

1. ADMINISTRATIVE

Administrative Issues:

Recipients need to have certain base requirements in place to comply with the OCR Guidelines, Title VI, Title IX and Section 504. These basic procedures include an annual public notice, continuous notification, designation of a person(s) to coordinate activities under Title IX and Section 504, and a grievance procedure that will allow students an avenue for dealing with discrimination from faculty, fellow students and administrators.

A. Annual Public Notification

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Prior to the beginning of each school year, recipients must advise students, parents, employees and general public that all vocational opportunities will be offered regardless of race, color, national origin, sex or disability.</p> <p>2. The notice must include a brief summary of program offerings and admission criteria and the name, office address, and phone number of persons designated to coordinate compliance under Title IX and Section 504.</p> <p><u>Title IX: 34 CFR § 106.8(b)</u> <u>Section 504: 34 CFR § 104.7(a)</u> <u>Title II: 28 CFR § 35.107(a)</u> <u>Guidelines IV-O</u></p>	<ul style="list-style-type: none"> • Local Newspaper • Recipient Newspaper • Recipient Calendar • Other Publications 	<ul style="list-style-type: none"> • Recipient issues annual public notice of nondiscrimination. • Notice is issued prior to beginning of the school year. • Notice disseminated to students, parents, employees and general public. (Describe method). • Notice includes brief summary of program offerings. • Notice includes program admission criteria. • Notice lists Section 504/ADA coordinator with name/title, address and phone number. • Notice lists Title IX coordinator with name/title, address and phone number. • Notice is available to persons with visual impairments. (Describe method). • Notice is disseminated in languages other than English as needed. (Describe method). 	

1. ADMINISTRATIVE

B. Continuous Nondiscrimination Notice

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Recipient shall take continuing steps to notify participants, beneficiaries, applicants, elementary and secondary school parents, employees (including those with vision or hearing impairments) and unions or professional organizations holding collective bargaining or professional agreements with the recipient that it does not discriminate on the basis of race, color, national origin, sex or disability.</p> <p><u>Title IX: 34 CFR § 106.9</u> <u>Section 504: 34 CFR § 104.8</u></p>	<ul style="list-style-type: none"> • Brochures on programs/activities • Student applications • Catalog • Student handbook • Employee handbook • Job announcements • Posters advertising programs • Recruitment materials • Web site • Recipient newspaper 	<ul style="list-style-type: none"> • A variety of recipient publications notifies applicants, students, employees and parents that it does not discriminate on the basis of race, color, national origin, sex, or disability. (List publications reviewed). • Recipient lists coordinator of Section 504 with their name/title, address and phone number in the notice of nondiscrimination. • Recipient lists coordinator of Title IX with their name/title, address and phone number in the notice of nondiscrimination. • Notice is available to persons with visual impairments. (Describe method). • Notice is disseminated in languages other than English as needed. (Describe method). 	

--	--	--	--

1. ADMINISTRATIVE

C. Persons Responsible For Coordinating Title IX and Section 504/ADA

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Each recipient shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Section 504 and Title IX.</p> <p><u>Section 504: 34 CFR § 104.7(a)</u> <u>Title IX: 34 CFR § 106.8</u></p> <p>2. The recipient must notify students and employees of the name, office address, and phone number of the designated employee(s).</p> <p><u>Title IX: 34 CFR § 106.8</u> <u>Section 504: 34 CFR § 104.7(a)</u></p>	<ul style="list-style-type: none"> • Catalogs • Student handbook • Employee handbook • Job description • Web site • Marketing materials 	<ul style="list-style-type: none"> • Recipient has assigned a person(s) to coordinate Section 504/ADA activities. • Person assigned Section 504/ADA activities is aware of his/her duties and responsibilities and has the training necessary to carry them out. • Recipient has assigned a person(s) to coordinate Title IX activities. • Person assigned Title IX activities is aware of his/her duties and responsibilities and has the training necessary to carry them out. • Recipient lists Section 504/ADA coordinator with their name/title, address and phone number in all recipient publications. (List publications reviewed). • Recipient lists coordinator of Title IX with their name/title, address and phone number in all recipient publications. (List publications reviewed). 	

1. ADMINISTRATIVE

D. Grievance Procedure

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. A recipient shall adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any discrimination based on sex or disability.</p> <p><u>Section 504: 34 CFR § 104.7(b)</u> <u>Title IX: 34 CFR § 106.8(b)</u> <u>Title II: 28 CFR § 35.107(b)</u></p>	<ul style="list-style-type: none"> • Grievance procedure for Title IX • Grievance procedure for Section 504/ADA • Student handbook • Employee handbook • Catalogs • Posted notices 	<ul style="list-style-type: none"> • Recipient has Title IX grievance procedures that ensure a prompt and equitable resolution. • Recipient notifies its students and employees that there is a grievance procedure for persons who feel they have been discriminated against based on sex. • The Title IX grievance procedure is readily available to students and employees. • Recipient has Section 504/ADA grievance procedures that ensure a prompt and equitable resolution. • Recipient notifies its students and employees that there is a grievance procedure for persons who feel they have been discriminated against based on disability. • The Section 504/ADA procedure is readily available to students and employees. 	

