section 504 of the Rehabilitation Act of 1973 – 34 CFR Part 104.4 Discrimination prohibited.*

34. Review of the *High School Program of Studies* catalogue includes some descriptors which may appear to unfairly focus on the characteristics of the learner rather than the content of the course. For example, courses are listed as “Special Needs Classes.” Segregation of students with IEPs does not address the Least Restrictive Environment provision of the Individuals with Disabilities in Education Act (IDEA).
- Replace the current “Special Education Classes” section of the high school catalogue with a general guidance statement such as “Students receiving special education services will be assisted with selection of and enrollment in secondary courses.”
 - Ensure that a student’s transcript does not indicate that the student received special education services. This information, however, may be communicated on report cards through special notations and asterisks. The Office for Civil Rights has clear guidance regarding transcripts as established by the Americans with Disabilities Act (ADA) and Section 504. Refer to the following website for more information:
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-ga-20081017.html>
 - Assign someone to be responsible for annually reviewing high school programs and classes to ensure that students are being placed in the least restrictive learning environment possible. *Section 504 of the Rehabilitation Act of 1973; 34 CFR Part 104.34 Educational setting; Iowa Administrative Code; 12.1(256) General standards.*

Climate and Discipline

This section includes equity issues related to discipline, harassment, MCGF approaches to the educational program, and the maintenance of welcoming, secure, and inclusive learning environments.

Strengths and/or Observations

35. The WCSD is implementing Positive Behavior and Intervention Supports (PBIS) on a district-wide level. Multiple staff reported improved culture and climate in their classrooms and buildings and significant decreases in office referrals as a result of the implementation of PBIS. Teachers and students now have a common set of expectations and a common vocabulary which are consistent and predictable. The teachers reported they can now place increased focus on instruction because they have greater confidence in classroom management.
36. Students reported feeling safe at school. Student groups, such as the MVP (Mentoring Violence Prevention) program at one high school, have been

implemented and students reported feeling empowered and responsible for contributing to a healthy and safe school climate. A student shared the observation that “every day you have the opportunity to be the person who makes things go smoothly and to be positive.”

Concerns and Recommendations

37. A significant disproportionate number of African-American students across all grade levels of students are suspended, both by in-school suspensions and out-of-school suspensions. African-American students make up twenty-six percent (26%) of the student population, but they represent fifty-three percent (53%) of the in-school suspensions. The WCSD is strongly encouraged to expand culturally responsive classroom training to ensure all staff are equipped to handle student behavior, learn to de-escalate situations in a culturally sensitive manner, and evaluate the effectiveness of the training. Interviewees indicated that the implementation of PBIS district-wide can play an important role in addressing and reducing this disproportionality; therefore, incorporating the culturally responsive classroom training into the PBIS professional development will create conditions for equity to be encouraged and supported. Other suggestions include:
 - Collect and analyze data disaggregated by sub-group to determine the characteristics of students identified in the three tiers of PBIS.
 - Incorporate examples from various cultures into Positive, Respect, Integrity, Dedication and Engagement (PRIDE) as the components of PBIS. Contact Linda Martin at AEA 267 for assistance; lmartin@aea267.k12.ia.us.
38. The WCSD has a significant disproportionate representation of African-American students with IEPs being suspended for more than ten (10) days in a school year. A district corrective action plan has been developed and approved by the Iowa Department of Education and is currently being implemented. Due to the significant disproportionality, the WCSD is required to spend fifteen percent (15%) of IDEA (Individuals with Disabilities Education Act) Part B dollars on Coordinated Early Intervening Services (CEIS). These services are provided in general education in efforts to reduce disproportionality. The WCSD states it will be spending CEIS dollars to support the PBIS being implemented in district buildings. It will be important for the WCSD to engage in conversations regarding how to evaluate the cultural competency trainings provided to building principals and the curriculum implementation of it at the building level. Contact Carol Sensor at AEA 267 for assistance; 319-273-8215.
39. Interview groups indicated not everyone has a clear understanding of bullying and harassment policies and procedures. Teachers indicated a desire for more training and parents indicated a need to know the definition of bullying and harassment. Teachers did not have a clear sense of how to identify bullying or harassment, how to intervene, or how to help students when bullying and harassment occurs. Interview groups reported there was "homeroom" in the past at the middle school level which was a time when teachers could get to know students, to work on conflicts as they arose, and to discuss issues that were happening outside of the school walls. Many teachers stated a desire to be trained in how to recognize

cyber-bullying, how to talk with students, and how to intervene when it occurs. For assistance, contact Jackie Fober or Jaymie Randall at AEA 267; 319-273-8215.

