

# Methods of Administration (MOA) for Office for Civil Rights (OCR) Compliance Reviews

## Program Manager

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# Targeted schools:

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Questions regarding the selection of schools/systems, please contact Ray Anukam at [ranukam@doe.k12.ga.us](mailto:ranukam@doe.k12.ga.us) .

## 2015-2016 Systems

1. August 25 - Atlanta City Schools
2. August 26 - DeKalb County
3. September 1 - Dublin City Schools
4. September 2 - Talbot County
5. September 9 - Quitman County



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# The Mission

...of the U.S. Department of Education **Methods of Administration (MOA)** is to ensure **equal access** to education and to promote education excellence throughout the nation through vigorous enforcement of civil rights.

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# Goal:

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Participants from targeted school will have a better understanding of the Methods of Administration which ensures the equitable distribution of federal vocational education funds and encourages high-quality Career, Technical and Agricultural programs.

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# Objectives:

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- To review the legislation
- To review the procedure for targeting
- To review the areas of investigation and suggested documentation for evidence
- To review the procedure and processes

# More Accountability = Greater Credibility



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- **Perkins Monitoring & Risk Assessment Review**
  - Required by Perkins
  - Conducted with 1/5 of systems per year
  - Serves as mechanism for evaluation both internally and externally
  - Provides professional learning for team members
- **MOA Compliance Review**
  - Required by Office for Civil Rights
  - Conducted in 5 systems per year targeted from 20% of the systems
  - Serves as a mechanism for evaluation both internally and externally
  - Provides professional learning for team members

# Legislation & Resources:



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- ✓ The Civil Rights Act of 1964, Title VI: "race, color or national origin" <http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html>
- ✓ The Rehabilitation Act of 1973, Section 504: "disability/program and activities" <http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html>
- ✓ The Education Amendments of 1972, Title IX: "gender" <http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html> (update)
- ✓ The Americans with Disabilities Education Act of 1990, Title II "disability/state and local" <http://www.ed.gov/policy/rights/reg/ocr/edlite-28cfr35.html>
- ✓ *Vocational Education Program Guidelines* <http://www.ed.gov/about/offices/list/ocr/docs/vocre.html>

# Special Populations

- Students w/ Disabilities
- Students w/ Limited-English Proficiency
- Displaced homemakers
- Individuals from Economically disadvantaged families
- Individuals preparing for non-traditional (fields) training & employment
- Economically disadvantaged students, including foster children
- Single parents & single pregnant women
- Individuals with other barriers to educational achievement
- Individuals in state institutions

# Process:

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- ✓ *Superintendent receives MOA letter*
- ✓ *MOA Workshop for "targeted" systems*
- ✓ *Interviews: Parents, students, instructors, 504 coordinator, Title IX coordinator, Exceptional Children's coordinator, administration and counselors. Team will be asked probing questions to verify compliance.*
- ✓ *Walk through of the facilities including building entrances, CTAE lab areas including greenhouse, common areas like cafeteria, and shower and dressing room facilities to determine accessibility and equality.*

# Process con't...

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- ✓ *Review documents requested as evidence to verify compliance; organized in folders by areas of investigation (combine work study and apprenticeship)*
- ✓ *Brief exit report of any major finding(s)*
- ✓ *Written report (letter of finding(s) -LOF) sent to the Superintendent within 6 weeks after the visit*
- ✓ *System is responsible for a voluntary compliance plan (VCP) within 4 weeks of receiving the letter of finding(s)*
- ✓ *State recipient must submit a biennial report of all review findings and voluntary compliance plans*

# Areas of Investigation:



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## A. Administrative compliance:

- ⇒ Continuous nondiscrimination notification
- ⇒ Person responsible for coordinating Title IX, Section 504
- ⇒ Annual school public notification
- ⇒ Grievance procedure

## DOCUMENTS REQUESTED:

- 📌 Copy of public notice
- 📌 4 examples of continuous notice
- 📌 Identify compliance officer(s)
- 📌 Board policies regarding nondiscrimination
- 📌 Copy of *Grievance Policy and Complaint Procedures*

**LAMAR COUNTY  
 FY13 GEORGIA OCR COMPLIANCE REVIEW  
 Section 1 - Administrative Compliance**

Recipients need to have certain basic requirements in place to comply with the OCR Guidelines, Title II, Title VI, Title IX, and section 504. These basic procedures include an annual public school notice, continuous notification, designation of a person(s) to coordinate activities under Title II, Title IX, and Section 504 and a grievance procedure that will allow students, parents and employees at the elementary and secondary level an avenue through which to report and manage alleged discrimination. The district must provide adequate evidence that it takes continuing steps to notify participants, beneficiaries, applicants, elementary and secondary school parents, employees (including those with impaired vision or hearing), and unions or all appropriate professional organizations that it does not discriminate on the basis of race, color, national origin, sex or disability.

**1. Continuous Nondiscrimination Notice (Title IX; 34 CFR 106.9, Section 504: 34 CFR 106.8)**

1. The district has and uses a Nondiscrimination Notice. Yes  No

2. The following groups (race, color, national origin, sex or disability) are included in the notice. Yes  No

3. Attach a scanned copy of the system nondiscrimination statement as shown in the following documents. Make sure the source and page number are indicated for each scan.

- BOE Manual - see attached copy of system BOE Policy web page;
- system student services 504 Accommodations web page
- System Website - see attached copy of System web page
- School(s) Website(s) - see attached copy of LCHS web page
- Student Handbook - see attached copy of Student Handbook, page 7
- Teacher Handbook - see attached copy of Teacher Handbook, page 6
- Parent Handbook - see attached copy of LCS Code of Conduct & Student/Parent Handbook, pages 24 & 42
- Other system documents- see attached copy of Employee Handbook, page 5; LCS Letterhead; SNP Application; LCHS School Profile; LCHS Course Description Guide, page 2

**2. Persons Responsible for Coordinating Title IX and Section 504 (Title IX: 34 CFR 106.8, Section 504:34 CFR 104.7(a))**

