

Georgia's Plan & Procedures for Office for Civil Rights Compliance Reviews

Georgia Department of Education
Career, Technical and Agricultural Education

February 2011

FY12 Georgia OCR (Office for Civil Rights) Compliance Reviews

Frequently Asked Questions

Q. What are the federal civil rights laws, regulations and guidelines with which CTAE program must comply?

Federal law requires that all school districts receiving federal funding support from the U.S. Education Department, and providing career, technical and agricultural education programs shall comply with:

THE CIVIL RIGHTS ACT OF 1964, TITLE VI:

No person in the United States shall, on the ground of race, color, or national origin, be excluded from, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

THE REHABILITATION ACT OF 1973, SECTION 504:

No otherwise qualified handicapped individual...shall, solely by reason of his or her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

THE EDUCATION AMENDMENTS OF 1972, TITLE IX:

No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

THE AMERICAN WITH DISABILITIES EDUCATION ACT OF 1990, TITLE II:

An act to establish a clear and comprehensive prohibition of discrimination on the basis of disability.

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap. Federal Register, March 21, 1979.

Q. What do I need to do, if my CTAE program is selected?

A. School districts selected for an onsite civil rights review of CTAE programs will be notified at least 30 days in advance. The facilities and documents to be reviewed, as well as an explanation of the onsite process will be provided in a detailed notification letter. The notification will be mailed to the school superintendent and the CTAE supervisor. Agencies that have implemented a self assessment process according to guidance and materials provided by CTAE review team should have in place the necessary documents and information.

Q. What will happen during the review process and after?

A. The review team will conduct an entrance meeting with school superintendent, CTAE supervisor and other staff. Afterwards the review team will review CTAE programs and

facilities, examine the documents provided, interview staff and students, and conduct an exit meeting to discuss “findings”. Within 45 days, a Letter of Findings (LOF) will be mailed to the district superintendent and the CTAE supervisor. The local agency is required to produce a voluntary compliance plan (VCP) to correct all violations. The review team will assist the school(s) in resolving any violations within a reasonable period of time, in order to finalize the review process.

Q. What facilities will be reviewed?

A. The review team will review all CTAE instructional programs, as well as areas where students participate in general programs of instruction. The purpose is to assure that CTAE programs and activities are accessible to, and usable by, persons with disabilities, and that equal educational opportunity is provided. The review may include libraries, cafeterias, resource rooms, counseling and administrative offices, lavatories, parking areas, building entrances, hallways, as well as CTAE program areas and other areas as determined. The review will typically NOT include academic classrooms. Please note that the federal financial assistance is not limited to receipt of Carl Perkins funding. It includes *any* funding from the U. S. Department of Education.

Q. How are school districts selected for onsite reviews?

A A state targeting plan, approved by the federal Office for Civil Rights, identifies the information and procedures used to select systems for review. A copy of this targeting plan is available for review upon request. Contact Dennis Clarke at dclarke@doe.k12.ga.us if you have questions.

To ensure equitable distribution of federal vocation education funds and to encourage high-quality Career, Technical and Agricultural Education (CTAE) programs, the U.S. Department of Education Office for Civil Rights requires the local agency to conduct compliance reviews of the state’s CTAE programs. “The mission of the U.S. Department of Education Office for Civil Rights is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.”

School districts have been selected for on-site review and technical assistance based on a federally approved targeting plan. Ongoing compliance with civil rights statutes is required by the U.S. Department of Education Office for Civil Rights, regardless of whether your school district receives an onsite review. Federal civil rights regulations and guidelines can help us to provide each student with greater opportunities to achieve high academic standards, and to eliminate the achievement gap at state and local levels.

WHAT IS THE FOCUS OF AN OCR COMPLIANCE REVIEW?

This focus on compliance with federal OCR requirements concerns attention to the issues listed below:

ADMINISTRATIVE

1. Recipients must take continuing steps to notify students, applicants, parents, employees, and unions or professional organizations that it does not discriminate based on race, color, national origin, sex or disability.
2. Prior to the beginning of the school year annually, recipient must advise students, parents, employees, and the general public that ALL CTAE program opportunities will be offered to all students regardless of race, color, national origin, sex or disability.
3. Each recipient must designate at least one qualified employee to coordinate its efforts to comply with and carry out its responsibilities under Section 504, Title II and Title IX. The recipient must notify students, staff, and the public of the name, address and phone number of designated employee(s).
4. A recipient shall adopt and publish a grievance procedure providing for prompt and equitable resolution of student and employee complaints alleging discrimination based on sex, race, color, national origin, or disability.

SITE LOCATION AND STUDENT ELIGIBILITY CRITERIA

1. A recipient may not select CTAE facilities building sites or renovations, residency requirements, student numerical limits, or other criteria that could result in disproportionately excluding students of certain race, color, national origin, sex or disability.

RECRUITMENT

1. Recruitment activities must not exclude individuals or limit opportunities based on sex, race, color, national origin, or disability.
2. Recruitment materials must not contain biased or stereotypical contents.
3. Recruiting teams should, to the extent possible, represent diverse populations.
4. Recipients must ensure that counselors can communicate with limited English proficient populations and persons with sensory impairments.
5. Recruitment materials must be available to communities of minority-language speakers in their languages.

ADMISSIONS

1. A recipient may not assess candidates for admission to CTAE programs based on race, color, national origin, sex, or disability.
2. A recipient must avoid preadmission inquiries about marital, parental, pregnancy, or disability status.
3. Recipients may not deny access to any CTAE program to students with a disability on the basis that employment opportunities may be limited.
4. Recipients may not restrict admission to CTAE programs based on English language proficiency.
5. Recipients must have policies and procedures in place for identifying and serving limited English proficient students.

CAREER COUNSELING PROGRAMS

1. Counseling materials may not discriminate based on race, color, national origin, sex, or disability.

2. Counselors must not direct students into programs nor measure their prospects for success based on race, color, national origin, sex or disability.
3. Counselors may not direct students with disabilities toward more restrictive career objectives.
4. Recipients must ensure that disproportionate enrollments do not result from unlawful discrimination.