Areas of Non-Compliance

No areas of non-compliance were noted during the visit.

Employment, Personnel, and Advisory Committees

This section includes equity issues related to equal employment opportunity, affirmative action in employment, personnel practices, and the assignment of individuals to advisory councils / committees.

Strengths and/or Observations

40. All job vacancies are publicly advertised both outside and inside the WCSD. Job opening announcements and advertisements which appear in newspapers and on the website include a commitment to equal employment opportunity and affirmative action. Application forms are available electronically and completed applications can be submitted electronically. Applications are free of illegal inquiries.
41. The Equal Employment Opportunity/Affirmative Action Plan is thorough and well-developed. Several initiatives have been undertaken by the WCSD to diversity the work force. They include:
 - Multicultural Future Teacher Academy to encourage students of color to become teachers
 - National Education Association (NEA) “Hard to Staff School” study
 - Walter Cunningham Memorial Teaching Project with Wartburg College to encourage clerical staff of color to become teachers has resulted in hiring about 20 teachers in the past eight years
 - Urban Education Network (UEN) Minority Recruitment Consortium
 - Study of the ratio of minority staff compared to minority student population by building

Concerns and Recommendations

42. The district is expected to develop strategies to ensure poor and minority students are not taught at a higher rate than other students by inexperienced, unqualified, or out-of-field teachers. The superintendent stated plans are in place to identify incentives for teaching in hard to staff schools. During the leadership interview it was noted there are efforts in place to build a positive climate in schools so that experienced teachers want to stay. A finding of the hard to staff school study was that teachers choose to see teaching in those buildings as a “calling.” The district might consider the following suggestions:
 - Ensure a district-wide procedure is in place to review enrollment rates of poor and minority students assigned to inexperienced, unqualified, or out-of-field teachers.

- As an administrative team, review the hiring process to ensure the process is not contributing to poor and minority students being taught at a higher rate than other students by inexperienced, unqualified, or out-of-field teachers. For example, review the application, interview process, selection and placement decisions, and mentoring and induction program.
43. Career and Technical Education (CTE) advisory committee membership is not representative of the district's overall demographics. For example, approximately 41 percent of Waterloo CSD students are minority: 29 percent African-American, 8.8 percent Hispanic, two percent Asian, and .9 percent Native American. Data provided by the district indicates the following:
- The Arts, Communication, and Business Advisory Committee consists of 19 members. Five are male, one is African American and one is Hispanic.
 - The Engineering, Technology and Manufacturing Advisory Committee consists of 18 members. Seven are female, one is African-American and one is Native American.
 - The Health and Human Services Advisory Committee consists of 18 members. Four members are male and 100 percent are Caucasian.
- The district is advised to provide gender balance among the CTE advisory committees. Iowa Code 69.16A, as amended in 2009, places a strict gender balance requirement, effective January 1, 2012, for "all appointive boards, commissions, committees, and councils of a political subdivision of the state that are established by the Code, if not otherwise provided by law." This requirement, which applies to the CTE advisory committees, defines gender balance as half male and half female for even-numbered committees, or half plus one for odd-numbered committees. The district is also advised to maintain documentation of its efforts to seek CTE membership representation with regard to race/ethnicity.

Areas of Non-Compliance

No areas of non-compliance were noted during the visit.