a) Name and contact information of each employee of the district designated to

1

Required Evidence of Documentation

Answer Yes or No

# NONDISCRIMINATION STATEMENT Appendix E

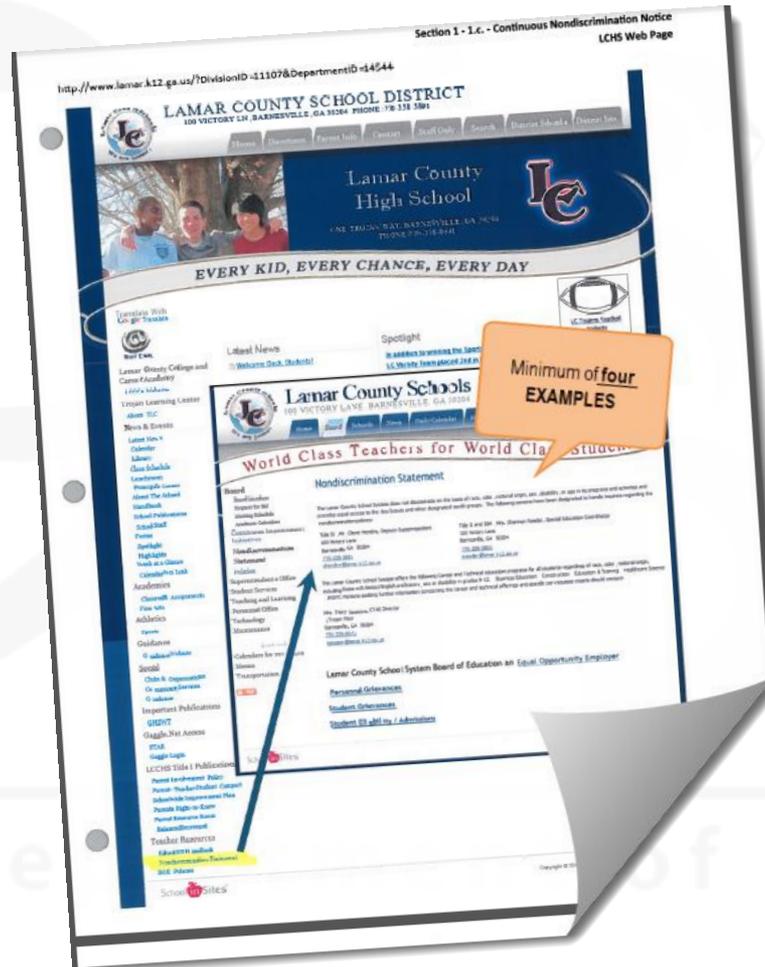


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# CONTINUOUS NONDISCRIMINATION STATEMENTS

## Appendix F



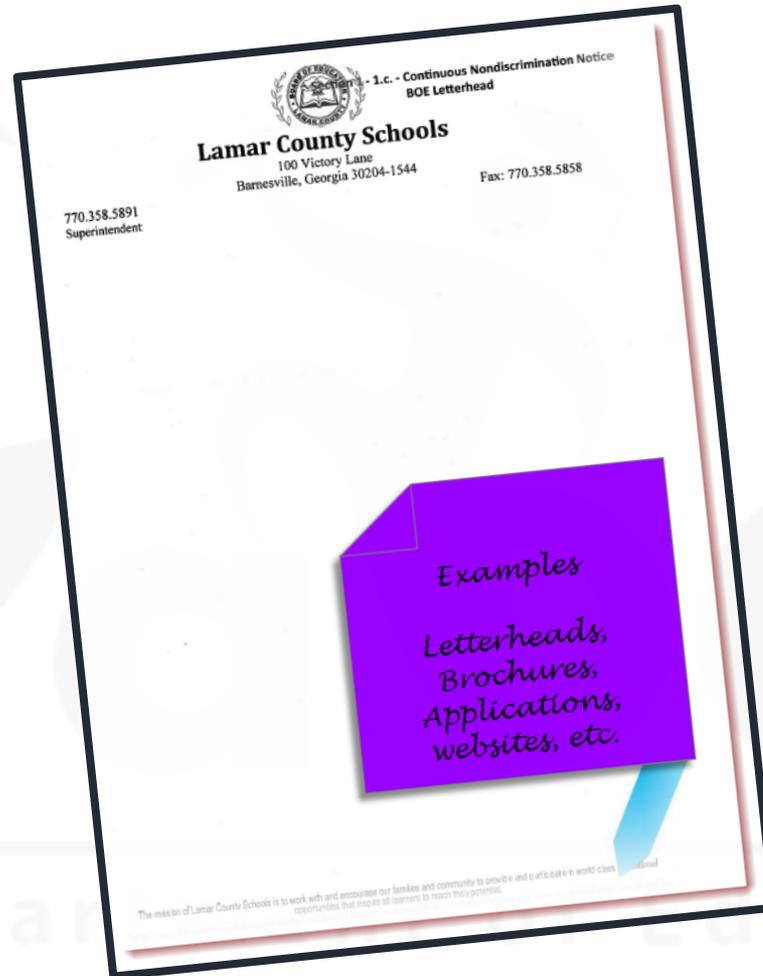
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# CONTINUOUS NONDISCRIMINATION STATEMENTS

## Appendix F



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# Areas of Investigation:



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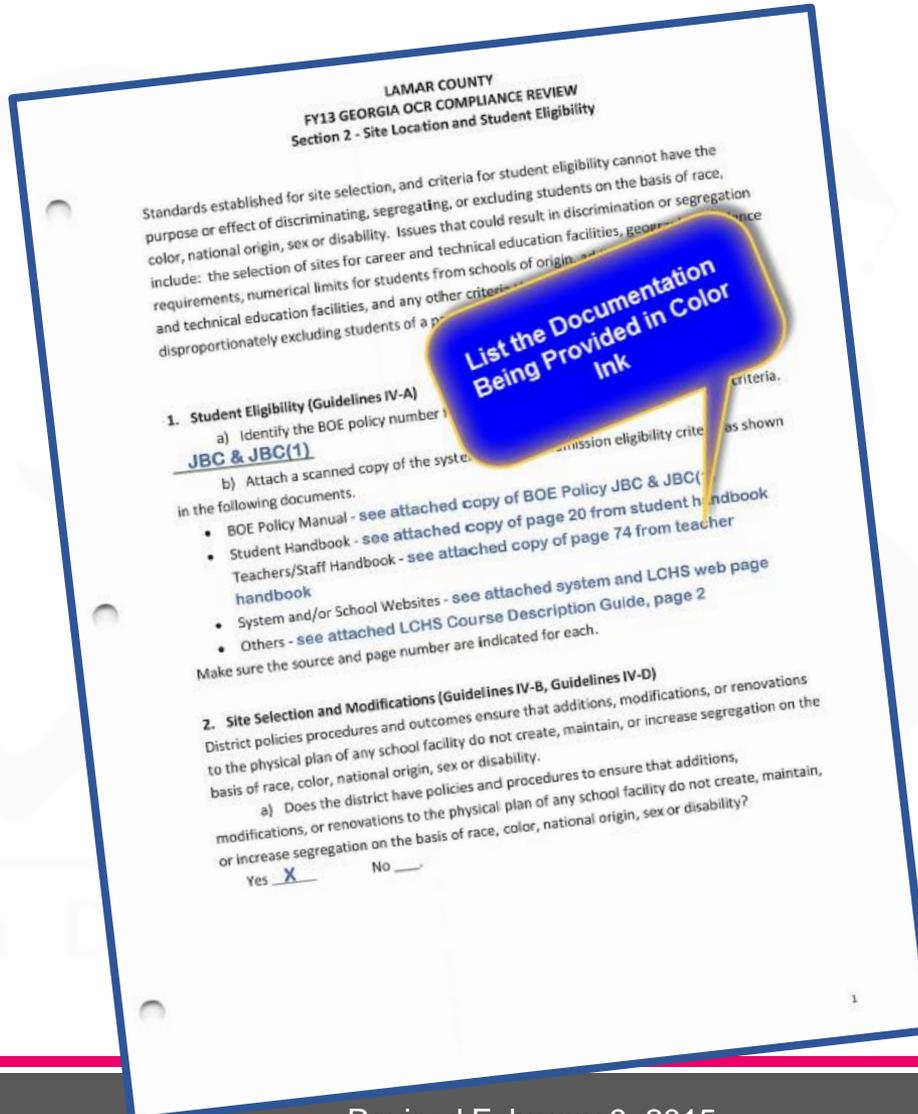
## B. Site location and student eligibility compliance:

- ⇒ Enrollment criteria
- ⇒ Enrollment data by gender, LEP and SWD
- ⇒ Site selection and modifications
- ⇒ Residency requirements

## DOCUMENTS REQUESTED:

- 📍 Provide a map of the attendance zone, only for systems with multiple attendance zones
- 📍 Admission requirements
- 📍 Map of facilities with construction dates and CTAE Labs highlighted
- 📍 Demographics Form

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 FY13 GEORGIA OCR COMPLIANCE REVIEW  
 Section 2 - Site Location and Student Eligibility

Standards established for site selection, and criteria for student eligibility cannot have the purpose or effect of discriminating, segregating, or excluding students on the basis of race, color, national origin, sex or disability. Issues that could result in discrimination or segregation include: the selection of sites for career and technical education facilities, geographic requirements, numerical limits for students from schools of origin, geographic requirements and technical education facilities, and any other criteria that result in the disproportionate exclusion of students of a particular race, color, national origin, sex or disability.

List the Documentation Being Provided in Color Ink

1. Student Eligibility (Guidelines IV-A)

- a) Identify the BOE policy number for the system's admission eligibility criteria as shown in the following documents.
  - BOE Policy Manual - see attached copy of BOE Policy JBC & JBC(1)
  - Student Handbook - see attached copy of page 20 from student handbook
  - Teachers/Staff Handbook - see attached copy of page 74 from teacher handbook
  - System and/or School Websites - see attached system and LCHS web page
  - Others - see attached LCHS Course Description Guide, page 2

2. Site Selection and Modifications (Guidelines IV-B, Guidelines IV-D)

District policies procedures and outcomes ensure that additions, modifications, or renovations to the physical plan of any school facility do not create, maintain, or increase segregation on the basis of race, color, national origin, sex or disability.

a) Does the district have policies and procedures to ensure that additions, modifications, or renovations to the physical plan of any school facility do not create, maintain, or increase segregation on the basis of race, color, national origin, sex or disability?

Yes X No



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## C. Recruitment compliance (students and employees):

- ⇒ Recruitment activities
- ⇒ Recruitment materials
- ⇒ Counselor communication
- ⇒ Promotional efforts-school wide and middle school
- ⇒ LEP materials, if appropriate

## DOCUMENTS REQUESTED:

- 📍 Provide evidence of recruitment activities and the CTAE area recruiting materials, brochures, flyers, videos, power points and any other materials used in the promotion of CTAE and nontraditional opportunities.
- 📍 Provide data showing the enrollment trends regarding males/females, black/white, disable and LEP
- 📍 Provide evidence of employment recruitment activities.

Section 5 - 1.b. Availability to All Students  
Procedures for Financial Assistance

Scholarship information is an ongoing activity in the guidance office. Counselors discuss scholarship and grants with students individually, during grade-level assemblies or presentations, as well as maintaining a file drawer with scholarship and grant information received. Parent Night activities include a GSFC representative delivering HOPE opportunities and eligibility information, and a computer lab staffed with guidance personnel for students/parents to complete FAFSA, college or other applications. There is also information on the Guidance web page.

Through the Teachers-As-Advisors (TAA) program, students are made aware of scholarships and grant opportunities, including the various College Credit Now dual enrollment programs. Students are also urged to participate in activities throughout high school that will increase their eligibility and opportunity for receiving scholarships. The school sponsors several projects such as "Pay it Forward", Operation Christmas Child" and groups for the community-sponsored "Great Day of Service". During GA411 lab time during TAA, students can search for grants as they update their graduation plan.



Provide Narrative Explanations Where Necessary

# Areas of Investigation:



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## D. Admissions compliance

- ⇒ Counselor communication
- ⇒ Promotional efforts-school wide and middle school
- ⇒ LEP

## DOCUMENTS REQUESTED:

- 📍 Provide a copy of the course description booklet if one is available
- 📍 Provide a copy of the master schedule
- 📍 Provide documentation of any language related support services provided LEP including information translated into the native language
- 📍 Provide copies of the process and materials used to identify handicapped/special needs students and LEP students.
- 📍 Identify the supplementary aids and services provided to students with disabilities.
- 📍 Provide a copy of demographic data form

# ADMISSION REQUIREMENTS



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### General Information

**Eligibility**  
All 11<sup>th</sup> and 12<sup>th</sup> grade students who are on track for graduation, are a minimum of 16 years of age, and meet the program requirements may enroll in the Work-Based Learning Program.

**Requirements for Admission**

- ▶ A defined career goal
- ▶ Enrollment in or completion of a course in Career, Technical and Agricultural Education (CTAE) that is related to the student's career goal and job placement
- ▶ Good attendance and discipline record
- ▶ Recommendations from other teachers
- ▶ Reliable transportation and proof of insurance

Consult your system or school coordinator for additional requirements.

**Employer Responsibilities**

- ▶ Provide a mentor for the student
- ▶ Adhere to a Training Agreement with the student's defined Training Plan
- ▶ Adhere to State and Federal laws, rules and guidelines for student workers
- ▶ Evaluate student performance

### Student Classifications

Students in Work-Based Learning are classified in one of four ways according to the alignment of their career-tech coursework with job placement and future postsecondary/career plans:

- ▶ Youth Apprenticeship (YAP)
- ▶ Internship
- ▶ Cooperative Education (Co-op)
- ▶ Employability Skills Development (ESD)

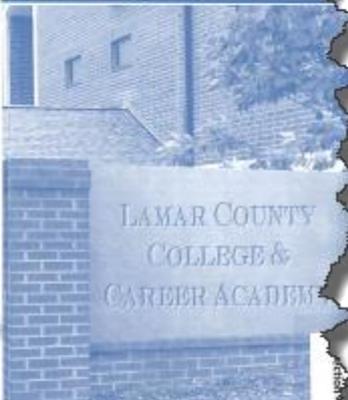
Student placement is dependent on defined criteria for each placement type including the paid or unpaid status.