SERVICES FOR STUDENTS WITH DISABILITIES

1. No qualified person with a disability may be denied access to, or benefits from any course, program, service, or activity based on disability.
2. Related aids or adaptations must be available as necessary.
3. Recipients must identify, evaluate, and place students with disabilities through a process that includes persons knowledgeable about the student, as well as the student's parent or guardian.
4. Students with disabilities must be placed in the educational setting most appropriate for the student's individual needs.
5. Recipients must place students with disabilities according to the provision of Section 504
6. Tests of academic achievement must measure abilities and achievement rather than disability.

ACCESSIBILITY (See checklist for web access to UFAS and ADAAG standards; ANSI not available via the web)

1. Standards for construction initiated on or after 1/27/92 (ADAAG): Each facility or part of a facility, constructed by, on behalf of, or for the use of a recipient, is readily accessible and usable by persons with disabilities.
2. Standards for construction initiated or altered on or after 1/18/91 (UFAS): Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient, is readily accessible and usable by persons with disabilities.
3. Standards for existing facilities construction or alteration initiated before 6/4/1977 (ANSI): Facilities, when viewed in entirety, are readily accessible to disabled persons; programs or activities, when each part is viewed in its entirety, are readily accessible to disabled persons.
4. Standards for construction initiated or altered between 6/4/77 and 1/18/91: Each facility or part of a facility, constructed by, on behalf of, or for the use of a recipient, is readily accessible and usable by persons with disabilities.

COMPARABLE FACILITIES

1. Separate programs or facilities for students with disabilities must be comparable to those of students without disabilities
2. Changing rooms, showers, and other facilities and equipment for students of one sex or students with disabilities must be comparable to those of the other sex and to students without disabilities

WORK STUDY, COOPERATIVE EDUCATION, JOB PLACEMENT, APPRENTICESHIP TRAINING

1. Opportunities in work-study, cooperative education and job placement programs are available to all students, regardless of race, color, national origin, sex, or disability.
2. Recipients must assure that prospective employers do not discriminate based on race, color, national origin, sex or disability.
3. Recipients may not enter into agreements for apprenticeship training with any entity that discriminates based on race, color, national origin, sex, or disability.
4. Written agreements should include assurances of nondiscrimination.

EMPLOYMENT OF FACULTY AND STAFF

1. Employment practices may not discriminate based on race, color, national origin, sex or disability.
2. Employment practices may not result in segregation, exclusion, or other discrimination against students.
3. Recipients may not make pre-employment inquiries concerning disability, marital, or parental status.
4. All faculty sources must be notified of nondiscrimination policies.
5. Salary schedules must reflect conditions and responsibilities of employment.
6. All positions must be open to qualified candidates with reasonable accommodations provided.

WHAT NEEDS TO BE DONE TO GET READY?

Who are the system's contact persons for an 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)

What Things are to be Done to Get Ready for the On Site Review?

1. Inform the school system staff of the upcoming OCR Compliance Review visit.
2. Convene an OCR system team which may include: school superintendent, CTAE director/coordinator, school counselors, special education personnel, bilingual staff, parents, students, school board members, etc.
3. System notifies the GaDOE OCR Coordinator of who is and how to contact the system contact person.
4. System team will identify documents for use by the on-site review team.
5. Develop an agenda for the on-site review. See the suggested agenda (enclosed).
6. Complete the electronic system facilities accessibility self-assessment instrument. This document should be forwarded to the state OCR MOA Coordinator at least 30 days prior to the scheduled on-site review.
7. Complete the electronic system self-assessment instrument. This self-assessment document should be forwarded to the state OCR MOA Coordinator at least 30 days prior to the scheduled on-site review date. This document will require that most exhibits (evidence) requested will "scanned" as attachments to the self-assessment instrument. There will be minimal requirements for on-site exhibits.
8. Identify individuals from various groups who will complete a question survey concerning the school system. These surveys will be collected, scanned and returned electronically with items 6 and 7 above.
9. Identify and schedule use of a room for the OCR team meeting room. This room will be used all day and there should be tables and electrical service available.
10. Make arrangements to provide lunch for the OCR team members. This can be in conjunction with the program review team at the same site.
11. Identify and schedule a site for a brief exit report from the OCR Team chairperson. This report should last no more than 30 minutes.
12. Secure a floor plan of each secondary school (9-12) in the system. On each of those plans, identify the date that construction began for the building. This date must be shown as the month/day/year (mm/dd/yyyy). If there have been new wings or annexes to the school site, you should show the date when construction began for those sites also. If a lab or area of the school was modified, the start date of construction should be shown for this also. The system facilities director should be able to provide this information. The floor plans should be sent to the GaDOE OCR Coordinator at least 30 days prior to the on site visit. A sample floor plan document is enclosed.
13. Send student enrollment data and staff information to the state OCR Coordinator at least 10 days prior to the on-site visit. Use the same spreadsheet for enrollment data as used for your program review.

WHAT EXHIBITS ARE TO BE PROVIDED AT THE ON-SITE REVIEW?

The following documents or items should be provided in the OCR team meeting room. These documents will need to be retained by the compliance review team at the end of the site visit. They should be inserted into a file folder system and referenced as noted below. If you provide the requested items below as scanned documents when completing the Self Assessment, place a note to that effect in the folder. It is not necessary to provide the requested information again.