2. EMPLOYMENT

Employment Issues:

Recipients are prohibited from engaging in any employment practice which discriminates against any employee or applicant for employment on the basis of sex, disability, race, color or national origin. Specific issues include employment policies, recruitment and selection matters, under or over representation of protected groups, salary establishment and administration, reasonable accommodation, and overcoming the effects of past discrimination.

A.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Recipients may not engage in any employment practice that discriminates against any employee or applicant for employment on the basis of sex or disability. Recipients may not engage in any employment practice that discriminates on the basis of race, color, or national origin if such discrimination tends to result in segregation, exclusion or other discrimination against students.</p> <p><u>Section 504: 34CFR § 104.11 Guidelines VIII-A</u></p> <p>2. Recipients may not make pre-employment inquiries concerning disability, marital, or parental status.</p> <p><u>Title VI: 34 CFR § 100.3(c)</u> <u>Title IX: 34 CFR § 106.51, 106.57 and 106.60</u> <u>Section 504: 34 CFR § 104.13 and 104.14</u> <u>Guidelines VIII-A</u></p>	<ul style="list-style-type: none"> • Hiring policies and procedures • Advancement policies and procedures • Non-discrimination statements • Employee handbooks • Application materials and forms • Screening committee policies and procedures • Rating systems • Job announcements • Recruitment policies • Policies and procedures regarding interviewing practices 	<ul style="list-style-type: none"> • Recipient's employment practices are conducted without regard to race, color, national origin, sex or disability of applicants or employees. • Application forms and materials are free from prohibited questions concerning disability, marital or parental status. 	

2. EMPLOYMENT

B.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. The recipient must notify every source of faculty that it does not discriminate on the basis of race, color, national origin, sex or disability.</p> <p><u>Guidelines VIII-B</u></p>	<ul style="list-style-type: none"> • Employment policies • Employee handbooks • Application form for employment • Vacancy announcements and advertisements • Recruitment letters or contacts • Personnel web site and other Related recruitment documents • Published nondiscrimination statement in newspapers • Published nondiscrimination Statement in student handbooks 	<ul style="list-style-type: none"> • Recipient notifies its sources of faculty that it does not discriminate on the basis of race, color, national origin, sex or disability. (List publications reviewed). 	

C.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Requires the recipient to establish and maintain faculty salary scales on the basis of the conditions and responsibilities of employment without regard to race, color, national origin, sex or disability.</p> <p><u>Title IX: 34 CFR § 106.54</u> <u>Section 504: 34 CFR § 104.11</u> <u>Guidelines VIII-D</u></p> <p>2. Non faculty salary administration is based upon the conditions of employment without regard to race, color, national origin, sex or disability.</p> <p><u>Title IX: 34 CFR § 106.54</u> <u>Section 504: 34 CFR § 104.11</u></p>	<ul style="list-style-type: none"> • Faculty salary schedules and related documents • Faculty assignment information by race/ethnic group, sex and staff with a disability 	<ul style="list-style-type: none"> • Faculty salary scales and policy are based upon the conditions and responsibilities of employment without regard to race, color, national origin, sex or disability. • Faculty assignment patterns are non-discriminatory on the basis of race, color, national origin, sex or disability. • A non faculty classification /compensation system is in place which evaluates jobs and places them in appropriate salary ranges according to working conditions and levels of employment responsibility. 	

2. EMPLOYMENT

D.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Requires recipients to provide equal employment opportunities for teaching and administrative positions to applicants with a disability who can perform the essential functions of the positions; and make reasonable accommodations for the physical or mental limitations of (otherwise qualified) applicants with a disability unless it can be demonstrated that such accommodations would impose undue hardship.</p> <p><u>Section 504:34 CFR § 104.12</u> <u>Guidelines VIII-E</u></p>	<ul style="list-style-type: none"> • Number of staff with disabilities • Copies/description of policies, procedures and criteria considered for hiring, promotion, retention and tenure including professional and non-professional applications 	<ul style="list-style-type: none"> • Recipient's employment policies do not unlawfully discriminate against persons with disabilities. • Persons with disabilities are employed in teaching and administrative positions and are not treated differently in promotion and tenure decisions. • Description of the types of reasonable accommodations made for the physical or mental limitations of applicants with disabilities. 	

E.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Requires recipients to take steps to overcome the effects of past discrimination. Such steps may include the recruitment or reassignment of qualified persons of a particular race, national origin, sex or who have a disability.</p> <p><u>Guidelines VIII-F</u></p>	<ul style="list-style-type: none"> • Status report or description of recruitment activities including sources and contacts • Description of any affirmative action taken or planned (if any) to overcome the effects of past discrimination 	<ul style="list-style-type: none"> • Recruitment efforts <u>are not limited</u> to schools, communities or companies that are disproportionately composed of persons of a particular race, national origin, sex or those who have a disability. • Recipient <u>has</u>: <ol style="list-style-type: none"> 1) An affirmative action/equal employment opportunity plan adopted by the board; 2) Taken steps to implement the affirmative action plan; and 3) Made substantial progress in taking steps to overcome the effects of past discrimination. 	

3. COUNSELING AND PRE-CAREER AND TECHNICAL PROGRAMS

Counseling Issues:

Counseling for career and technical programs may not include directing or urging any 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.

List all programs or classes with either an under or over-representation of the above listed student categories in relation to the general population. Attach a second sheet if necessary.

