

To: Dr. Terrill and Amanda Hetrick  
From: Delores Berry, principal WCCC

**Subject: Summary of Civil Rights audit from November 17 and 18, 2010.**

**Section A-Administration**

**PDE findings: The investigation did not reveal any evidence of a violation.**

**Section B- Counseling/Advisement**

**PDE findings: The investigation did not reveal any evidence of a violation.**

**Section C-Cooperative Education, Work Study, Job Placement**

**PDE findings: The investigation did not reveal any evidence of a violation.**

**Section D- Access and Admissions**

**PDE findings: The investigation did not reveal any evidence of a violation.**

**Section E- Equal Opportunity**

**PDE findings: The investigation did not reveal any evidence of a violation.**

**Recommendations that require no response to PDE**

- **Ensure that all job postings and newspapers advertisements consistently include either the nondiscrimination statement or EOE. These appeared on some of the postings and advertisements but were absent on others.**
- **The contracts reference *maternity* leave for men. It is recommended that this be changed at the next printing to *childrearing* leave. The contracts also state that men can use maternity leave when adopting an *infant* child. It may be best to delete the word *infant* and just use *child*.**
- **There is a high concentration of students with IEPs enrolled in career and technical education (CTE). Ideally, IEP enrollment in CTE should be proportionate to building enrollment. The percentage of students with IEPs range from 14% to 29% for the four buildings. Although district-wide enrollment is decreasing, the challenge is to recruit more students into CTE. The primary building has the capacity to accommodate a hundred or 25% more students. By having more students, it is likely that the IEP concentration would be reduced. To increase enrollment, I would encourage your LEA to showcase student achievements when opportunities arise. These may be community service, number of students attaining skills certificates and participating in programs of study to earn postsecondary credit, featuring nontraditional students in local high-priority occupations, job shadowing in lieu of paid or unpaid cooperative education, and finally, leadership opportunities and achievements through student organizations.**