- I. Administrative Compliance**
 - A copy of the system BOE manual or website address where BOE policies are found.
- II Site Location and Student Eligibility**
 - A copy of the Master Schedule
 - A campus map of each school site which offers CTAE instruction. (highlight and identify classrooms/labs)
- III Recruitment Issues**
 - Any CTAE area recruiting materials, brochures, flyers, videos, power points and any other materials used in the promotion of CTAE. (provide original copies of these if available)
- IV Admissions Issues**
 - A copy of the Course Description Booklet/
 - A copy of the Student Handbook
- V Student Financial Assistance Issues**
 - Copies of scholarship announcements
 - A list of local scholarship awards and identification of recipients: male/female, race and national origin (LEP). (Need up to three years of information on this.)
- VI Counseling Issues**
 - Copies of all career assessments used with students and timeline for their administration
 - Copies of career-related brochures, newsletters, flyers from the counseling department, etc.
- VII Services for Student with Disabilities**
 - Copies of the process and materials used to identify handicapped/special needs students (if personal records are copied, blacken the name of the student)
- VIII 504/ADA Accessibility Issues**
 - See Checklist # 3 which follows this section.
- IX Comparable Facilities Issues**
 - (N/A - observation of the facilities will be made by the compliance team)
- X Work Study/Apprenticeship**
 - Copies of any WBL Training Applications
 - Copies of any Employer Training Agreements
 - Enrollment data: male/female, LEP, Disable, Black/White/Hispanic (for the entire program)
- XI Employment Issues**
 - Copies of Job Postings for recent Certified and Classified staff position
 - Copies of position recruitment advertisements placed in newspapers, periodicals etc.
 - Copies of all Employment Application forms (system wide)
 - A list of organizations/agencies where Job Announcements appear

- A copy of the District Affirmative Action Plan (if available)
- Copies of District staff recruiting materials (originals or photocopies)
- Copy of the Staff Handbook

FACILITIES ACCESSIBILITY SELF-ASSESSMENT

A review of each secondary school where CTAE classes are offered will be made. The accessibility review will include libraries, cafeterias, resource rooms, counseling and administrative offices, lavatories, parking areas, building entrances, hallways, as well as CTAE program areas and other areas as determined. The review will typically NOT include academic classrooms.

CHECKLIST FOR COMMON ACCESSIBILITY GUIDELINES:

All agencies are responsible for compliance with Section 504. Applicable accessibility standards are determined by the date the facility was constructed or last renovated, as follows (ANSI, UFAS, and ADAAG standards):

- ◆ Existing facilities/Section 504 (34 CFR, 104.22) – construction or alteration initiated before 6/4/77
- ◆ New construction/Section 504 (34 CFR 104.23) – construction or alteration initiated between 6/4/77 and 1/17/91. Facilities follow American National Standards Institute, Inc. (ANSI) A117.1-1961 (R1971)
- ◆ New construction/Section 504 (34 CFR 104.23) – construction or alteration initiated on or after 1/18/91. Facilities follow the Uniform Federal Accessibility Standards (UFAS) Appendix A to 41 CFR subparts 101-19.6 (UFAS can be found <http://www.access-board.gov/ufas/ufas-html/ufas.htm>) and <http://www.access-board.gov/ufas/ufas-html/figures.htm>)
- ◆ New construction/Americans with Disabilities Act Title II (28 CFR 35.151) – construction or alteration initiated on or after 1/27/92 – Facilities follow Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities (ADAAG can be found at Appendix A to 34 CFR Part 36, or may elect to follow UFAS Appendix A to 41 CFR subpart 101-19.6 at (<http://www.access-board.gov/adaag/html/adaag.htm> and <http://www.access-by-design.com/adaag/group12.htm>))

The below checklist provides a framework for appraisal of common problems or violations that may exist in your local schools regarding access and modifications as described by the Americans with Disabilities Act, and guidelines published by the U.S. Education Department Office for Civil Rights (for facilities constructed after 1/27/92). These are the areas to be reviewed in each secondary school.

You should complete the following self assessment for each secondary school which is a part of this compliance review. Indicate yes or no as appropriate.

Name of System
Name of School
Date Completed
Completed by:

BUILDING ACCESS

- Handicapped parking spaces(s) are designated and located near building/events for disabled individuals
- Parking space allocation for individuals with disabilities meets ADA guidelines (96" wide with a 60"/96" access aisle).
- There is a "drop off" zone near the building entrance.
- The gradient/slope from parking to building does not exceed 1:12.
- Entrance door handle has a lever handle that is easy to grasp.
- The entrance door has clear opening at least 32".
- The door opens easily with less than 8.5 pounds of pressure.
- There is adequate signage to direct visitors and clients to program areas.
- Accessible facilities are identified.

BUILDING CORRIDOR

- The floor surface of the travel path is hard and not slippery.
- The path of travel is wide enough (36") for wheelchairs.
- Obstacles (telephone, fountains, etc) protrude less than 4" into the corridor.
- Elevator controls are low enough (54") to be reached from a wheelchair.
- Elevator markings are in Braille.
- Elevators provide audible signals.
- Elevator interiors provide a turning area of 51" for wheelchairs.

COMMON AREAS

- Main office service counter has an area lowered for ADA accessibility.
- Elevators are located within proximity to accessible travel path.
- Food service counters (lunchroom counters, student store counters, etc) have areas lowered for ADA accessibility.
- All play fields are ADA accessible.
- All routes of travel to building and play and sports fields are ADA accessible.
- Gymnasium seating area is ADA accessible.
- Library service counters have an area lowered for ADA accessibility.
- Drinking fountains are ADA accessible.
- There are exit signs and horn strobes for emergency and fire safety.
- All ramps have safety rails.
- Ramps have a slope of 1 to 33.

RESTROOMS

- Accessible restrooms are near the building entrance or program areas, on each floor.
- Doors have lever handles.
- Doors into restrooms are at least 32" wide.
- Restroom is large enough for wheelchair turnaround (60" minimum).
- Staff doors are a minimum of 32" wide.
- Grab bars are provided behind commode.
- Sinks are at least 30" high with room for a wheelchair to roll under.
- Soap and towel dispensers and mirrors are no more than 48" from the floor.

_____ There is a urinal placed no more than 15-17" above the floor.

PROGRAM ACCESS

_____ CTAE labs have station(s) modified to accommodate individuals with disabilities.

_____ Libraries are ADA accessible, including book check-out areas.

_____ Music rooms are accessible without physical restriction.

_____ Instruction areas are ADA accessible.

_____ Elevated areas are ADA accessible.

_____ Sunken or sloped areas are ADA accessible.

_____ Computer labs have ADA accessible station(s).

_____ Entrance doors have weight/lever handles with a width of 32" wide.

_____ Gym locker rooms have ADA accessible showers, dressing areas, and lockers.

_____ Greenhouse has accessible route of travel, modified work space, door entrance, accessible equipment and tools, and at least one work space with a firm non-graveled floor.