Program	Over/Under-representation Group
_____	_____
_____	_____
_____	_____
_____	_____

A.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Services and materials related to counseling and recruitment must be free of discrimination and stereotyping in language, content, and illustration. Recipients must ensure that their counseling materials and activities (including student program selection and career/employment selection), promotional, and recruitment efforts do not discriminate on the basis of race, color, national origin, sex, or disability.</p> <p><u>Title IX: 34 CFR § 106.21(a) and (b)</u> <u>Title IX: 34 CFR §106.36 (a)</u> <u>Title IX: 34 CFR § 106.34</u> <u>Section 504: 34 CFR § 104.4(a)</u> <u>Section 504: 34 CFR § 104.34(a) and (c)</u> <u>Section 504: 34 CFR § 104.47 (b)</u> <u>Guidelines V-A</u></p>	<ul style="list-style-type: none"> • Guidance plan, policy and procedure • Assessment plan with a list of tests administered • Procedures for evaluation and placement of students with disabilities • IEP/504 polices and procedures • Promotional and recruitment materials • Enrollment demographics • Recruitment, admission policies • Calendar of pre-career and technical counseling activities 	<ul style="list-style-type: none"> • Services and materials related to counseling and recruitment are free of discrimination and stereotyping in language, content, and illustration. (List publications reviewed). • Recipient has written guidance plan, policy, and procedures that ensure nondiscrimination, including a written statement that lack of English language skills is not a barrier to participation in any course. • Recipient has written assessment plan that ensures nondiscrimination. 	

3. COUNSELING AND PRE-CAREER AND TECHNICAL PROGRAMS

B.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Counselors must not direct students into programs based on their race, color, national origin, sex, or disability. Recipients must ensure that counselors do not direct or urge any student to enroll in a particular career or program, or measure or predict a student's prospects for success in any career or program based upon the student's race, color, national origin, sex, or disability.</p> <p><u>Title IX: 34 CFR § 106.34</u> <u>Sec 504: 34 CFR § 104.47(b)</u> <u>Guidelines V-B</u></p>	<ul style="list-style-type: none"> • Admission criteria • Enrollment forms • Enrollment demographics by class/program • Interest and ability tools 	<ul style="list-style-type: none"> • Enrollments based on gender, race, national origin, and disability are proportionate to the general student population. • Where enrollments are not proportionate, the recipient can furnish a legitimate, nondiscriminatory rationale. 	

C.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Recipients may not counsel students with a disability toward more restrictive career objectives than students without a disability with similar abilities and interests.</p> <p><u>Section 504: 34 CFR § 104.37(b)</u> <u>Guidelines V-B</u></p>	<ul style="list-style-type: none"> • Pre-enrollment counseling activities • Enrollment data 	<ul style="list-style-type: none"> • Students with disabilities have equal access to all programs and classes based on abilities and interests. 	

3. COUNSELING AND PRE-CAREER AND TECHNICAL PROGRAMS

D.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. If disproportionate enrollments occur, efforts must be made to assure that counseling services and materials are not responsible. Recipients must take steps to ensure that any disproportionate enrollment does not result from unlawful discrimination in counseling activities.</p> <p><u>Title IX: 34 CFR § 106.36 Guidelines V-B</u></p>	<ul style="list-style-type: none"> • Pre-enrollment counseling activities including completed interest and ability tools • Enrollment data • Revised counseling materials and/or activities in response to disproportionate enrollments or nondiscriminatory rationale for disproportionate enrollment 	<ul style="list-style-type: none"> • Recipient has process in place to identify disproportionate enrollment. • When disproportionate enrollment occurs, recipient assesses counseling materials and activities and makes appropriate revisions or can furnish a legitimate, nondiscriminatory rationale. 	

E.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Recipients must ensure that counselors can effectively communicate with students with limited English proficiency and with students with hearing impairments.</p> <p><u>Guidelines V-D</u></p>	<ul style="list-style-type: none"> • Plan for the provision of recruitment and pre-career and technical counseling services for ESL individuals • Plan for the provision of recruitment and pre-career and technical services for individuals with hearing impairments • Samples of materials in other language/formats • Current list of available interpreters, languages covered 	<ul style="list-style-type: none"> • The content of materials available to English speaking students and their parents is available to students and parents who speak languages other than English. (Describe method). • Formats other than the printed word are available for students with disabilities. • This requirement may be satisfied by having interpreters available 	

4. RECRUITMENT

Recruitment Issues:

Recruitment activities and materials should convey the message that all career and technical 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. Lack of English language skills must not be a barrier to admission and participation in career and technical education programs. Recruitment teams, to the extent possible, should represent persons of different races, national origins, sexes and abilities.

A.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
1. Recipients must conduct their recruitment activities so as not to exclude or limit opportunities on the basis of race, color, national origin, sex, or disability. <u>Title IX: 34 CFR § 106.23 (a)(b) Guidelines V-C</u>	<ul style="list-style-type: none"> • Recruitment plans • List of recruitment activities and sites • Description of recruitment activities 	<ul style="list-style-type: none"> • All potential students have access to information. • Efforts are made to reach underrepresented groups. 	

B.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
1. Recruitment materials' description of career and occupational opportunities should not be limited on the basis of race, color, national origin, sex, or disability. <u>Guidelines V-C</u>	<ul style="list-style-type: none"> • Recruitment brochures and marketing materials • Course catalog 	<ul style="list-style-type: none"> • Descriptions of career opportunities are bias-free and free from stereotyping. (List publications reviewed). 	

