

### **General Information**

- Below is a list of materials, documents, and records that we expect to be available for review on **Day One** of the on-site visit.
- The district **may not** have each and every document on the list. Please make a “reasonable” effort to find the document.
- It is not recommended that the district update policies and procedures before the Civil Rights Compliance Review [as this may require two revisions instead of just one].
- It will be helpful and appreciated if the documents are labeled using the appropriate exhibit number and arranged in the order listed.

A couple of informational notes:

- Labels for each Exhibit should be downloaded and printed from the DPI Civil Rights Compliance webpage
- Templates for preparing the maps and some exhibits are available (but not required) at <http://dpi.wi.gov/crc/process>

**Exhibit A – Policies, Procedures, and Administration**

- A1 A brief description of the demographics of the community surrounding the school district. United States Census Bureau American Fact Finder can be found at: <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>. Labor Market Information can be found at: <http://worknet.wisconsin.gov/worknet/>.
- A2 District Policy and Administrative Procedures Handbook with nondiscrimination and related policies, procedures, and statements marked and/or tabbed. (Each policy should have a board adoption date.) Each Student and Employment Nondiscrimination policy and related equity, special needs, or diversity policies, procedures or guidelines.
- A3 Copies of student, parent, staff, and faculty handbooks for all schools or grade levels or for special programs.
- A4 Course catalogs/course offerings booklet for each middle and high school, other written communications/selected notices, recruitment materials for students and employees, documents that contain or address policies of nondiscrimination for Title VI, Civil Rights Act of 1964, Title IX, Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans With Disabilities Act of 1990; and Wisconsin Statute 118.13 and PI 9.
- A5 One copy of current newspaper/magazine articles, newsletter/ memoranda, bulletin/postings or other written communications or materials for students, parents, employees, and unions that contain or address policies of nondiscrimination and complaint procedures.
- A6 Publications that contain the name, office address, telephone number, and email address of the coordinator(s) for Title IX and Section 504.
- A7 Public notification issued prior to the beginning of the current school year such as newspaper/newsletter articles that are used to inform the general public of program offerings in career and technical education and that these opportunities are offered without discrimination.
- A8 A copy of nondiscrimination grievance or complaint procedures for both students and employees and a list or description of discrimination complaints and their resolution from students or parents from the past 3 years that were reported on PI-9.07 forms to the DPI. (Copies of Form PI-9.07 See <http://dpi.wi.gov/sped/pupil-nondiscrimination/pi9-07>)
- A9 Copies of Equity Plans or the Pupil Nondiscrimination Self Evaluation. <http://dpi.wi.gov/sped/pupil-nondiscrimination/pi9-07> or <http://dpi.wi.gov/sped/pupil-nondiscrimination/self-evaluation>
- A10 Copies of promotional materials about the district or programs within the district.
- A11 Copies of school or district materials used with business, education, and community partners.
- A12 Information on prevention of harassment and bullying and board policies and administrative procedures concerning harassment and bullying.
- A13 Copies of the job descriptions for the Title IX and Section 504 Coordinators.
- A14 A list of all school clubs and organizations and entrance requirements. (This may be in the student handbook.)

**Exhibit B – Site Selection and Admissions Policies**

- B1 Copies of admissions policies or administrative procedures.
- B2 Copies of board policies, administrative procedures, deliberations or communications related to the site selection of a school or educational program.
- B3 Admission policies and prerequisites for career and technical education courses and programs. (This information may be in student handbooks or catalogs.)