_____ Drafting classroom has adjustable tables and appropriate work space.

_____ AG and T & I classrooms have adjustable tables/work space.

_____ Theaters/Auditoriums have accessible, designated seating areas.

_____ Family and Consumer Science lab has accessible counters, work areas, sink, refrigerator are accessible. Oven range has front controls.

_____ There is sound equipment in the gym/theater for hearing impaired individuals

Doorways to program areas are a minimum of 32" wide.

_____ Interior doors are easy to open.

_____ Doorway thresholds are no more than 1/2" high.

_____ The travel path between tables, desk, and furniture is wide enough for wheelchairs.

ELEVATORS

_____ There is a clear door opening of at least 32".

_____ There is adequate maneuvering space for wheelchairs.

_____ Top elevator numbers are placed between 48"-54" from the floor.

_____ Floor numbers and other information items are raised or in Braille for blind persons.

_____ There is railing in the elevator cab.

_____ Elevator stops exactly at the floor level.

PARKING

_____ Parking spaces are reserved for individuals with disabilities.

_____ Reserved spaces are at least 12 feet long by 6 feet wide.

_____ There is a ramp, if necessary, between reserved parking space and the building.

CURBS, RAMPS, WALKS

_____ All the ramps have an edge no higher than 1/2 inch.

_____ All ramps have no more than 1:12 maximum slope.

_____ Ramps at least 40 inches wide.

_____ Handrails are placed on each side of the ramp.

_____ Walkways are at least 48 inches wide.

_____ Walkways are clear of debris and/or hazardous objects.

_____ Outside steps and travel paths are protected from inclement weather.

OTHER

_____ There is 29-30" of space for wheelchair users' knee clearance under water fountains

_____ The water fountain spout is no more than 34" high

- _____ The water fountain structure is recessed into the wall to avoid hazard to blind persons.
- _____ Signs and directions are raised or in Braille lettering to give directions for blind persons
- _____ These signs are no more than 4'6" – 5'6" above the floor

OCR COMPLIANCE REVIEW AGENDA

School System _____

System Address _____

Date of Visit _____

Agenda

8:45 – 9:00	OCR Team Arrival
9:00 – 9:15	Welcome and Introductions System Personnel CTAE Director GaDOE OCR Chairperson
9:15 – 9:30	CTAE Program Overview System CTAE Director
9:30 – 9:45	Instruction & Assignments to Team Members OCR Review Chairperson
9:45 – 1:15	Concurrent Activities Facilities Accessibility, Documentation Review and Interviews)
12:00 – 12:30	Lunch
1:15 – 2:30	Team Compile Preliminary Reports
2:30 – 3:00	Exit Report (brief informal report) OCR Review Chairperson to the School Administrators, CTAE Director, Superintendent, etc.

FY12 GEORGIA OCR COMPLIANCE REVIEW SELF-ASSESSMENT

Completed by:

Date Completed:

System:

Instructions: Please complete this document and return to dclarke@doe.k12.ga.us no later than 30 days prior to your scheduled on-site OCR Compliance Review. This is a WORD document and should be completed and submitted electronically. You will be required to attach “scanned” copies of certain requested information to complete this self-assessment. If you have any questions, please contact Dennis Clarke at 404-805-5634 or at the above email address.

A. ADMINISTRATIVE ISSUES

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 104.8)

- a) The district has and uses a Nondiscrimination Notice. Yes ___ No ___.
- b) All protected groups (race, color, national origin, sex or disability) are included in the nondiscrimination notice. Yes ___ No ___.
- c) 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
 - System Website
 - School(s) Website(s)
 - Student Handbook
 - Teacher Handbook
 - Parent Handbook
 - Other system documents

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 coordinate district efforts to comply with and carry out district responsibilities under
 - Title II:

- Title IX:
 - Section 504:
- b) Does the district provide students and employees the name, office address and phone number of the designated coordinators for Title II, Title IX, and Section 504? Yes ____ No ____.
- c) Attach scanned copies of documents which show how this information is provided to:
- employees
 - students
 - others
- Make sure the source and page number are indicated for each scan.

3. Annual Public Notification (Title IX:34 CFR 106.8(b), Section 504:34 CFR 104.7(a), Title II:28 CFR.107(a), Guidelines IV-O)

Prior to the beginning of each school year, the district must advise students, parents, employees and the general public that all career and technical education classes and programs are offered regardless of race, color, national origin, sex or disability.

- a) The district published an annual nondiscrimination statement to advise students, parents, employees and the general public that all career and technical education classes and programs are offered regardless of race, color, national origin, sex or disability. The notice(s) include a brief summary of program offerings, admission criteria, and the name, office address, and phone number of persons designated to coordinate compliance under Title II, Section 504, and Title IX. Yes ____ No ____.
- b) Attach scanned copies of the following:
- Local newspaper publication of nondiscrimination statement
 - System website notifications
 - School website notifications
- Make sure the source and page number are indicated for each scan.

4. Grievance Procedure (Section 504:34 CFR 104.7(b), Title IX:34 CFR 106.8(b), Title II: 28 CFR 35.107(b))

- a) Does the district have a board-approved grievance procedure that provides for prompt and equitable resolution of student and employee complaints alleging any discrimination based on sex or disability? Yes ____ No ____.
- b) What is the BOE policy number concerning your district's grievance procedures. ____
- c) Attach a scanned copy of the system grievance procedures as shown in the following documents.
- BOE Policy Manual
 - Student Handbook
 - Teachers/Staff Handbook
 - System and/or School Websites
 - Bulletin Board Announcements
 - Others
- Make sure the source and page number are indicated for each.

B. SITE LOCATIONS AND STUDENT ELIGIBILITY CRITERIA ISSUES

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 residence requirements, numerical limits for students from schools of origin, addition to existing career and technical education facilities, and any other criteria that have the purpose or effect of disproportionately excluding students of a particular race, national origin, sex or disability.

1. Student Eligibility (Guidelines IV-A)

- a) Identify the BOE policy number for the district's student admission eligibility criteria. ___
- b) Attach a scanned copy of the system's student admission eligibility criteria as shown in the following documents.
 - BOE Policy Manual
 - Student Handbook
 - Teachers/Staff Handbook
 - System and/or School Websites
 - OthersMake sure the source and page number are indicated for each.