C.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
1. To the extent possible, recruiting teams should represent persons of differing races, national origins, sexes, and abilities. <u>Guidelines V-C</u>	<ul style="list-style-type: none"> • Staff demographics by program • Recruitment team demographics 	<ul style="list-style-type: none"> • Where possible, persons of differing races, genders, and abilities are used for recruiting purposes. 	

4. RECRUITMENT

D.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Recipients may not undertake promotional efforts in a manner that creates or perpetuates stereotypes or limitations based on race, color, national origin, sex, or disability.</p> <p><u>Guidelines V-E</u></p> <p>2. Materials that are part of promotional efforts may not create or perpetuate stereotypes through text or illustration.</p> <p><u>Guidelines V-E</u></p>	<ul style="list-style-type: none"> • Promotional materials, including brochures, flyers, newspapers advertising, catalogs • Examples of promotional efforts, such as career days, parents nights, shop demonstrations, visitations by groups of prospective students, and presentations by representatives from business and industry 	<ul style="list-style-type: none"> • Materials and or media presentations show persons of differing races, male and female, persons with disabilities, and of different national origins. (List publications reviewed). 	

E.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. If a recipient's service area contains a community with national minority persons with limited English language skills, promotional material must be distributed to that community in its language.</p> <p><u>Guidelines V-E</u></p>	<ul style="list-style-type: none"> • Verification of limited English proficient community • Samples of materials in other languages 	<ul style="list-style-type: none"> • Process is in place to identify and communicate with language minority communities. • In communities where multiple dialects are spoken, efforts are made to communicate in the most commonly understood language. • Promotional materials are distributed in languages other than English as needed. (Describe method). 	

5. ACCESS AND ADMISSIONS

Admission Issues:

Admission policies, procedures and criteria may not exclude students from career and technical 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 must be avoided.

A.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Educational institutions may not judge candidates for admission to career and technical education programs on the basis of criteria that have the effect of disproportionately excluding persons of a particular race, color, national origin, sex or disability. If such disproportionate exclusion occurs, the criteria or standards must be validated as essential to participation.</p> <p><u>Guidelines IV-K</u></p>	<ul style="list-style-type: none"> • Admissions policy and process for career and technical education programs • Procedures and criteria for selective admissions for career and technical programs (where there are more applicants than can be accommodated) • List of non-selected students by demographics and by each selection criterion • Demographics of selected applicants by selection criteria. 	<ul style="list-style-type: none"> • Demographics of career and technical enrollments are proportionate to demographics of eligible pool. • Demographics of specific career and technical programs are proportionate to demographics of entire career and technical enrollment. • If disproportionality exists, the recipient must provide a legitimate nondiscriminatory rationale. • Admissions procedure, policy, and/or practice for career and technical program enrollment avoid criteria that disproportionately exclude persons of a particular race, color, national origin, sex, or disability status. • If disproportionality exists, the district must provide a legitimate nondiscriminatory rationale. 	

5. ACCESS AND ADMISSIONS

B.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Preadmission inquiries must avoid reference to marital, parental or disability status.</p> <p><u>Title IX: 34 CFR § 106.21(c)</u> <u>Section 504: 34 CFR § 104.42 (b)(4)</u> <u>Title II: 28 CFR 35 § 35.130(b)(8)</u></p>	<ul style="list-style-type: none"> • Admissions application for secondary and/or adult career and technical education program 	<ul style="list-style-type: none"> • Application forms and materials do not request information about marital, parental, or disability status. 	

C.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Assurances have been made that numerical limitations or separate rankings on the basis of race, color, national origin (including migrant education status), sex or disability do not exist in admitting students to career and technical education programs.</p> <p><u>Title VI: 34 CFR § 100.3</u> <u>Title IX: 34 CFR § 106.21(b)</u> <u>Section 504:34 CFR § 104.42(B)(1)</u> <u>Guidelines IV-F</u></p>	<ul style="list-style-type: none"> • Admissions criteria • Demographics for service area • Demographics for program area 	<ul style="list-style-type: none"> • Policies and procedures do not use a numerical system of admissions if such systems result in enrollment non-proportional to the service area on the basis of race, color, sex, national origin, or disability. 	

5. ACCESS AND ADMISSIONS

D.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Supplementary aids, modified instructional material, and special services are provided to students with disabilities to enable them to participate equally in career and technical programs.</p> <p><u>Section 504: 34 CFR § 104.44(d)(2) Guidelines IV-N</u></p>	<ul style="list-style-type: none"> • Example of equipment adapted/modified • Description of policy for providing aids, modifications and services • Policies governing the use of guide dogs, tape recorders, note takers, etc. 	<ul style="list-style-type: none"> • Document all supplementary aids and services available to students with a disability who need special accommodations or assistance in order to succeed in a career and technical education program. <p><i>Please note:</i> This list should also identify the providers of such services.</p> <ul style="list-style-type: none"> • Recipient does not have policies that limit participation of student with disabilities. 	