ATTACHMENT A
STATE OF IOWA
DEPARTMENT OF EDUCATION
Division of PK-12 Education
Grimes State Office Building
Des Moines, Iowa 50319

**METHODS OF ADMINISTRATION FOR REVIEWING CIVIL RIGHTS IMPLEMENTATION
IN LOCAL EDUCATIONAL AGENCIES**

Components of a Compliance Plan

WHAT? Clear statement of each **non-compliance issue** identified in the Letter of Findings

HOW? **Specific activities** to be implemented to bring the district into compliance

WHO? The **Staff member(s)**, who will be responsible for implementation.

WHEN? The **timeline** for completing the implementation of the activity

Mutual agreement by the local and state education agencies must precede implementation. A follow-up visit to assess full implementation of the plan will occur within the next academic school year. **Documentation** to provide evidence of implementation is required. **The compliance plan must be dated and signed by the district's superintendent**

SAMPLE - COMPLIANCE PLAN

GOAL STATEMENT: To develop a systemic process for annually reviewing attendance center and course enrollments by gender, disability, and racial/ethnic background to monitor for integration and inclusion into the general education program

Strategies	Time Frame	Team Leader	Team Members
1. To review attendance center and high school course enrollments by gender, disability, and racial/ethnic background.	February, 2008	Joe Cook, Superintendent	Joe Cook Sam Moore Maria Lopez Jim Black
2. Identify all courses and programs with gender typed enrollments or enrollments where minority students and/or students with disabilities are over/under-represented	March, 2008	Sue Jones, Principal	Sue Jones Maria Lopez Jim Black
3. Notify counselors and the teachers of those courses and ask them to document the current strategies they are using to recruit and enroll students from under-represented groups into their programs and courses.	April, 2008	Maria Lopez Equity Coordinator	Maria Lopez Jim Black Tom Maus
4. Collect documented strategies and monitor enrollments. Coordinate the implementation of the process annually	May 2008 (Ongoing)	Maria Lopez Equity Coordinator	Joe Cook Sue Jones Sam Moore Jim Black Tom Maus

ATTACHMENT B
State Of Iowa
DEPARTMENT OF EDUCATION
Division of PK-12 Education
Grimes State Office Building
Des Moines, Iowa 50319

**METHODS OF ADMINISTRATION FOR REVIEWING CIVIL RIGHTS
COMPLIANCE IN LOCAL EDUCATIONAL AGENCIES**

APPEAL PROCESS

In the event that the local education agency contests one or more the findings of the equity on-site review, the following procedures and timelines have been established by the Department of Education for attaining resolution:

1. Local education agency may challenge one or more of the findings by submitting a written statement to the state director within twenty (20) calendar days of receipt of the letter of findings.
2. The state director will appoint a panel to be chaired by the Deputy Administrator of the Division of PK-12 Education and include a school improvement consultant from the Division of PK-12 Education and a consultant from the Bureau of Community Colleges and Career & Technical Education. The Deputy Administrator of the Division of PK-12 Education will transmit a written decision in the contested issue to the local education agency. The statement may be either a change in the report or an affirmation of the original report, in whole or part, within 20 calendar days.
3. The local education agency may indicate a desire to continue the appeal (in writing) to the equity review coordinator within 10 calendar days.
4. A meeting will be scheduled with the Administrator of the Division of PK-12 Education; the Chief of the Bureau of Community Colleges and Career & Technical Education, and the Deputy Administrator of the Division of PK-12 Education within 10 calendar days.
5. The administrator will make a decision and transmit the decision to the local education agency in writing within 20 calendar days.
6. In the event that this process does not result in resolution, the state director will notify:
 - Federal Law: The Office of Civil Rights within the United States Department of Education
 - State Law: The Iowa Attorney General's Office and/or the Iowa Civil Rights Commission
 - Chapter12: Initiation of Phase II Visitation Process