**Exhibit C - Counseling and Promotional Materials (including CTE opportunities)**

- C1 A description of the career development programs in each school.
- C2 Description or exhibits of pre-enrollment counseling provided to students.
- C3 Copies of school counseling program forms, procedures, programs and reports.
- C4 Examples of materials used for counseling, promotional and recruitment efforts including brochures, posters, pamphlets, etc.
- C5 Description of how counselors help students explore diversity, cultural competence, fairness, inclusiveness and equity. (Competency 3 in the old WDGM, and personal and career competencies in the new Comprehensive School Counseling Model. <http://dpi.wi.gov/sspw/pupil-services/school-counseling/models/state>)
- C6 Description of methods used to review and or eliminate stereotypes or limitations based on race, color, national origin, sex or disability in school promotional materials and activities.
- C7 If the district has disproportionate enrollments in courses and programs, provide a description of the steps taken to ensure that this is not due to discrimination, bias or stereotyping in counseling activities. Template available at <http://dpi.wi.gov/crc/process>
- C8 Description of the means used by counselors to communicate with LEP/ ELL students and hearing impaired students and their parents. OR Identification of interpreter or other aids or services used to communicate with LEP/ELL and hearing impaired students.
- C9 Description of the ways in which all school counseling services are provided to LEP/ELL students and students with disabilities.
- C10 Description of steps taken to provide students of all races, both sexes and the disabled with information concerning career options and career development. (This may include a list of any role models, such as guest speakers, or other special resources used.)
- C11 Examples or descriptions of other provisions made or steps taken to open all career and technical education courses and programs to LEP/ELL students, such as: brochures, pamphlets, posters, bulletins, memoranda, display or bulletin boards, etc., especially designed for LEP/ELL students.
- C12 Copies of promotional materials used by teachers and counselors to describe the opportunities in career and technical education to parents, community members and students.
- C13 Examples and descriptions of provisions made or steps taken to promote student nontraditional career awareness, preparation and training.
- C14 Description of any CTE evaluation or improvement plan and results.
- C15 A list of each CTSO active in the school and the number of student members by sex, race, ELL/LEP, and disability. See <http://dpi.wi.gov/cte/ctso>. Template available at <http://dpi.wi.gov/crc/process>.

**Exhibit D - Limited English Proficient/English Language Learners (LEP/ELL)**

- D1 Written procedures/methods used to identify and assess LEP/ELL students.
- D2 A copy of the most recent census of LEP/ELL students for the district. See <http://dpi.wi.gov/english-learners/lep-data>.
- D3 Description of district Bilingual ESL Plan of Services (Form PI-1849), Title III NCLB program or other special programs and services provided to LEP/ELL students. See <http://dpi.wi.gov/english-learners/supplemental-funding/grants-aid>
- D4 Description of how the district provides LEP/ELL students with language support and services. (e.g., translations or staff)
- D5 List of the LEP/ELL students currently enrolled in career and technical education programs by CTE program in the middle and high school(s). Template available at <http://dpi.wi.gov/crc/process>
- D6 List of any language-related support services or accommodations that are provided to LEP/ELL students to assist them in participating in **career and technical education programs**.
- D7 If the district has at least 10 students from one language group, provide examples of information published in languages other than English (i.e., nondiscrimination policy, grievance procedure, course descriptions, financial aid information, applications, public notifications, etc.).
- D8 Evidence that LEP/ELL students and their families have received nondiscrimination notices.
- D9 If the district has English Language Learner (ELL or LEP) students, admission policies and prerequisites for career and technical education courses and programs that are written in a language other than English.

**Exhibit E - Financial Assistance**

- E1 A list of prizes, scholarships, grants, etc., available to students, the criteria used to select the recipient, and how school staff assist in the selection process. Template available at <http://dpi.wi.gov/crc/process>
- E2 A list or other document containing scholarship award trends over several years by student demographics (race, LEP status, sex and Disability status) and by dollar amounts for each scholarship. See <http://dpi.wi.gov/crc/samples/exhibit-e02>
- E3 Description of how opportunities for financial assistance are disseminated to all students and to LEP/ELL students and their families in particular.
- E4 Examples of pamphlets, brochures, newsletters, newspaper articles, posters, bulletins, memoranda, etc., which include notification of opportunities for financial assistance.
- E5 Materials or documents, including notifications of opportunity for financial aid that are written in a language other than English.
- E6 District-generated application form(s) for financial assistance. (**DO NOT** include FAFSA forms.)
- E7 A description of the process and the staff responsible for conducting the planned and periodic review of financial assistance for nondiscrimination.

**Exhibit F – Counseling Materials & Activities, Course & Program Selection, and Disproportionate Enrollment**

- F1 A plan to regularly evaluate counseling materials and activities (including student course and/or program selection and career/employment goals), promotional, and recruitment efforts
- F2 Provide the process and schedule through which school counselors evaluate the course and/or program selection process and their counseling practices
- F3 Share the procedures used to identify courses with disproportionate enrollments, identify the reason for the disproportion, and implement strategies to balance the enrollment
- F4 Provide process by which school counselors routinely evaluate their own counseling practices, programs and activities