E.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. A recipient may not restrict admission to career and technical programs because the applicant, as a member of a national origin minority group with limited English language skills, cannot participate in and benefit from career and technical to the same extent as students whose primary language is English.</p> <p>2. An elementary and secondary recipient must take steps to open all career and technical programs to national origin minority students with limited English proficiency.</p> <p><u>Guidelines IV-L</u></p>	<ul style="list-style-type: none"> • Procedure for LEP identification and placement • Summary of steps taken to increase LEP participation in programs where they traditionally have been under-represented. • Specific program enrollment demographics by LEP status 	<ul style="list-style-type: none"> • Recipient has a procedure in place to identify and assess applicants with limited English proficiency. • LEP enrollment in career and technical education is proportional to LEP enrollment in the service area. • LEP enrollment in specific career and technical programs is proportional to LEP enrollment in career and technical education overall. 	

6. SERVICES FOR STUDENTS WITH DISABILITIES

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 upon the premise that students with disabilities will be integrated with their non-disabled peers as much as possible.

Recipient must locate students with disabilities who may be in need of support and services, determine eligibility, provide appropriate accommodations to include auxiliary aids, not discriminate on the basis of disability in classes, programs, extracurricular activities to include recipient sponsored activities.

A.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. 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.</p> <p><u>Section 504: 34 CFR § 104.4(a)</u> <u>Title II: 28 CFR § 35.130(a)</u> <u>Guidelines IV-N</u></p>	<ul style="list-style-type: none"> • Board policy • Student handbook • Procedures for selection into clubs, activities, and programs • Criteria for admission into courses, programs, services, and activities • Location of clubs and their activities • Any other methods that result in making its program or activity accessible to persons with disabilities • Assignment of aides 	<ul style="list-style-type: none"> • The recipient implements policies and procedures ensuring access for students with disabilities to programs, services, and activities. 	

6. SERVICES FOR STUDENTS WITH DISABILITIES

B.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Students with disabilities must not be excluded from career and technical and academic programs, courses, services, or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available.</p> <p>2. The institution does not impose ADDITIONAL RULES on students with a disability which have the effect of limiting participation.</p> <p><u>Section 504: 34 CFR § 104.33</u> <u>Section 504: 34 CFR § 104.44(b) and (d)</u> <u>Title II: 28 CFR 35 § 35.130(b)(8) and 35.160(b)(1)</u> <u>Guidelines IV-N</u></p>	<ul style="list-style-type: none"> • Example(s) of equipment adapted • Policy for addressing equipment barriers • Policy for providing aids, accommodates, and services • Description of aids, accommodations, and services available/provided • List of materials/resources available for seeing and hearing impaired • Policies governing use of guide dogs, tape recorders, note takers, etc. 	<ul style="list-style-type: none"> • The recipient provides appropriate aids and services for students with disabilities. • The recipient does not have policies that limit participation of students with disabilities. 	

C.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Access to career and technical and academic programs, courses, services, or activities is not denied to students with a disability on the basis that EMPLOYMENT OPPORTUNITIES in any occupation or profession may be more limited for persons with a disability than for persons without a disability.</p> <p><u>Section 504: 34 CFR § 104.10</u> <u>Section 504: 34 CFR § 104.43(c)</u> <u>Guidelines IV-N</u></p>	<ul style="list-style-type: none"> • Career and college counseling materials • Program of studies • Number of students with a disability in various courses and programs • Number of students with a disability by program • Placement/follow-up data 	<ul style="list-style-type: none"> • The recipient does not discourage students with disabilities from participating in programs due to potential workplace discrimination. 	

6. SERVICES FOR STUDENTS WITH DISABILITIES

D.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. ACADEMIC REQUIREMENTS have been adjusted to meet the needs of individual students with a disability.</p> <p><u>Section 504: 34 CFR § 104.44(a)</u> <u>Title II: 28 CFR § 35.130(b)(7)</u> <u>Guidelines IV-N</u></p>	<ul style="list-style-type: none"> • Number of students with a disability in various courses and programs • Programs in which essential requirements or licensing requirements have prevented access 	<ul style="list-style-type: none"> • The recipient adjusts academic requirements as appropriate to meet the needs of students with disabilities. 	

E.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Admission and TESTING policies or other procedures for evaluating students' academic achievements are administered in such a way that the aptitudes or achievement levels or other relevant factors of students with disabilities are measured and not the disability.</p> <p><u>Section 504:34 CFR § 104.44(c)</u> <u>Guidelines IV-N</u> <u>Title II: 28 CFR 35 § 35.130(b)(8)</u></p>	<ul style="list-style-type: none"> • Accommodations such as: <ol style="list-style-type: none"> 1) Extended time; 2) Alternative formats; 3) Locations of testing; 4) Facility accessibility auditory/lighting adequacy; or 5) Calculator or other auxiliary aids as needed 	<ul style="list-style-type: none"> • The recipient accommodates needs of students with disabilities during testing. 	

F.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. In providing or arranging for the provision of NONACADEMIC and extracurricular services and activities, persons with a disability participate with persons without disabilities in such activities and services to the maximum extent appropriate to their needs.</p> <p><u>Section 504:34 CFR §104.34(b)</u> <u>Section 504:34 CFR § 104.43(d)</u> <u>Guidelines VI-A</u></p>	<ul style="list-style-type: none"> • Description of procedures • Participation data on students with disabilities 	<ul style="list-style-type: none"> • Students with disabilities participate with students without disabilities in nonacademic services and activities to the maximum extent appropriate to their needs. 	