For more information on how to become involved in the Work-Based Learning Program in your community, contact:

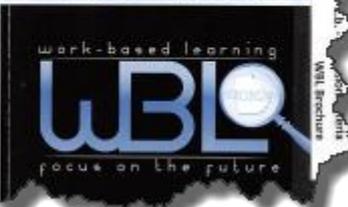
Donna Andrews, YAPW Coordinator  
Lamar County College & Career Academy

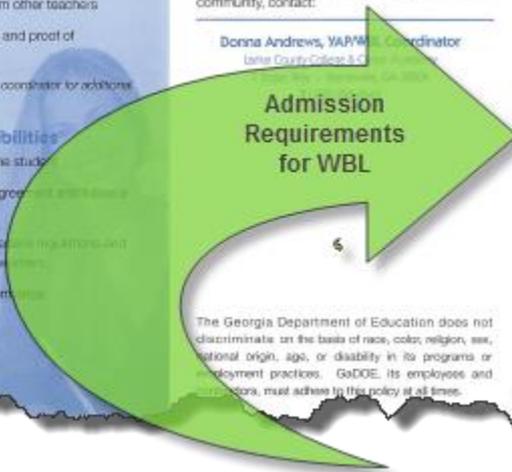
### WORK-BASED LEARNING PROGRAM

Career-Related Education for Tomorrow's Workforce.



LAMAR COUNTY COLLEGE & CAREER ACADEMY





**Admission Requirements for WBL**

The Georgia Department of Education does not discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its programs or employment practices. GaDOE, its employees and contractors, must adhere to this policy at all times.

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## E. Students financial assistance compliance:

⇒ Notification to outside agencies that the system does not discriminate.

⇒ Communication with LEP; hearing impaired; seeing impaired.

⇒ Implement a review process to ensure nondiscrimination

## DOCUMENTS REQUESTED:

🔍 Provide a list of financial aid award for the prior year indicate male/female, black/white recipients.

🔍 Provide copies of financial assistance to students with limited English speaking ability in their native language.

**NOTE: Limited English Proficient (LEP) students and parents--A "community" will constitute more than 5% of the total school population.**

<http://www.ed.gov/about/offices/list/ocr/docs/lau1970.html>



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# SCHOLARSHIP & FINANCIAL AID PROCEDURES

Section 5 - 1.b. - Availability to All Students  
Procedures for Financial Assistance

## Narrative of Scholarship Procedures

Scholarship information is available in the guidance office. Counselors discuss scholarship and grants with students individually, during grade-level assemblies or presentations, Parent Night activities, as well as maintaining a file drawer with scholarship and grant information received.

Through the Teachers-As-Advisors (TAA) program, students are made aware of scholarships and grant opportunities, including the various College Credit Now dual enrollment programs. Students are also urged to participate in activities throughout high school that will increase their eligibility and/or opportunity for receiving scholarships. The school sponsors several community projects such as "Shop with a Trojan", "Operation Christmas Child" and several groups for the community "Great Day of Service" project. Joining a club or extra-curricular activity such as Literary and an athletic team is also encouraged. During GA411 lab time during TAA, students can search for scholarships and grants as they update their graduation plan.

Early in the second semester, guidance will send a letter to community scholarship sponsors requesting their current application and qualifications. The date, time and location of the Honors Program are provided as well as deadline dates for providing the guidance department with the applications and notifying who was awarded. They are invited to send a representative to present their organization's scholarship and are reminded that the school system does not discriminate with the inclusion of the nondiscrimination statement.

## Sample Scholarships



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## F. Counseling issues compliance:

- ⇒ Counseling materials and activities
- ⇒ Course and program selection process
- ⇒ Students with disabilities placement and program selection process
- ⇒ Disproportionate enrollments

## DOCUMENTS REQUESTED:

- 📌 Provide copies of all career assessments used with students and timeline for their administration.
- 📌 Provide copies of career-related brochures, newsletters, flyers from the counseling department, scholarship notifications, power points etc.
- 📌 Provide labor market information shared with all students.
- 📌 Provide strategies used to eliminate stereotyping and gender-bias attitudes and behaviors related to class selection.

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## G. Services for students with disabilities compliance:

- ⇒ Non Discrimination for Students with Disabilities
- ⇒ Provision of Elementary and Secondary 504 Services
- ⇒ Supplementary Aids, Services and Support
- ⇒ Free and Appropriate Education (FAPE) - Career and Technical Education

## DOCUMENTS REQUESTED:

- 📍 Provide a list of supplementary aids and services available to disable persons when needed.
- 📍 Documentation ensuring procedural safeguards through which parents or guardians can obtain an impartial review of the evaluation and placement actions of students with disabilities.
- 📍 Documentation to ensure the system has a procedure in place for the identification and placement of disabled persons in CTAE programs including WBL.
- 📍 Provide demographic data form

# SERVICES TO STUDENTS WITH DISABILITIES

INDIVIDUALIZED EDUCATION PROGRAM (IEP)		LAJ Section 7 - 2.d. Provision of 504 Services
Student Name: [REDACTED]		IEP of CTAE Student
IEP Dates: from 3/30/2013 to 3/28/2014		
<b>I. INDIVIDUALIZED EDUCATION PROGRAM (IEP)</b>		
IEP Meeting Date: 3/29/2013	Case Manager: Raybould, Varma	
Purpose of IEP Meeting: Annual review of a current IEP and develop a new IEP, if appropriate.		
Discuss parental concerns		
Student Name: [REDACTED]	Date of Birth: [REDACTED]	GTID#: [REDACTED]
Eligibility Category(s): SPECIFIC LEARNING DISABILITY,		
School: Lamar County Comprehensive High School	Grade: 10	School Year: 2013
Most Recent Eligibility Dates: 3/29/2013	IEP Implementation Date: 3/30/2013	IEP Ending Date: 3/28/2014
Parent(s):		
Parent: [REDACTED]		
Address: [REDACTED]		Email: [REDACTED]
Phone(Home):	Work:	Cell Phone: [REDACTED]

IEP of CTAE Student  
with Personal Information  
Blacked Out

# Areas of Investigation:



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## H. 504/ADA accessibility compliance:

- \*Existing Facilities/Section 504- construction or alteration initiated before 6/4/77 - "readily accessible";
- \*New Construction/Section 504- construction or alteration initiated between 6/4/77 and 1/17/91 - ANSI A117.1-1961 (R1971);
- New Construction/Section 504- construction or alteration initiated between 1/18/91 and 1/26/92- UFAS;
- New Construction/ADA- construction after 1/27/92 (ADAAG or UFAS)

## DOCUMENTS REQUESTED:

- 📍 Provide the checklist for common accessibility issues.

**NOTE:** Existing: Any construction that began on or before June 3, 1977.

New: Any construction or alteration by, on behalf of, or for the use of the recipient that began after June 3, 1977.