CITATIONS FROM CIVIL RIGHTS LAWS & GUIDELINES

Title IX of the Education Amendments of 1972

34CFR Part 106.9 Dissemination of policy

- (a) *Notification of Policy.*
- (1) Each recipient shall implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that is required by Title IX and this part not to discriminate in such a manner. Such notification shall contain such information, and be made in such manner, as the Assistant Secretary finds necessary to apprise such persons of the protections against discrimination assured them by Title IX and this part, but shall state at least that the requirement not to discriminate in education programs and activities extends to employment therein, and to admission thereto ...
- (b) *Publications.*
- (1) Each recipient shall prominently include a statement of the policy described in paragraph (a) of this section in each announcement, bulletin, catalog, or application form which it makes available to any person of a type, described in paragraph (a) of this section, or which is otherwise used in connection with the recruitment of students or employees.
- (2) A recipient shall not use or distribute a publication of the type described in this paragraph which suggests, by text or illustration, that such recipient treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by this part.
- (c) *Distribution.* Each recipient shall distribute without discrimination on the basis of sex each publication described in paragraph (b) of this section, and shall apprise each of its admission and employment recruitment representatives of the policy of nondiscrimination described in paragraph (a) of this section, and require such representatives to adhere to such policy.

Section 504 of the Rehabilitation Act of 1973

34 CFR Part 104.4 Discrimination prohibited

- (a) General. No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives Federal financial assistance.
- (b) Discriminatory actions prohibited. (1) A recipient, in providing any aid, benefit, or service, may not, directly or through contractual, licensing, or other arrangements, on the basis of handicap:
- (i) Deny a qualified handicapped person the opportunity to participate in or benefit from the aid, benefit, or service;
- (ii) Afford a qualified handicapped person an opportunity to participate in or benefit from the aid, benefit, or service that is not equal to that afforded others;
- (iii) Provide a qualified handicapped person with an aid, benefit, or service that is not as effective as that provided to others;
- (iv) Provide different or separate aid, benefits, or services to handicapped persons or to any class of handicapped persons unless such action is necessary to provide qualified handicapped persons with aid, benefits, or services that are as effective as those provided to others;
- (v) Aid or perpetuate discrimination against a qualified handicapped person by providing significant assistance to an agency, organization, or person that discriminates on the basis of handicap in providing any aid, benefit, or service to beneficiaries of the recipients program or activity;
- (vi) Deny a qualified handicapped person the opportunity to participate as a member of planning or advisory boards; or
- (vii) Otherwise limit a qualified handicapped person in the enjoyment of any right, privilege, advantage, or opportunity enjoyed by others receiving an aid, benefit, or service.
- (2) For purposes of this part, aids, benefits, and services, to be equally effective, are not required to produce the identical result or level of achievement for handicapped and nonhandicapped persons, but must afford handicapped persons equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs.

(3) Despite the existence of separate or different aid, benefits, or services provided in accordance with this part, a recipient may not deny a qualified handicapped person the opportunity to participate in such aid, benefits, or services that are not separate or different.

(4) A recipient may not, directly or through contractual or other arrangements, utilize criteria or methods of administration (i) that have the effect of subjecting qualified handicapped persons to discrimination on the basis of handicap, (ii) that have the purpose or effect of defeating or substantially impairing accomplishment of the objectives of the recipient's program or activity with respect to handicapped persons, or (iii) that perpetuate the discrimination of another recipient if both recipients are subject to common administrative control or are agencies of the same State.

(5) In determining the site or location of a facility, an applicant for assistance or a recipient may not make selections (i) that have the effect of excluding handicapped persons from, denying them the benefits of, or otherwise subjecting them to discrimination under any program or activity that receives Federal financial assistance or (ii) that have the purpose or effect of defeating or substantially impairing the accomplishment of the objectives of the program or activity with respect to handicapped persons.

(6) As used in this section, the aid, benefit, or service provided under a program or activity receiving Federal financial assistance includes any aid, benefit, or service provided in or through a facility that has been constructed, expanded, altered, leased or rented, or otherwise acquired, in whole or in part, with Federal financial assistance.

(c) Aid, benefits, or services limited by Federal law. The exclusion of nonhandicapped persons from aid, benefits, or services limited by Federal statute or executive order to handicapped persons or the exclusion of a specific class of handicapped persons from aid, benefits, or services limited by Federal statute or executive order to a different class of handicapped persons is not prohibited by this part.