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?
 - a. Yes ___ No ___.
 - b) Attach a scanned copy of the system's BOE policy that addresses the policies and procedures that 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.
 - c) Are the district's career and technical education facilities at sites that are readily accessible to both minority and non-minority communities and that do not tend to identify the facility or program as designed for minority or non-minority students? Yes ___ No ___.
 - d) Attach scanned copies of the following:
 - School floor plan with CTAE classes clearly marked.
 - School floor plan with the date of construction starts (the date of groundbreaking or date of renovation started) for all areas where modifications have been made to the school.
 - Copy of each secondary school Master Schedule.

3. Residency (Guidelines IV-C)

- a) Attach a scanned copy of the system's established geographic service area boundaries that are established for each secondary school.

C. RECRUITMENT ISSUES

Recruitment activities and materials should convey the message that all career and technical education programs are open to all students without regard to race, color, national origin, sex or disability status. Information about career technical education opportunities should be available to all potential students. Promotional materials should avoid stereotyping. Recruitment teams, to the extent possible, should represent persons of different races, national origins, gender, and disabilities.

1. Recruitment Activities (Title IX: 34 CFR 106.23 (a) (b) Guidelines V-C)

- a) Does the district conduct recruitment activities so as not to exclude or limit opportunities on the basis of race, color, national origin, sex or disability? Yes ___ No ___.
- b) Attach scanned copies of:
 - documents (agendas, letters, announcements, etc.) that demonstrate recently conducted recruitment activities for CTAE programs.
 - CTAE Brochures
 - CTAE Flyers
 - Other CTAE promotional materials.

2. Recruitment Materials (Guidelines V-C)

- a) Do the district's policy, procedures and /or practices for selecting and using recruitment materials ensure that career and occupational opportunities are not limited on the basis of race, color, national origin, sex or disability? Yes ___ No ___.
- b) Attach a scanned copy of the policies, procedures and /or practices used for selecting and using recruitment materials to ensure this.
- c) Are the district student, teacher or counselor teams who are involved in the recruitment process and provide information about opportunities and courses representative of the diversity of the student and community populations? Yes ___ No ___.

3. Counselor Communication (Guidelines V-D)

- a) Identify the district policies, procedures and outcomes which ensure that counselors can effectively communicate with students who are limited English proficient and also with students who are sensory impaired. ___
- b) Attach scanned copies of the policies and procedures utilized by counselors to ensure that they can communicate with students who are limited English proficient and also with students who are sensory impaired.
 - Translation services
 - Bilingual staff members
 - Special Education services
 - System support agencies

4. Promotional Efforts (Guidelines V-E)

- a) Attach scanned documents which support that the district provides promotional materials and efforts that do not create or perpetuate stereotypes or limitations based on race, color, national origin, sex or disability. ___
- b) Attach scanned documents that identify system/school procedures and staff responsible for regularly evaluating whether promotional materials and efforts create or perpetuate stereotypes or limitations based on race, color, national origin, sex or disability.

5. Community of Persons of Limited English Proficiency (Guidelines V-E)

- A. Does the district serve a community (must be 5% or more of your population) of persons with limited English proficiency at this time? Yes ___ No ___.
- B. If Yes, identify the race. ___
- C. Attach scanned documents which show that information has been provided to LEP parents, students and community members in their own language or through other alternative means to ensure that all students have equal access to and support to be successful in school.
- Copies of general announcement letters
 - Parent Handbooks in native languages
 - System forms in native languages
 - Copies of the system protocol for providing information to LEP students, parents and community members.
- Make sure the source and page number are indicated for each.

D. ADMISSIONS ISSUES

Admission policies, procedures and criteria may not exclude students from career and technical education programs on the basis of race, color, national origin, sex or disability. Where admissions criteria exclude a disproportionate number of persons of a particular race, color, national origin or sex or persons with disabilities, the criteria should be validated as essential to success in the program. Preadmission inquiries about marital, parental or disability status should be avoided.

- 1. Admission Criteria – Race, Color, National Origin, Sex or Disability (Guidelines IV-K)**
 - a) Attach scanned copies of at least 3 district / school sources where the program or course admissions criteria are noted / published. Make sure the source and page number are indicated for each.

- 2. Admission Criteria – Marital, Parental, or Disability Status (Title IX:34 CFR 106.21 (c), Section 504: 34 CFR 104.42 (b) (4), Title II 28 CFR 35)**
 - a) Does the district include information about marital, parental, or disability status in its course and/or program eligibility and admission criteria? Yes ___ No ___.
 - b) If so, attach a scanned copy of any documents that include this restricted information.

- 3. Admission Criteria - Employment Opportunities Based on Disability (Section 504:34 CFR 104.10, Section 504: 34 CFR 104.43(c), Guidelines Iv-N)**
 - a) Does the district provide access to career and technical education, and academic programs or courses to students with a disability despite general perceptions that employment opportunities in an occupation may be more limited for disabled persons than for non-disabled persons? Yes ___ No ___.
 - b) Attach a scanned copy of the enrollment data for each CTAE class. Be sure that the number of students with IEPs is indicated by classes.

- 4. Admission Criteria – Limited Language Skills (Guidelines IV-L)**
 - a. Does the district serve a community (5% or more of your population) of persons with limited English proficiency at this time? Yes ___ No ___.
 - b. If your answer is Yes, what is the language(s)? ___
 - c. Does your system, at both the elementary and secondary level, use a standardized method of identifying students with limited English language proficiency? Yes ___ No ___.

- d. If your answer is Yes, what system is used? ___ Attach a scanned copy of the instrument used for determining limited English language proficiency.
- e. Are district students with limited English language proficiency more restricted from admission and participation in career and technical education programs and courses than are students whose primary language is English? Yes ___ No ___.
- f. Does the district use a standardized method to assess the ability of students with limited English proficiency to participate in career and technical education? Yes ___ No ___.
- g. What method is used? ___ If same as discussed above, please so note.
- h. Does the district provide accommodations necessary for students with limited English proficiency to participate in and benefit from all career and technical programs? Yes ___ No ___.