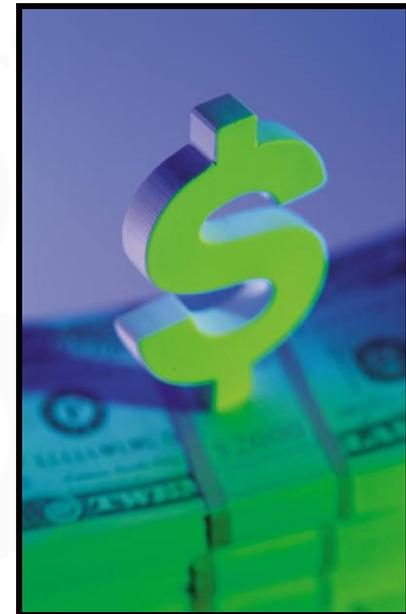
# Accessibility issues:

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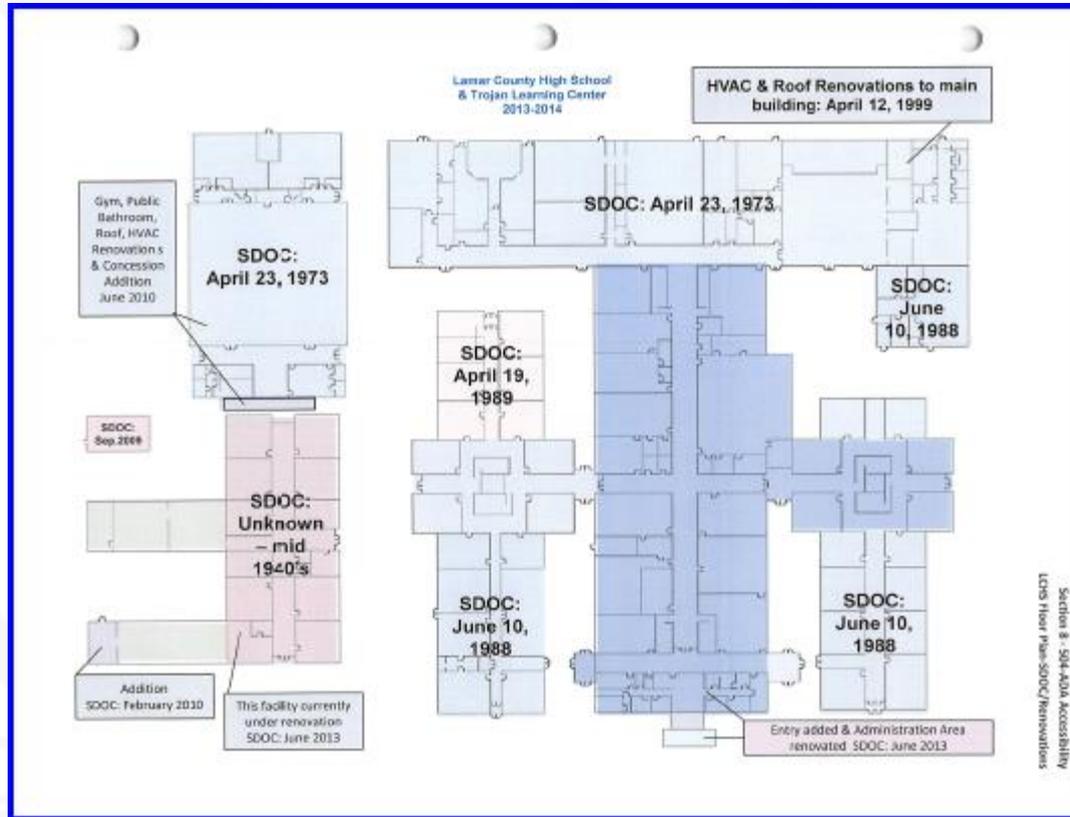
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If you are a recipient of Federal funds as a public entity, you may not deny the benefits of your program or service to a qualified person with a disability because your [facilities](#) are inaccessible.



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# FACILITY DIAGRAM WITH DATES OF RENOVATIONS



# A FACILITY:



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- Title II "...all or any portion of buildings, structures, sites, complexes, [equipment](#), rolling stock or other conveyances, roads, walks, passageways, parking lots, or other real or personal property including the site where the building property, structure, or equipment is located."
- Section 504 " all or any portion of buildings structures, equipment, roads, walks parking lots, or other real or personal property or interest in such property."





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# Checklist

- Building Access/Parking
- Corridors/Restrooms
- Curbs, Ramps, Walks
- Water Fountains
- Signs/Common Areas
- Program Accessibility

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# Existing Facilities



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- Each section of a program activity when looked at, in its entirety, must be readily accessible to individuals with disabilities.
- Existing: Any construction that began on or before June 3, 1977.



# Construction Dates?



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This is the date construction began.



## Title II

The date that the bids were invited



## Section 504

The date of groundbreaking



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# Guidelines and the Laws

American National Standards Institute, Inc. (ANSI)  
A117.1

- Uniform Federal Accessibility Standards (UFAS)
- Americans w/ Disabilities Act – Accessibility Guidelines (ADAAG)

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# Dates of Construction

- June 4, 1977 to January 17, 1991 (ANSI)
- January 18, 1991 to January 26, 1992 (UFAS)
- January 27, 1992 to the Present (UFAS or ADAAG)

All construction since June 1977 is new under Section 504. Construction that began after Jan. 26, 1992 is also new under Title II. Between these dates, the standard of new construction under Section 504 always applies.



# The Belief is.....



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- An educational institution's compliance with the Office for Civil Right guidelines & the Carl D. Perkins Vocational Education Act is an important aspect of excellence in Career Education.

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# Methods of Compliance

- Redesign of equipment
- Assignment of classes or other services to accessible locations within a facility
- Assignment of aides to students
- Delivery of services at an alternate accessible site
- Alteration of existing facilities and construction of new facilities
- Any other methods that result in making your programs or activities accessible

# Compliance is **Not** Conditional on Demographics

Even if there is **not** a student with a physical disability enrolled, the public entity must be prepared to take steps to make all facilities, programs and/or activities accessible.

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# Do all buildings have to be made **physically** accessible?

**No**, not necessarily. While buildings constructed after the Section 504 regulation was issued (that is, those built since 1977) must be fully accessible, older buildings do not have to be made fully accessible. For older buildings, the law requires that the program or activity be made accessible.

“A common way this can be accomplished is to relocate the program to another building that is accessible”.

# Give Priority..



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- To those methods that result in the most integrated setting appropriate.
- Structural changes are not required where other methods are effective.
- Alterations to existing buildings necessary to provide access to the program must meet the accessibility requirements for new construction (ADAAG or UFAS standards)

# Comparable Facilities



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- All facilities, services, programs & activities provided to handicapped persons or LEP students shall be comparable to those of non-handicapped students or English speaking students.
- Facilities for one sex shall be the same for the other sex.
  - i.e.: school offers showers & lockers to its male physical education student – no showers for females

# Conditions...

- Any and all **accessible** features and equipment must be maintained.
- Temporary interruptions in service or access are not prohibited, but should not persist beyond a reasonable period of time.



# Flag Issues...



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- Emergency power off **switches** are too high
- Classes have a narrow **door** clearance
- **Counters** too high & insufficient clearance space
- Eye wash **sinks** being inaccessible to persons in wheelchairs
- FACS labs, especially food labs, are not chair accessible (**sinks, stoves**)
- Lack of disability signage





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# .....In Short

- For existing **facilities**, each part of the program or activity, when viewed in its entirety, must be readily accessible to individuals with disabilities.
- The focus here is on ensuring that persons with disabilities can fully benefit from the program or activity, regardless of the overall accessibility of the facility.
- This means you must make sure that a student with a physical disability is not limited from participating in a part of the program otherwise offered in an **inaccessible facility**.



