

Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

### Counselor Interview Guide

(May be a group interview for sending school counselors.)  
(Section VI)

Name: \_\_\_\_\_ Gender: Male      Female

School District/Building: \_\_\_\_\_

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| <p>1. Has an awareness of Federal Legislation and working knowledge of agency policy and procedures relative to civil rights.</p>                             | <p>1.1 What is your district's nondiscrimination policy?</p> <p>1.2 Where would you find your district's grievance procedures relative to discrimination based on race, gender, religion, national origin, etc?</p>  |
| <p>2. Can identify the individual(s) responsible for coordination of compliance activities and is aware of the grievance policy/procedures of the agency.</p> | <p>2.1 What would you do if a student were to come to you with a civil rights complaint?</p> <p>2.2 Who is the person(s) identified as coordinator(s) for compliance with civil rights laws in your district? (Multiple coordinators are usual)</p> <p>2.3 If you wished to register a complaint (as an employee) or concern about discrimination, to whom would you go?</p> |
| <p>3. Has knowledge of recruitment strategies for CTE programs and support services provided for special pops.</p>  | <p>3.1 Describe the process used by students to select and enroll in classes in your district.</p> <p>3.2 How does your district make students aware of classes and opportunities in Career and Technical Education?</p>   |

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|                                      | <p>3.3 How are students recruited or encouraged to enroll in programs that are nontraditional for their gender? (Examples if needed: females in auto tech, welding; males in health occupations, child care.)</p> <p>3.4 Tell me about CTE enrollment—is it representative of your school’s population? If not, what have you done to offset enrollment?</p> <p>3.5 Do you have a support system available to facilitate success for students enrolled in programs nontraditional for their gender?</p> <p>3.6 Describe how instruction and/or physical facilities have been or would be modified to assist students with disabilities?</p> <p>3.7 How does your district assist students who have limited English proficiency/are English Language Learners?</p> |
| <p>4. Other valuable information</p> | <p>4.1 Are any students treated differently in your building because of their race, ethnic heritage, gender or disability?</p>  |

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|  | <p>4.2 What process do you use to review the materials, activities, and processes used in counseling for bias, stereotyping or discrimination?</p> <p>4.3 Are there any classes that students tell you they do not want to take because of the environment (bias, discrimination, hostile environment) or teacher (unfair, treats students differently)?</p> <p>4.4 Do you think discrimination exists in your school community? If yes, what type?</p> <p>4.5 What are the greatest challenges facing students at your school?</p> <p>4.6 Give examples of counseling and prevocational activities</p> |
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