E. STUDENT FINANCIAL ASSISTANCE ISSUES

Recipients are not to limit honors, awards, and scholarships to a group on the basis of race, color, national origin, sex or disability unless such targeting is done to provide opportunities to members of a group that has not traditionally been represented. Outside agencies that provide awards are to be notified of the district’s nondiscrimination policy.

A recipient may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established pursuant to domestic or foreign will, trust, bequests or similar legal instruments or by acts of a foreign government which require that awards go to a student of a particular sex, race, or national origin, or with a student with a particular disability. However, the overall effect of such restricted awards and scholarships must not lead to discrimination in access to total scholarships on the basis of sex, race, national origin or disability. To meet this requirement, a district must implement a review process and keep records for no less than 5 years.

1. Availability to All Students (Title VI: 34CFR 100.3(b), Title IX: CFR 106.37, Section 504:34 CFR 104.46(a), Guidelines VI-B)

- a. Does the district employ a process for providing information about and awarding financial assistance that ensures it is available to all students regardless of sex, race, color, national origin, or disability? Yes ___ No ___.
- b. If your answer is Yes, attach scanned copies of the local systems procedures or instruments used.

2. Sex-restricted Awards (Title IX:34 CFR 106.37, Guidelines VI-B)

- a. Does the district offer any sex-restricted awards? Yes ___ No ___.
- b. If your answer is Yes, what awards and why: ___
- c. If your answer was Yes to #2 above, does the district ensure that any sex-restricted awards are made only when established by will, trust, bequest, or other legal instrument? Yes ___ No ___.
- d. Does the district regularly review their awards process to ensure that the overall effect of the awards does not discriminate on the basis of sex? Yes ___ No ___. If yes, attach a scanned copy of the procedures used.

3. Assistance for National Origin Minority Persons (Guidelines VI-B)

- a. Does the district serve a community (5% or more of your population) of persons with limited English proficiency at this time? Yes ___ No ___.
- b. If your answer is Yes, what other languages? ___

- c. Does the district provide information about financial assistance to national origin minority persons in their native language? Yes ___ No ___. If yes, provide a scanned copy of the notification documents that are used.

F. COUNSELING ISSUES

Issues relating to counseling and prevocational programs may include steering of students toward particular courses or programs that are “traditional” for the student’s race, color, national origin, English language proficiency, sex, or disability status. Services and materials related to counseling and recruitment must be free of discrimination and stereotyping in language, content and illustration.

1. Counseling Materials and Activities – Overall (Title IX: 34 CFR 106.21 (a)(b), Title IX:34 CFR 106.36 (a), Title IX: 34 CFR 106.34, Section 504: 34 CFR104.4 (a), and 104.34 (a) and (c), Section 504: 34 CFR 104.47 (b), Title II: 28 CFR 35.130, Guidelines V-A)

- a. Does the district regularly review their counseling materials and activities (including student course and /or program selection and career/employment selection), promotional and recruitment efforts to ensure that they do not discriminate on the basis of race, color, national origin, sex, or disability? Yes ___ No ___.
- b. If your answer is Yes, attach a scanned copy of any protocols or procedures used.

2. Course and Program Selection Process – All Students (Title IX: 34 CFR 106.34, Section 504:34 CFR 104.47 (b), Guidelines V-B)

- a. Do the district’s guidance counselors employ a course and/or program selection process that ensures choices are not made based on the student’s race, color, national origin, sex or disability? Yes ___ No ___.
- b. If your answer is No, how do you ensure that choices are made without regard to the student’s race, color, national origin, sex or disability? ___
- c. Do the district’s guidance counselors routinely evaluate the district process and their own practices to maintain an unbiased approach? Yes ___ No ___.
- d. If your answer is Yes, how is this done? ___ Include a scanned copy of any minutes of meetings regarding this.

3. Counseling Materials and Activities – Students with Disabilities (Section 504:34 CFR 104.37 (b), Guidelines V-B)

- a. Does the district regularly review its counseling materials and activities (including student course and/or program selection and career/employment selection), promotional, and recruitment efforts to ensure that they do not discriminate on the basis of disability? Yes ___ No ___. Attach a scanned copy of any minutes of meetings regarding this.

4. Disproportionate Enrollments (Title IX: 34 CFR 106.36 Guidelines V-B)

If disproportionate enrollments occur, efforts must be made to ensure that counseling activities, services and/or materials are not responsible. Recipients must take steps to ensure that any disproportionate enrollment does not result from unlawful discrimination in counseling activities.

- a. Does the district annually identify courses with disproportionate enrollments, take steps to identify the reason for the disproportion, and implement strategies to balance the enrollment in future years? Yes ___ No ___.
- b. If your answer is Yes, explain your process: ___

- c. Do the guidance counselors routinely evaluate their own practices to ensure that they do not contribute to any disproportion in enrollment patterns? Yes ___ No ___.
- d. If your answer is Yes, explain what is done. ___ Attach copies of any professional development meetings (local or otherwise) that counselors have attended regarding this matter.

G. SERVICES FOR STUDENTS WITH DISABILITIES ISSUES:

No qualified person with a disability may be excluded from, denied benefits of, or subjected to discrimination in any course, program or activity. A recipient may not restrict access for students with disabilities to schools, programs, services, and activities because of architectural barriers, equipment barriers, the need for related aids and services, or the need for auxiliary aids. Section 504 and ADA Title II are based on the premise that students with disabilities will be integrated with their non-disabled peers as much as possible.