34CFR Part 104.8 Notice

(a) A recipient that employs fifteen or more persons shall take appropriate initial and continuing steps to notify participants, beneficiaries, applicants, and employees, including those with impaired vision or hearing, and unions or professional organizations holding collective bargaining or professional agreements with the recipient that it does not discriminate on the basis of handicap in violation of Section 504 and this part. The notification shall state where appropriate, that the recipient does not discriminate in admission or access to, or treatment or employment in its programs and activities. The notification shall also include an identification of the responsible employee designated pursuant to 104.7(a).

(b) If a recipient publishes or uses recruitment materials or publications containing general information that it makes available to participants, beneficiaries, applicants, or employees, it shall include in those materials or publications a statement of the policy described in paragraph (a) of this section. A recipient may meet the requirement of this paragraph either by including appropriate inserts in existing materials and publications or by revising and reprinting the materials and publications.

104.34 Educational setting.

(a) *Academic setting.* A recipient to which this subpart applies shall educate, or shall provide for the education of, each qualified handicapped person in its jurisdiction with persons who are not handicapped to the maximum extent appropriate to the needs of the handicapped person. A recipient shall place a handicapped person in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. Whenever a recipient places a person in a setting other than the regular educational environment pursuant to this paragraph, it shall take into account the proximity of the alternate setting to the person's home.

(b) *Nonacademic settings.* In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in 104.37(a)(2), a recipient shall ensure that handicapped persons participate with nonhandicapped persons in such activities and services to the maximum extent appropriate to the needs of the handicapped person in question.

(c) *Comparable facilities.* If a recipient, in compliance with paragraph (a) of this section, operates a facility that is identifiable as being for handicapped persons, the recipient shall ensure that the facility and the services and activities provided therein are comparable to the other facilities, services, and activities of the recipient.

Office of Civil Rights Guidelines 1979

Section V.B. COUNSELING AND PROSPECTS FOR SUCCESS

Recipients that operate vocational education programs must insure that counselors do not direct or urge any student to enroll in a particular career or program, or measure or predict a student's prospects for success in any career or program based upon the student's race, color, national origin, sex, or handicap. Recipients may not counsel handicapped students

toward more restrictive career objectives than nonhandicapped students with similar abilities and interests. If a vocational program disproportionately enrolls male or female students, minority or nonminority students, or handicapped students, recipients must take steps to insure that the disproportion does not result from unlawful discrimination in counseling activities.

Section V.C. STUDENT RECRUITMENT ACTIVITIES

Recipients must conduct their student recruitment activities so as not to exclude or limit opportunities on the basis of race, color, national origin, sex, or handicap. Where recruitment activities involve the presentation or portrayal of vocational and career opportunities, the curricula and programs described should cover a broad range of occupational opportunities and not be limited on the basis of the race, color, national origin, sex or handicap of the students or potential students to whom the presentation is made. Also, to the extent possible, recruiting teams should include persons of different races, national origins, sexes, and handicaps.

Iowa Code

Chapter 69-Section 69.16A Gender balance

All appointive boards, commissions, committees and councils of the state established by the Code if not otherwise provided by law shall be gender balanced. No person shall be appointed or reappointed to any board, commission, committee, or council established by the Code if that appointment or reappointment would cause the number of members of the board, commission, committee, or council of one gender to be greater than one-half the membership of the board, commission, committee, or council plus one if the board, commission, committee or council is composed of an odd number of members. If the board, commission, committee, or council is composed of an even number of members, not more than one-half of the membership shall be of one gender. If there are multiple appointing authorities for a board, commission, committee or council, they shall consult each other to avoid a violation of this section. This section shall not prohibit an individual from completing a term being served on June 30, 1987.