6. SERVICES FOR STUDENTS WITH DISABILITIES

G.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Persons with a disability are provided ACCESS TO INFORMATION regarding admission to programs, courses and activities.</p> <p><u>Guidelines IV-N</u> <u>Title II: 28 CFR § 35.160(a) and 35.161</u></p>	<ul style="list-style-type: none"> • List of programs and activities (internships, OJT programs, child care) • Criteria for participation • Catalog, student handbook and brochure descriptions of programs and activities • Any materials available in an alternate format 	<ul style="list-style-type: none"> • Information regarding admission to programs, courses and activities is provided in alternate formats for students with disabilities. 	

H.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Any activity or program, not operated by the recipient but considered a part of, or EQUIVALENT to the recipient's program, is operated in a manner which provides equal opportunities to qualified persons with a disability.</p> <p><u>Section 504:34 CFR § 104.4(b)</u> <u>Guidelines IV-N</u> <u>Title II: 28 CFR § 35.130(b)(1)</u></p>	<ul style="list-style-type: none"> • List of equivalent programs and activities (internships OJT programs, child care, special programs in cooperation with business or industry, pre-k programs, after-school programs) • Criteria for participation • Catalog, student handbook and brochure description of programs and activities 	<ul style="list-style-type: none"> • Recipient programs such OJT programs operated by outside agencies provide equal opportunities to students and staff with disabilities. 	

I.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Facilities, services or activities IDENTIFIABLE as being for persons with a disability, are comparable to those offered to students without a disability.</p> <p><u>Section 504: 34 CFR § 104.34(c)</u> <u>Guidelines VI-A</u></p>	<ul style="list-style-type: none"> • Course catalog • Location and description of separate facilities, services, and activities 	<ul style="list-style-type: none"> • Facilities, services and activities serving primarily students with disabilities are comparable to those for students without a disability. 	

6. SERVICES FOR STUDENTS WITH DISABILITIES

J.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. PROGRAMS OPEN TO PARENTS or PUBLIC (including graduation ceremonies, athletic events, plays, lectures) are accessible.</p> <p><u>Title II: 28 CFR § 35.102 Guidelines IV-N</u></p>	<ul style="list-style-type: none"> • Location and description of events • Buildings meet ANSI, UFAS or ADAAG standards 	<ul style="list-style-type: none"> • Public events are held in accessible facilities. 	

K. Elementary and Secondary 504 Services

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. A recipient that operates an elementary or secondary program or activity must provide a free, appropriate public education (FAPE) to each qualified person with a disability in its jurisdiction. The recipient must have a system in place for the identification, evaluation and educational placement of these persons with disabilities. Placement decisions must be made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation, data, and the placement options. The recipient must provide procedural safeguards through which parents or guardians may obtain an impartial review of the evaluation and placement actions.</p> <p><u>Section 504: 34 CFR § 104.33, 104.35, and 104.36</u></p>	<ul style="list-style-type: none"> • FAPE policies and procedures • A description or list of the materials and persons relied upon in the evaluation and placement process • Description of the system or procedural safeguards • List of persons with knowledge of career and technical programs who participate in FAPE placement decisions for career and technical programs • Section 504 plans, placement records, IEPs, and similar records of students with disabilities placed in career and technical programs 	<ul style="list-style-type: none"> • Policies and procedures are provided ensuring FAPE. • Procedural safeguards are provided through which parents may obtain an impartial review of evaluation and placement actions. • Policies and procedures are provided for the identification of persons with disabilities. • Policies and procedures are provided for the evaluation/re-evaluation of persons with disabilities. • Policies and procedures are provided for the placement identification of persons with disabilities. • Persons who are knowledgeable about placement options in career and technical programs participate in career and technical placement decisions. 	

6. SERVICES FOR STUDENTS WITH DISABILITIES

K. Elementary and Secondary 504 Services

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>2. Secondary students with disabilities must be placed in the regular educational environment of any career and technical, academic, physical education, athletic, or other school program or activity to the maximum extent appropriate to their needs with the use of supplementary aids and services.</p> <p><u>Section 504: 34 CFR § 104.34(a)(b)</u> <u>Title II: 28 CFR § 35.130(d)</u> <u>Guidelines VI-A</u></p>	<ul style="list-style-type: none"> • Number of students with a disability in various courses and programs • Selection/admission criteria and procedures • Section 504 plans, placement and similar records 	<ul style="list-style-type: none"> • Students with disabilities enroll in regular academic courses to the maximum extent appropriate to their needs. 	
<p>3. Secondary students with disabilities are placed in a career and technical program only when the 504 FAPE requirements for evaluation, placement, and procedural safeguards have been satisfied.</p> <p><u>Section 504: 34 CFR § 104.35(a)</u> <u>Guidelines VI-A</u></p>	<ul style="list-style-type: none"> • Sample placement records for students with disabilities • Evaluation procedures • Placement criteria and procedures • Procedural safeguards 	<ul style="list-style-type: none"> • Section 504 plan, placement record or IEP reflects the team's determination that the career and technical program is appropriate setting for the individual student. 	

7. ACCESSIBILITY

504/ADA Accessibility Issues:

Recipients may not exclude students or community members with disabilities from enjoying the benefits of its programs or services because its facilities are inaccessible to or unusable by persons with disabilities. Architectural barriers do not prevent students or otherwise qualified persons with disabilities to include parents and/or other community members with disabilities from having ACCESS to vocational, career or academic programs, courses, services or activities.