1. Non Discrimination for Students with Disabilities (Section 504: 34 CFR 104.4 (a), Title II: 28 CFR 35.130 (a), Guidelines IV-N)

- a. Explain how the district ensures that no qualified person with a disability is excluded from, denied benefits of, or subjected to discrimination in any course, program, service, or activity solely on the basis of disability. Reference any appropriate policies, procedures and outcomes. ___
- b. Have any students with disabilities been excluded from academic or career and technical education programs, courses, services, or activities due to equipment barriers or because necessary related aids were not available? Yes ___ No ___.
- c. If your answer to b is Yes, explain: ___

2. Provision of Elementary and Secondary 504 Services (Section 504: 34 CFR 104.33,35, and 36)

- a. Do the district policies, procedures and outcomes ensure that a free, appropriate public education (FAPE) is available to each qualified disabled person in its jurisdiction? Yes ___ No ___.
- b. Explain your answer to a above: ___
- c. Explain the district's system that is in place for the identification of disabled persons, the evaluation of disabled persons, and the educational placement of disabled persons. ___
- d. Are placement decisions made by a group of persons knowledgeable about the child, the meaning of evaluation and data, and placement options? Yes ___ No ___. Attach a scanned copy of an IEP meeting held for a CTAE student in your system. Be sure to remove any personally identifying information.
- e. Explain the district's procedural safeguards through which parents or guardians can obtain an impartial review of the evaluation and placement actions. ___

3. Supplementary Aids, Services and Support (Section 504: 34 CFR 104.34 (a) (b), Title II: 28 CFR 35.139 (d) Guidelines VI-A)

- a. Identify and explain the district's policies, procedures and outcomes to ensure that disabled secondary students are placed, with the use of supplementary aids and services, in the regular educational environment of any career and technical education, academic, physical education, athletic, or other school program or activity. ___

4. Free and Appropriate Education (FAPE) – Career and Technical Education (Section 504:34 CFR 104.35 (a), Guidelines VI-A)

- a. Identify and explain the district’s policies, procedures and outcomes to ensure that secondary students with disabilities are placed in a career and technical education program only when the 504 FAPE requirements for evaluation, placement, and procedural safeguards have been satisfied. ____

H. 504/ADA Accessibility Issues

The recipient may not exclude students with disabilities from enjoying the benefits of its program or service because its facilities are inaccessible to or unusable by persons with disabilities. Applicable accessibility standards are determined by the date the facility was constructed or last renovated by the institution.

Existing Facilities/Section 504 (34 CFR, 104.22) – construction or alteration initiated before 6.4.77 – “readily accessible” - A recipient shall operate its program or activity so that when each part is viewed in its entirety, it is readily accessible to disabled persons. A recipient is not required to make each of its existing facilities or every part of a facility accessible to and usable by persons with disabilities.

New Construction/Section 504 (34 CFR 104.23) – construction or alteration initiated between 6/4/77 and 1/1791 – ANSI A117.1-1961 (R1971) – Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient is designed and constructed in such a manner that the facility or part of the facility is readily accessible to and useable by persons with disabilities. Conformance with the “American National Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by the Physically Disabled,” published by the American National Standards Institute, Inc. (ANSI A117.1-1961 (R1971) Later versions of ANSI A117.1 do not apply. (prior to January 18, 1991 amendment)

New Construction/Section 504 (34 CFR 104.23 and Title II: 28 CFR 35.151) – construction or alteration initiated on or after 1/18/91 – UFAS – Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient or public entity is designed and constructed in such a manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the Uniform Federal Accessibility Standards (UFAS) (Appendix A to 41 CFR subparts 101 19.6). Departures from particular technical and scoping requirements permitted where substantially equivalent or greater access to and usability of the building is provided.

New Construction/ADA (28 CFR 35.151) – construction or alteration initiated on or after 1/27/92 – Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient or public entity is designed and constructed in such a manner that the facility or part of the facility is readily accessible to and useable by persons with disabilities. Conformance with either ADAAG or UFAS is acceptable.

1. Provide a scanned composite floor plan of each secondary school in the district.
2. On each floor plan, mark the “start date of construction” for the original school. Note that this date is not the date the school opened, but the date when construction began.
3. On the same floor plan, circle any areas and write in the start date of construction for any area(s) that has been modified since the original school was built. This includes where modifications were made to doors, restrooms, water fountains, walkways/ramps, labs, etc.
4. On the same floor plan, circle any areas and write in the start date of construction for any area(s) that has been added since the original school was built.
5. On the same floor plan, highlight and identify by name all CTAE labs.

I. COMPARABLE FACILITIES ISSUES

Separate facilities for students with disabilities should be similar in quality and convenience to facilities for students without disabilities. Separate changing rooms, showers and other facilities for students on one sex should be similar in quality and convenience to facilities for students of the other sex. Any separate facilities for male, female or disabled students should be located in similar proximity to the associated classrooms, shops or laboratories. LEP/ELL program facilities should be comparable to those for non-LEP students.

1. Separate Programs or Facilities (Section 504: 34 CFR 104.34 (c), Guidelines VI-A)

- a. Do separate programs or facilities exist for students with disabilities? Yes ___ No ___.
- b. If your answer is Yes, identify these: ___
- c. Are these separate programs or facilities comparable to those for students without disabilities? Yes ___ No ___.
- d. Do separate programs or facilities exist for LEP students? Yes ___ No ___.
- e. If your answer is Yes, identify these: ___
- f. Are these separate programs or facilities comparable to those who are fully English proficient? Yes ___ No ___.
- g. If separate programs exist for students of one sex, they must meet the requirements of Title IX of the Education Amendments of 1972. Do separate programs exist for students of one sex? Yes ___ No ___.
- h. If your answer was Yes, identify these: ___

2. Changing Rooms, Showers and Other Facilities (Title IX: 34 CFR 106.33, Section 504:34 CFR 104.4 (b) (ii), Guidelines VI-D)

- a. Are the changing rooms, showers, and other facilities for students of one sex comparable to those provided to students of the other sex? Yes ___ No ___.
- b. Are changing rooms, showers, and other facilities for students with disabilities comparable to those provided to students without disabilities? Yes ___ No ___.

J. WORK STUDY COOPERATIVE EDUCATION, JOB PLACEMENT, AND APPRENTICE TRAINING ISSUES

An agency not only has the responsibility to provide its services in a nondiscriminatory manner, but it also has the responsibility not to contribute to or support discriminatory practices by non-school organizations that provide employment or workplace learning sites. Assignments cannot be made or withheld in work-based learning programs simply because of sex, race, national origin or disability of the student. It is also illegal to cooperate with an employer who requests that school refer or identify students on the basis of sex, race, color, national origin or disability status. It is recommended that agencies have written agreements whereby the cooperating worksite staff indicates that they will not discriminate and that they understand the school or consortium cannot work with any provider that does. It is necessary to regularly review these written agreements, the assignments of students presently in such programs, and the placement process to see whether any segregated or restrictive patterns exist.