# Areas of Investigation:



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## I. Comparable facilities compliance:

- ⇒ Separate programs or facilities
- ⇒ Changing rooms, showers and other facilities

## DOCUMENTS REQUESTED:

NONE-interviews and observations

Georgia Department of Education

# Areas of Investigation:



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.doe.org](http://ga.doe.org)

## J. Work study

## K. Apprenticeships

## DOCUMENTS REQUESTED:

- ⇒ WBL opportunities available to all students
- ⇒ Notification to partnering employers and prospective employers

- 📍 Copies of WBL and YAP application and training agreements
- 📍 List of students participating in WBL program disaggregate by male/female, black/white/Hispanic, LEP, and disability; enrollment data

Georgia Department of Education



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
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# WORK STUDY DOCUMENTATION

Section 10 - 2.d. Partnering Employers and Prospective Employers  
Work-Based Learning Application

Work-Based Learning Program  
Lamar County College & Career Academy  
#1 Trojan Way  
Barnesville, GA 30224  
770.358.8641

### Educational Training Agreement

Student's Name: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

WBL Coordinator's Name: Mrs. Donna Andrews

Employing Company Name: Lamar Co. DPCS

Supervisor's Name: Christy Holliman

Employer Address: 122 Westgate Plaza Barnesville Ga.

Employer Telephone Number: 770-358-5176

Employer E-Mail Address: Cholliman@chr.state.ga.us

NON-DISCRIMINATION POLICY: It is the policy of the Lamar County School Board as a participant in the Work-Based Learning Program to offer the opportunity to students to participate in programs and activities without regard to age, race, color, creed, national origin (Title VI of the 1972 Educational Amendments), handicap (Section 504 of the Rehabilitation Act of 1973 and PL 94-142) or sex (Title II of the Educational Amendments of 1976 and PL 94-482) and provides access to Boy Scouts and other designated youth groups.

### Enrollment Data for WBL

Lamar County College & Career Academy

2012-2013

**Sex:** 15 Females/18 Males

**Race:** 5 Black/27 White/1 Latino

**Disabled:** none

**LEP:** none

2011-2012

**Sex:** 21 Females/12 Males

**Race:** 18 Black/13 White/2 Latino

**Disabled:** none

**LEP:** none

# Areas of Investigation:



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

## L. Employment compliance:

- ⇒ Notification of nondiscrimination to faculty and staff
- ⇒ Salary and other benefits are nondiscriminatory
- ⇒ Recruitment procedures are nondiscriminatory
- ⇒ Employment open to all persons

## DOCUMENTS REQUESTED:

- 📍 Provide copies of job postings for recent certified and classified staff position
- 📍 Provide dated copies of position recruitment advertisements, other than job postings, placed in newspapers, periodicals etc. if available.
- 📍 Provide copies of all employment application forms.
- 📍 Provide a list of organizations/agencies where job announcements appear.
- 📍 Provide copies of district/system staff recruiting materials.
- 📍 Provide a copy of the staff handbook.
- 📍 Provide copy of web site announcements for employment

# EMPLOYMENT APPLICATIONS



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gadoe.org](http://gadoe.org)

Section 11 - 1.d. Notification to Faculty & Staff  
Classified Application

**For Office Use Only:**  
Date Received: \_\_\_\_\_  
Received By: \_\_\_\_\_  
CC: \_\_\_\_\_ Date: \_\_\_\_\_  
CC: \_\_\_\_\_ Date: \_\_\_\_\_  
CC: \_\_\_\_\_ Date: \_\_\_\_\_

**CLASSIFIED STAFF APPLICATION**  
Lamar County Schools  
100 Victory Lane  
Barnesville, GA 30204-1544  
770-358-5891 • FAX 770-358-5897  
E-mail: [personnel@lamar.k12.ga.us](mailto:personnel@lamar.k12.ga.us)  
[www.lamar.k12.ga.us](http://www.lamar.k12.ga.us)

**Office Use Only**  
Update: \_\_\_\_\_  
Update: \_\_\_\_\_  
Update: \_\_\_\_\_  
Update: \_\_\_\_\_

The Lamar County Board of Education does not discriminate against any applicant for employment in the Lamar County School System on the basis of age, of age, race/color, religion/creed, gender, national/ethnic origin, handicap/disability, or citizenship status.

**INSTRUCTIONS:** Complete (please type or print) all sections accurately. Use Black Ink.

**PERSONAL DATA**

Name: \_\_\_\_\_  
Last First Former

Social Security Number: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone Number(s): Home: \_\_\_\_\_ Current Salary: \_\_\_\_\_

Current Job: \_\_\_\_\_

**POSITIONS DESIRED, in order of preference** (clerical, custodian, school nutrition, transportation, substitute teacher)

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

Date available to begin employment: \_\_\_\_\_

List any special skills or training that you have relating to the position(s) for which you are applying:  
\_\_\_\_\_  
\_\_\_\_\_

NOTE: Some positions require proof of educational Level such as Substitute Teacher, minimum of GED.

Have you ever worked for this system before?: \_\_\_\_\_ Yes \_\_\_\_\_ No  
When? \_\_\_\_\_

If Yes: What Position? \_\_\_\_\_

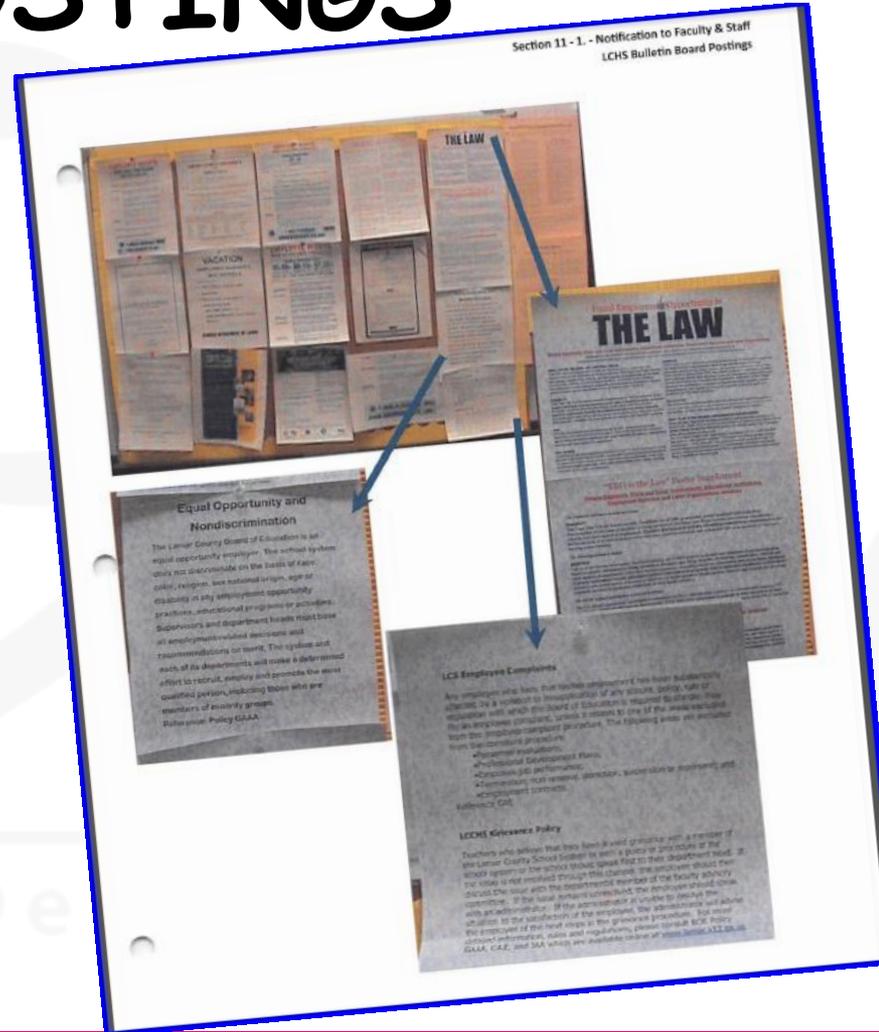
**BUS DRIVERS ONLY:** Do you have a Commercial Driver's License (CDL)? Must submit a MVR prior to offer of employment.  
\_\_\_\_\_ YES CDL#: \_\_\_\_\_ NO (Required if employed)