280.12 School improvement advisory committee.

The board of directors of each public school district and the authorities in charge of each nonpublic school shall do the following:

1. Appoint a school improvement advisory committee to make recommendations to the board or authorities. The advisory committee shall consist of members representing students, parents, teachers, administrators, and representatives from the local community, which may include representatives of business, industry, labor, community agencies, higher education, or other community constituents. To the extent possible, committee membership shall have balanced representation with regard to race, gender, national origin, and disability.
2. Utilize the recommendations from the school improvement advisory committee to determine the following:
 - a. Major educational needs.
 - b. Student learning goals.
 - c. Long-range and annual improvement goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement.
 - d. Desired levels of student performance.
 - e. Progress toward meeting the goals set out in paragraphs "b" through "d".

Iowa Administrative Code

Iowa Administrative Code 281-12.1(256) General standards

12.1(1) *Schools and school districts governed by general accreditation standards.* These standards govern the accreditation of all prekindergarten, if offered, or kindergarten through grade 12 school districts operated by public school corporations and the accreditation, if requested, of prekindergarten or kindergarten through grade 12 schools operated under nonpublic auspices. Each school district shall take affirmative steps to integrate students in attendance centers and courses. Schools and school districts shall collect and annually review district, attendance center, and course enrollment data on the basis of race, national origin, gender, and disability. Equal opportunity in programs shall be provided to all students regardless of race, color, national origin, gender, disability, religion, or creed. Nothing in this rule shall be construed as prohibiting any bona fide religious institution from imposing qualifications based upon religion when such qualifications are related to a bona fide religious purpose.

Iowa Administrative Code 281-12.2(256) Definitions

"Incorporate" means integrating career education, multicultural and gender fair education, technology education, global education, higher-order thinking skills, learning skills, and communication skills into the total educational program.

“School improvement advisory committee” means a committee, as defined in Iowa Code section 280.12, that is appointed by the board. Committee membership shall include students, parents, teachers, administrators, and representatives from the local community which may include business, industry, labor, community agencies, higher education, or other community constituents. To the extent possible, committee membership shall have balanced representation of the following: race, gender, national origin, and disability. The school improvement advisory committee as defined by Iowa Code section 280.12 and the board are also part of, but not inclusive of, the local community.

“Subgroups” means a subset of the student population that has a common characteristic. Subgroups include, but are not limited to, gender, race, students with disabilities, and socioeconomic status.

Iowa Administrative Code 281-12.5(8) Multicultural and gender fair approaches to the educational program

The board shall establish a policy to ensure that students are free from discriminatory practices in the educational program as required by Iowa Code section 256.11. In developing or revising the policy, parents, students, instructional and noninstructional staff, and community members shall be involved. Each school or school district shall incorporate multicultural and gender fair goals for the educational program into its comprehensive school improvement plan. Incorporation shall include the following:

- 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.
- 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.

Iowa Administrative Code 281—12.7 Professional development.

The following standards shall apply to staff development for accredited schools and school districts.

12.7(1) Provisions for school district professional development.

a. Provisions for district professional development plans.

Each school district shall incorporate into its comprehensive school improvement plan provisions for the professional development of all staff, including the district professional development plan required in 281—paragraph [83.6\(2\)“a.”](#) To meet the professional needs of all staff, professional development activities shall align with district goals; shall be based on student and staff information; shall prepare all employees to work effectively with diverse learners and to implement multicultural, gender fair approaches to the educational program; and shall adhere to the professional development standards in 281—paragraph [83.6\(2\)“b”](#) to realize increased student achievement, learning, and performance as set forth in the comprehensive school improvement plan.

a. Provisions for attendance center professional development plans.

Each school district shall ensure that every attendance center has an attendance center professional development plan that addresses, at a minimum, the needs of the teachers in that center; the Iowa teaching standards; the district professional development plan; and the student achievement goals of the attendance center and the school district as set forth in the comprehensive school improvement plan.

b. Provisions for individual teacher professional development plans.

Each school district shall ensure that every teacher as defined in rule [281—83.2\(284,284A\)](#) has an individual teacher professional development plan that meets the expectations in [281—subrule 83.6\(1\)](#).

c. Budget for staff development.

The board shall annually budget specified funds to implement the plan required in paragraph [12.7\(1\)“a.”](#)