**Exhibit G – Students with Disabilities (SWD)**

- G1 A summary of the students with disabilities enrolled in regular and special needs programs. A summary of students with disabilities enrolled in CTE programs. This may include a breakdown by educational environment. (Special Education plans or reports) Template available at <http://dpi.wi.gov/crc/process>
- G2 A copy of or description of criteria used to determine eligibility for admission to all courses and programs available through the district.
- G3 A copy of or a description of informational material used with SWD and their parents to develop career awareness and development skills.
- G4 A copy of or description of any work-based learning opportunities for students with disabilities. Template available at <http://dpi.wi.gov/crc/process>
- G5 Written procedures and methods used to identify and assess students with disabilities. (FAPE) (Procedural Safeguards)
- G6 Samples of student 504 plans and IEPs.
- G7 Description of special services, programs or modifications provided for students with disabilities.
- G8 Copy of most recent special education monitoring report.
- G9 Description of dates of modifications/additions to instruction program equipment or physical facility.
- G10 Description of the staff development and support available to regular and CTE educators to serve SWD in their classes and programs.



**Exhibit H – Facilities**

- H1 Prepare a detailed floor plan map for each middle and high school building. See sample at:  
<http://dpi.wi.gov/crc/process>
- Please label each hallway with a number or letter.
  - For each section of the building and each parking lot identify the year of original construction and the dates of facility additions, modifications or renovations. (using different colors is very helpful)
  - Indicate each bathroom, building entrance, water fountain, telephone, or other features that are physically accessible to individuals with disabilities. Please code as follows:
    - BF** – Bathroom, Female
    - BM** – Bathroom, Male
    - E** – Accessible Entrance
    - WF** – Water Fountain
    - P**-Accessible Parking spaces
    - LF**-Locker Room Female
    - LM**-Locker Room Male
    - EL**-Elevator
    - Pool**-swimming pool
  - Indicate and identify the location of any separate facilities (other than bathrooms or locker rooms) provided or restricted on the basis of sex, race, disability, English proficiency, or other protected status with: **SF**
- H2 Copies of district or building Section 504 and ADA self-evaluations, accessibility studies, or reports. See <http://www2.ed.gov/about/offices/list/ocr/index.html> –see section 104.6
- H3 Copies of renovation plans or schedules.
- H4 A list of complaints or concerns regarding lack of facility access.

**There is NO Exhibit I section.**

**Use Exhibits A3, A15, and H1-H4**

**Exhibit J - Student Employment and Training Programs**

- J1 School and program policies and training agreements for participation in work-based learning programs. (This may be included in student and/or parent handbooks or curriculum guides.)
- J2 A roster of participants identified by race, sex, disability and LEP/ELL, in grades 9-12 enrolled in all work-based learning programs (see <http://dpi.wi.gov/sites/default/files/imce/cte/pdf/wblbrochure12.pdf> ). Template available at <http://dpi.wi.gov/crc/process>.
- J3 A roster of participants identified by race, sex, disability and LEP/ELL for those courses and programs offered through cooperative agreements with other districts, education institutions, third party vendors, consortia or distance education. Template available at <http://dpi.wi.gov/crc/process>
- J4 Description of steps taken to ensure that students are not discriminated against in all work-based learning programs.
- J5 Written agreements used with employers, students, parents, and sponsors of all work-based learning programs.

**Exhibit K - Employment Opportunities**

Copies of employment policies and procedures for hiring, promotion, retention, staff development, and tenure including:

- K1 Professional and nonprofessional employment applications.
- K2 A variety of past or current job vacancy announcements (5 or so).
- K3 A variety of past or current promotional opportunity announcements.
- K4 Written criteria used to evaluate job applicants.
- K5 A description of the process used by disabled staff (or qualified applicants) to request reasonable accommodations.
- K6 A list of the requests for accommodation made by disabled staff in the last three years with district response described.
- K7 A description of the process used to evaluate staff job performance. Include copies of any forms used for this purpose.
- K8 A description of the methods the district uses to provide notice to all applicants and staff of their nondiscrimination policies in employment. (This is more important if there is no nondiscrimination clause in negotiated agreements.)
- K9 A copy of each grievance procedure an applicant or employee might use to file a discrimination complaint.
- K10 Copies of employee handbooks or access to the district web site where handbook information is located.
- K11 Demographic information on staff by role, race, national origin, sex, disability.
- K12 A description of where the required Wisconsin fair employment law posters are posted.