©1999 document/application/classified application

REV September 10, 2007



# BULLETIN BOARD OR JOB POSTINGS



# GETTING READY FOR THE VISIT



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

## Who are the system's contact persons for OCR Compliance Review?

1. System Superintendent (initial contact for system)
2. CTAE Director or Coordinator
3. School System OCR Committee Chair (if other than above)
4. Special Ed Director, Maintenance/Facilities Director, Director of Counseling and Human Resource Director

Georgia Department of Education

# GETTING READY FOR THE VISIT (Con't)

**What should a system do to be ready for the review?**

1. Inform the school system staff
2. Convene an OCR system team
3. Notify GaDOE of system contact
4. Team identifies documents for on-site review team
5. Develop agenda
6. Complete electronic facilities accessibility
7. Complete electronic self-assessment
8. Identify interview participants
9. Schedule OCR meeting room
10. Make arrangements for lunch
11. Schedule room for brief exit report
12. Secure necessary floor plans
13. 14 days prior to review send enrollment data to GaDOE

# Prepare Documentation Notebook



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)  
[gaDOE.org](http://gaDOE.org)

The following items should be compiled in a notebook format with photocopies of the original documents or evidence. If nothing exists, please make that notation on a sheet of paper and insert in the appropriate place. The notebook sections should be labeled with dividers between sections in order as in this outline. These compiled documents will need to be retained by the compliance review team at the end of the site visit. Do not include full notebooks/handbooks/etc. unless requested to do so. A copy of the front page of the notebook/handbook/etc. and the specific section being addressed is usually sufficient. The review team chairperson will coordinate this.

Georgia Department of Education

# Interviews:



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gadoe.org](http://gadoe.org)

## Who?

There are five subgroups to be interviewed:

- Students
- Counselors
- Administrators
- Instructors
- Parents
- (Schedule five 30 minute sessions with a 5-minute break between each.)

## Typical Questions:

Are you aware of any harassment in the school?

Are male and female facilities equal?

How do students select classes?

How did you find out about the position you now have?

What career planning have you experienced with your students?

Are you aware of the grievance procedure? Where can you find the process?

Are you aware of any discriminatory issues or situations in system?

# Interviews:

---

## Who to include?

### Students

- 8-10 students
- CTAE and
- Non CTAE students
- WBL
- Minority, and/or disabled
- Male/Female

Should be representative of  
your school population.

## Typical Questions:

Do you have a career plan?

Are you aware of any harassment in the school?

Are male and female facilities equal?

How do students select classes?

What career planning have you experienced ?

Are you aware of any discriminatory issues or situations in system?

# Interviews:

---

## Who to include?

### Parents

- 6-8 parents
- Minority
- Male/female

Should be representative of your school population. Do not choose all parents who are also employees.

## Typical Questions:

Are you aware of any harassment in the school?

Are male and female facilities equal?

How do students select classes?

What career planning have you experienced with your child?

# Interviews:

---

## Who to include?

### Instructors

- 8-10 teachers
- CTAE
- Non CTAE teachers
- WBL Coordinator
- Minority and/or Disabled
- Male/Female

Should be representative of your school population.

## Typical Questions:

Are you aware of any harassment in the school?

Are male and female facilities equal?

How do students select classes?

How did you find out about the position you now have?

# Interviews:

---

## Who to include?

### School Counselors

- 2-4 School Counselors
- Graduation Coach
- Male/Female
- Title IX and 504 Coordinator

## Typical Questions:

Are you aware of any harassment in the school?

Are male and female facilities equal?

How do students select classes?

What career planning have you experienced with your students?

# Interviews:



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

## Who to include?

### Administrators

- Administrators(building level)
- Administrators(district level)
- HR Director
- Special Pop's Director
- Male/Female
- Minority

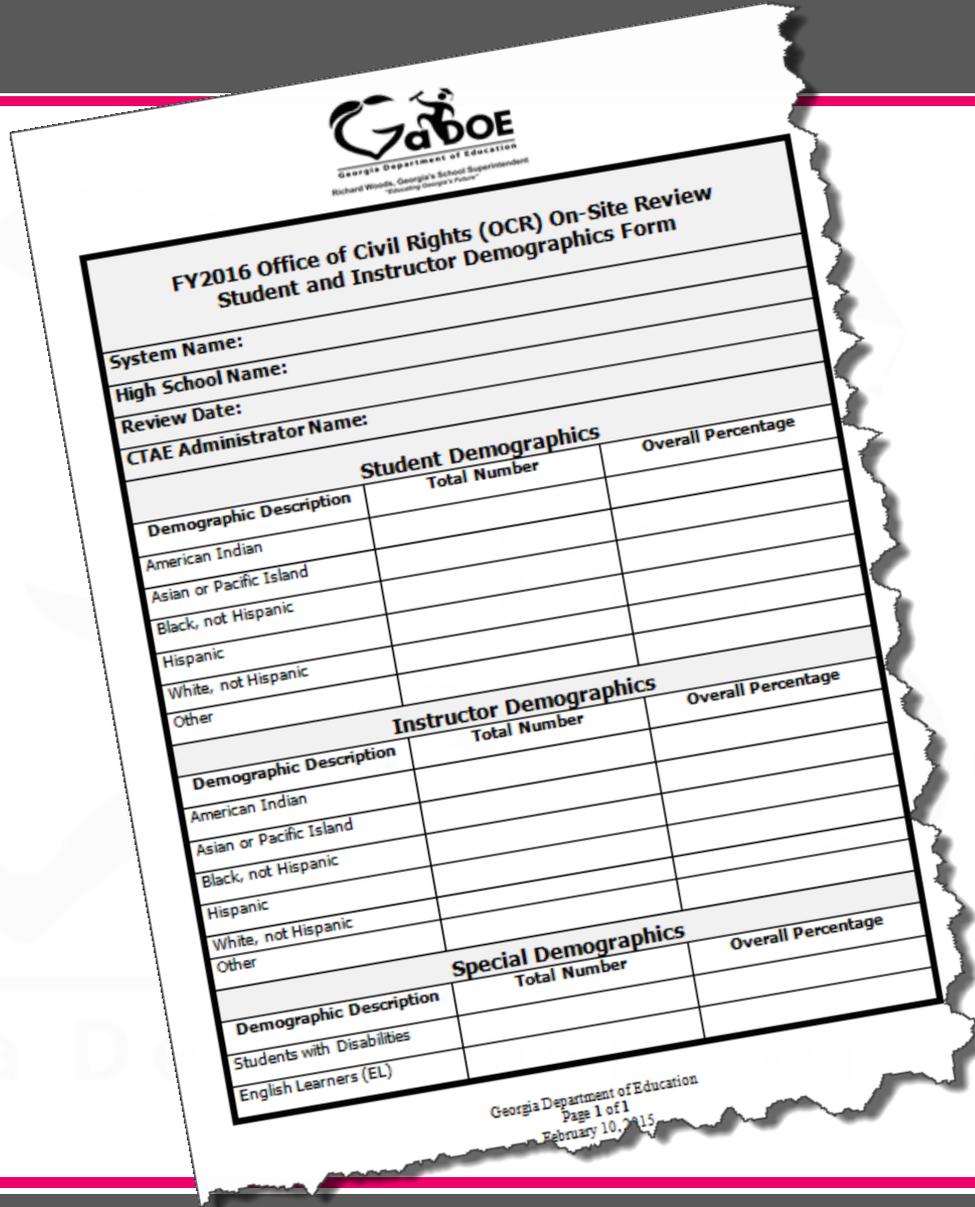
### Typical Questions:

Are you aware of any harassment in the school?

Are male and female facilities equal?

How do students select classes?

How did you find out about the position you now have?



**GaDOE**  
 Georgia Department of Education  
 Richard Woods, Georgia's School Superintendent  
 "Educating Georgia's Future"

### FY2016 Office of Civil Rights (OCR) On-Site Review Student and Instructor Demographics Form

System Name: \_\_\_\_\_  
 High School Name: \_\_\_\_\_  
 Review Date: \_\_\_\_\_  
 CTAE Administrator Name: \_\_\_\_\_

Student Demographics		
Demographic Description	Total Number	Overall Percentage
American Indian		
Asian or Pacific Island		
Black, not Hispanic		
Hispanic		
White, not Hispanic		
Other		

Instructor Demographics		
Demographic Description	Total Number	Overall Percentage
American Indian		
Asian or Pacific Island		
Black, not Hispanic		
Hispanic		
White, not Hispanic		
Other		

Special Demographics		
Demographic Description	Total Number	Overall Percentage
Students with Disabilities		
English Learners (EL)		

Georgia Department of Education  
 Page 1 of 1  
 February 10, 2015

# What Happens After the Visit:

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- OCR Team will provide a brief exit report
- Superintendent will receive (letter of finding(s))-LOF written report within 6 weeks after the visit
- System must submit (VCP) Voluntary Compliance Plan within 4 weeks of receiving the letter of finding(s)
- State must submit a biennial report of all review findings and voluntary compliance plans

*Suggested Format for Educational Program and/or Facilities Access*  
 Georgia Department of Education, CTAE Division Voluntary Compliance Plan (VCP)  
[ranukam@doe.k12.ga.us](mailto:ranukam@doe.k12.ga.us)  
 770-500-2029

DATE

SCHOOL DISTRICT NAME/NUMBER

\*SUPERINTENDENT (signature)

E-MAIL

\*SUPERINTENDENT (print name)

FAX#

TELEPHONE#

VIOLATIONS	CORRECTIVE ACTION	PERSON RESPONSIBLE	DATE TO INITIATE	VERIFICATION (pictures, meeting minutes, publications, invoices, materials)	DATE COMPLETED

\*NOTE: A electronic PDF copy must be emailed with the Superintendent's signature (plan will not be accepted without the Superintendent's signature) to [Lplan@doe.k12.ga.us](mailto:Lplan@doe.k12.ga.us).

# Resources:

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- <http://www.access-board.gov/adaag/html/adaag.htm> ADDAG
- <http://www.access-board.gov/> United States Access Board
- <http://www.ed.gov/about/offices/list/ocr/topics.html?src=rt> Alpha OCR topics
- <http://www.ed.gov/about/offices/list/ocr/ell/analysis.html> LEP
- <http://www.ed.gov/about/offices/list/ocr/ellresources.html> ELL/LEP
- <http://www.ed.gov/about/offices/list/ocr/docs/hq43ef.html> Counseling
- <http://www.ed.gov/about/offices/list/ocr/docs/hq9806.html> Deaf
- <http://www.ed.gov/policy/rights/guid/ocr/disability.html> Disability
- [http://www.ed.gov/about/offices/list/ocr/publications.html#Title\\_IX](http://www.ed.gov/about/offices/list/ocr/publications.html#Title_IX) Sexual Harassment
- <http://www.ed.gov/about/offices/list/ocr/docs/nondisc.html> Notice of Nondiscrimination

# Resources...

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Richard Woods,  
Georgia's School Superintendent  
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[ga.doe.org](http://ga.doe.org)

- <http://www.ed.gov/policy/rights/guid/ocr/racenational.html> Race and National Origin
- <http://www.ed.gov/about/offices/list/ocr/docs/placpub.html> Disability (Student Placement)
- <http://www.ed.gov/about/offices/list/ocr/504faq.html> Procedural Safeguards
- <http://www.ed.gov/about/offices/list/ocr/docs/tviassgn.html> Enrollment in programs/courses
- <http://www.ed.gov/policy/rights/guid/ocr/sex.html> sex discrimination
- <http://www.ed.gov/print/about/offices/list/ocr/docs/hq53e8.html> employment
- <http://www.ed.gov/about/offices/list/ocr/docs/tviassgn.html> Student Assignment in Elementary and Secondary School & Title VI

# Common Acronyms...

- OCR-Office for Civil Rights
- OVAE-Office of Vocational and Adult Education
- MOA-Methods of Administration
- ED-US Department of Education
- ADA-Americans with Disabilities Act
- CTAE-Career, Technical and Agricultural Education or CTE-Career and Technical Education
- LEP-Limited-English Proficient or ELL-English Language Learner
- LOF-Letter Of Finding
- VCP-Voluntary Compliance Plan
- FAPE-Free and Appropriate Public Education
- ANSI-American National Standards Institute, Inc. (June 4, 1977 to January 17, 1991)
- UFAS-Uniform Federal Accessibility Standards (January 18, 1991 to January 26, 1992)
- ADAAG-ADA Accessibility Guideline (January 27, 1992 to the Present)
- WBL-Work-Based Learning (work-study or Youth Apprenticeship (YAP))



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# Review of Appendices

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# Questions & Comments

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