1. Work-Based Learning Opportunities (Title VI: 34 CFR 100.3 (b), Title IX: 34 CFR 106.31 (d), Section 504: 34 CFR 104.4 (b), Guidelines VII-A)

- a. Does the district independently operate a work-based learning program? Yes ___ No ___.

- b. If your answer is Yes, do the criteria used for selecting and placing students in work study, cooperative education, and work-based learning programs ensure that opportunities are available to all students regardless of race, color, national origin, sex, or disability?
Yes ___ No ___.
- c. If your answer is No, explain: ___ Attach a scanned copy of the system's Work-Based Learning Handbook.

2. Partnering Employers and Prospective Employers (Title VI: 34 CFR 100.3 (b), Title IX: 34 CFR 106.38, Section 504: 34 CFR 104.46 (b), Guidelines VII-A)

- a. Are there processes and practices established by the district to ensure that partnering employers and prospective employers do not discriminate on the basis of race, color, national origin, sex, or disability in recruitment, hiring/firing, placement, assignment of work tasks, hours of employment, levels of responsibility, and pay? Yes ___ No ___.
- b. Who developed these processes and practices? ___
- c. Does the district monitor and keep records of the employment practices of partnering employers and prospective employers to ensure that they do not discriminate against students on the basis of race, color, national origin, sex, or disability in recruitment, hiring/firing, placement, assignment of work tasks, hours of employment, levels of responsibility and pay? Yes ___ No ___.
- d. Are written agreements used to ensure that employers and prospective employers do not discriminate against students on the basis of race, color, national origin, sex, or disability in recruitment, hiring/firing, placement, assignment of work tasks, hours of employment, levels of responsibility, and pay? Yes ___ No ___. Attach a scanned copy of an active WBL student application which shows signatures of the student, parent, school coordinator and employer. Remove student identification numbers such as social security numbers if they are include.
- e. If your answer is Yes, do the written agreements used contain a nondiscrimination statement which is adequate in the assurance of nondiscrimination? Yes ___ No ___.

K. APPRENTICESHIP TRAINING PROGRAM ISSUES

In the same way that a partnering employer may not discriminate and the educational agency may not provide assistance to any that do not discriminate, it also has the responsibility to ensure that entities sponsoring apprenticeship programs such as unions do not discriminate. Assignments cannot be made or withheld in an apprenticeship program simply because of the sex, race, color, national origin, or disability of the student. A written agreement is recommended whereby the apprenticeship program indicates it will not discriminate on these bases. However, if no agreement is used, the sponsoring entity must have nondiscrimination policies and complain procedures in place.

1. Apprentice Training Program Employers (Title VI: 34 CFR 100.3 (c), Title IX: 34 CFR 106.31 (d), Section 504: 34 CFR 104.11 (a), (4), Guidelines VII-A)

- a. Does the district operate an apprenticeship program? Yes ___ No ___.
- b. Do the established district processes, practices and outcomes ensure that apprenticeship training program employers and prospective employers do not discriminate against students on the basis of race, color, national origin, sex or disability? Yes ___ No ___.
- c. If your answer is Yes, explain how: ___
- d. Does the district monitor the employment practices of apprentice training program employers and prospective employers to ensure that they do not discriminate on the basis of race, color, national origin, sex or disability? Yes ___ No ___.

- e. If your answer is Yes, explain what your do: ____
2. **Written Agreements Contain Assurance of Nondiscrimination (Guidelines VII-A)**
 - a. Do the district's written agreements ensure that employers and prospective employers do not discriminate on the basis of race, color, national origin, sex or disability in recruitment, hiring, placement, assignment of work tasks, hours of employment, levels of responsibility, and pay? Yes ____ No ____.
 - b. Do the written agreements used contain a nondiscrimination statement that is adequate in the assurance of nondiscrimination? Attach scanned copies of any system Apprenticeship Training Program documents.

L. EMPLOYMENT ISSUES

Recipients are prohibited from engaging in any employment practice that discriminates against any employee or applicant for employment on the basis of sex, disability, race, color or national origin. This requirement covers hiring and firing, recruitment and selection matters, compensation, promotion, reasonable accommodation, and affirmative action to overcome the effects of past discrimination.

1. Notification to Faculty and Staff (Guidelines VIII-B)

- a. Does the district have policies, procedures and outcomes to ensure nondiscrimination in employment for current and potential employees? Yes ____ No ____.
 - b. If your answer is Yes, identify where these policies, procedures and outcomes are located: ____
 - c. Do the district policies, procedures and outcomes apply to each of the protected group categories? Yes ____ No ____.
 - d. Do all negotiated agreements with staff contain a nondiscrimination statement? Yes ____ No ____ . Attach a scanned blank copy of an employment agreement.
5. Identify how the district takes continuing steps to notify every source of faculty or staff that it does not discriminate on the basis of race, color, national origin, sex or disability? Attach scanned copies of at least three documents that show this.

2. Salary, Scales and Other Benefits of Employment (Title IX: 34 CFR 106.54, Section 504: 34 CFR 104.11 and 12, Guidelines VIII-D)

- a. Are the negotiated agreements for faculty and staff that pertain to salary and other benefits of employment established without regard to race, color, national origin, sex or disability? Yes ____ No ____.

3. Equal Employment Opportunities for Disabled Persons (Section 504:34 CFR 104.12, Guidelines VIII-E)

- a. Do the district's policies and procedures specifically address the way in which it provides equal employment opportunities for disabled persons? Yes ____ No ____.
- b. Reference the specific policies and procedures (and their locations) that address the way in which the district provides equal employment opportunities for disabled persons. ____
- c. Does the district provide equal employment opportunities to disabled persons and employees by making reasonable accommodations for physical or mental limitations? Yes ____ No ____.
- d. If your answer is No, explain why. ____

Thank you for completing this OCR Compliance Review Self Assessment. The information that you have provided will allow the team to better prepare for our on-site visit and the completion of the Letter of Findings for your system. Again, THANKS.