Section 504: 34 CFR § 104.21
Title II: 28 CFR § 35.150(a)
Title II: 28 CFR § 35.151(a)(b)
Guidelines IV-N

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"
- New construction/Section 504 (34 CFR 104.23) - construction or alteration initiated between 6/4/77 and 1/17/91 – ANSI A117.1-1961 (R1971)
- New construction/Section 504 (34 CFR 104.23) - construction or alteration initiated on or after 1/18/91 - UFAS
- New construction/ ADA (28 CFR 35.151) - construction or alteration initiated on or after 1/27/92 - ADAAG or UFAS

(A) List all building(s) associated with the high school including the date(s) of construction and last renovation and any career and technical program(s) offered therein.

Building	Date	Programs
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

How do I know if a building is an existing facility or new construction?

- Existing: Any construction that began before June 4, 1977
- New: Any construction or alteration by or on behalf of the recipient that began on or after June 4, 1977

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

7. ACCESSIBILITY

A. Existing Facility Under 504 – Built or Altered Beginning June 3, 1977, or Earlier

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. A recipient shall operate its program or activity so that when each part is viewed in its entirety, it is readily accessible to persons with disabilities. 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.</p> <p><u>Section 504: 34 CFR § 104.22</u></p>	<ul style="list-style-type: none"> • Observations and measurements • Renovation schedules • Maintenance records • Work orders or contracts indicating construction start dates 	<ul style="list-style-type: none"> • Redesign of equipment. • Reassignment of classes or other services to accessible buildings. • Alteration of existing facilities and construction of new facilities in conformance with the requirements for new construction or any other methods that result in making its program or activity accessible to persons with disabilities. 	

B. New Construction Under 504 – Built or Altered Between June 4, 1977 and January 17, 1991, inclusive

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. 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 usable 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.</p> <p><u>Section 504: 34 CFR § 104.23</u> (prior to January 18, 1991 amendment)</p>	<ul style="list-style-type: none"> • Blueprints and plans • Renovation schedules • Maintenance records • Work orders or contracts indicating construction start dates • Verification of ANSI Standards being met 	<ul style="list-style-type: none"> • ANSI Standards have been met: <ul style="list-style-type: none"> 4.1 Grading 4.2 Walks 4.3 Parking lots 5.1 Ramps and gradients 5.2 Entrances 5.3 Doors and doorways 5.4 Stairs 5.5 Floors 5.6 Toilet rooms 5.7 Water fountains 5.8 Public phones 5.9 Elevators 5.10 Controls 5.11 Identification 5.12 Warning signals 5.13 Hazards 	

7. ACCESSIBILITY

**C. New Construction Under 504 – Built or Altered Between January 18, 1991, and January 26, 1992, inclusive
New Construction Under ADA Title II and 504 – Built After January 26, 1992; Exercising the Option to Follow UFAS**

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. 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 manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities.</p> <p><u>Conformance with Uniform Federal Accessibility Standards (UFAS) (Appendix A to 41 CFR subpart 101-19.6).</u></p> <p>2. Departures from particular technical and scoping requirements permitted where substantially equivalent or greater access to and usability of the building is provided.</p> <p><u>Section 504: 34 CFR § 104.23</u> <u>Title II: 28 CFR § 35.151</u></p>	<ul style="list-style-type: none"> • Blueprints and plans • Renovation schedules • Maintenance records • Work orders or contracts indicating construction start dates • Verification of UFAS standards being met 	<ul style="list-style-type: none"> • UFAS standards have been met: 4.1 Minimum requirements 4.2 Space allowance and reach ranges 4.3 Accessible route 4.4 Protruding objects 4.5 Ground and floor surfaces 4.6 Parking/passenger loading zones 4.7 Curb ramps 4.8 Ramps 4.9 Stairs 4.10 Elevators 4.11 Platform lifts 4.12 Windows 4.13 Doors 4.14 Entrances 4.15 Drinking fountains/ water coolers 4.16 Water closets 4.17 Toilet stalls 4.18 Urinals 4.19 Lavatories and mirrors 4.20 Bathtubs 4.21 Shower stalls 4.22 Toilet rooms 4.23 Bathrooms, bathing facilities/shower rooms 4.24 Sinks 4.25 Storage 4.26 Handrails, grab bars, tub and shower seats 4.27 Controls and operating mechanisms 4.28 Alarms 4.29 Tactile warnings 4.30 Signage 	

7. ACCESSIBILITY

D. New Construction Under ADA Title II and 504 – Built After January 26, 1992; Exercising the Option to Follow ADAAG

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. 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 manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities in conformance with the Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities (ADAAG).</p> <p><u>Appendix A to 34 CFR Part 36</u></p> <p>2. Departures from particular requirements permitted when it is clearly evident that equivalent access to the facility or part of the facility is thereby provided.</p> <p><u>Section 504: 34 CFR § 104.23</u> <u>Title II: 28 CFR § 35.151</u></p>	<ul style="list-style-type: none"> • Blueprints and plans • Renovation schedules • Maintenance records • Work orders or contracts indicating construction start dates • Verification of ADAAG standards being met 	<ul style="list-style-type: none"> • ADAAG standards have been met: 4.1 Minimum requirements 4.2 Space allowance/reach ranges 4.3 Accessible route 4.4 Protruding objects 4.5 Ground and floor surfaces 4.6 Parking/passenger loading zones 4.7 Curb ramps 4.8 Ramps 4.9 Stairs 4.10 Elevators 4.11 Platform lifts (wheelchair lifts) 4.12 Windows 4.13 Doors 4.14 Entrances 4.15 Drinking fountains/water coolers 4.16 Water closets 4.17 Toilet stalls 4.18 Urinals 4.19 Lavatories and mirrors 4.20 Bathtubs 4.21 Shower stalls 4.22 Toilet rooms 4.23 Bathrooms, bathing facilities/ shower rooms 4.24 Sinks 4.25 Storage 4.26 Handrails, grab bars, tub/shower seats 4.27 Controls/operating mechanisms 4.28 Alarms 4.29 Detectable warnings 4.30 Signage 4.31 Phones 4.32 Fixed or built-in seating or tables 4.33 Assembly areas 4.34 Automatic teller machines 4.35 Dressing and fitting rooms Other requirements 	

8. COMPARABLE FACILITIES

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 of one sex should be similar in quality and convenience to the facilities for students of the other sex. Any separate facilities for male, female or students with disabilities should be located in similar proximity to the associated classrooms, shops or laboratories.

A.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
1. If separate programs or facilities exist for students with disabilities, they must be comparable to those for students without disabilities. <u>Section 504: 34 CFR § 104.34(c)</u> <u>Guidelines VI-A</u>	<ul style="list-style-type: none"> • Comparison of programs and services offered to both students with disabilities and students without disabilities • Location and description of separate facilities, services, activities 	<ul style="list-style-type: none"> • Facilities are comparable. • Programs are comparable. • Services are comparable. 	

B.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
1. Changing rooms, showers, and other facilities for students of one sex are comparable to those provided to students of the other sex. 2. Changing rooms, showers, and other facilities for students with disabilities are comparable to those provided to students without disabilities. <u>Title IX: 34 CFR § 106.33</u> <u>Section 504: 34 § CFR 104.4(b)(ii)</u>	<ul style="list-style-type: none"> • Comparison of facilities offered to male and to female students • Comparison of facilities offered to students with disabilities and to students without disabilities 	<ul style="list-style-type: none"> • Locker rooms have approximately the same space and amenities for both males and females. • If there is disparity, the recipient provides a legitimate, nondiscriminatory rationale. • Changing rooms, shower, bathrooms, and other facilities near the career and technical areas are comparable for both men and women. • Persons with disabilities have convenient access to changing facilities and shower facilities. 	

9. STUDENT FINANCIAL ASSISTANCE

Financial Assistance Issues:

Financial assistance (in the form of loans, grants, scholarships, special funds, subsidies, compensation for work or prizes to students) should not be awarded on the basis of race, color, national origin, sex or disability. However, sex restricted financial assistance that was established by will, trust or bequest may be administered as long as the overall effect of the financial assistance does not discriminate on the basis of sex.

A.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Financial assistance is available to all students regardless of sex, race, color, national origin, or disability for all students.</p> <p><u>Section 504: 34 CFR § 104.46(a)</u> <u>Title VI: 34 CFR § 100.3(b)</u> <u>Title IX: 34 CFR § 106.37</u> <u>Guidelines VI-B</u></p>	<ul style="list-style-type: none"> • Recipient of financial aid data broken out by sex, race, color, national origin, or disability 	<ul style="list-style-type: none"> • Recipient data on financial aid demonstrates there is equitable distribution of financial aid regardless of sex, race, color, national origin, or disability. 	

B.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Sex specific awards are made only when established by will, trust, bequest or other legal instrument. The overall effect may not discriminate on the basis of sex, race, ethnicity, or disability.</p> <p><u>Title VI: 34 CFR § 100.3(b)</u> <u>Title IX: 34 CFR § 106.37</u> <u>Guidelines VI-B</u></p>	<ul style="list-style-type: none"> • List of all financial assistance given as a result of rewards • Total list of financial aid awarded • Documentation is available as to the number and amount given as a result of will, trust or other legal instrument 	<ul style="list-style-type: none"> • Overall, the recipient's financial assistance is equitable regardless of sex, race, ethnicity, or disability. 	

9. STUDENT FINANCIAL ASSISTANCE

C.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. Information about financial assistance is equitably written and does not lead students to believe it is awarded on a discriminatory basis.</p> <p><u>Guidelines VI-B</u></p>	<ul style="list-style-type: none"> • Materials written for students and families concerning the financial assistance available 	<ul style="list-style-type: none"> • Materials written provide information equitably. • All written materials contain the nondiscrimination statement. • Institutional awards provided as a result of the group being historically underrepresented or as a result of a bequest, trust, or other legal instrument is acknowledged as such in the written materials. 	

D.

Equity Requirement/Legal Citations	Documentation	Indicators of Compliance	Findings/Comments
<p>1. English Language Learners and their parents receive information about financial assistance in their own language.</p> <p><u>Guidelines VI-B</u></p>	<ul style="list-style-type: none"> • Written information about financial assistance is provided to national origin minority students and their parents in their home language • Demographics on the area served 	<ul style="list-style-type: none"> • If a recipient's service area contains a community of national origin minority persons with limited English language skills such information must be distributed to that community in its language. 	

