

Civil Rights Onsite Review

“Secondary” Materials Checklist

Please abide by these two key matters:

1. Please have one copy of each item below to USOE at least **one month in advance** of the review.
2. Please number or label each document submitted with the numbering system listed below or using the **bold** part of the titles below.

Items to be included

Available
at onsite
review (S),
Online (W)

Please also include TRANSLATED documents
in each section where they exist.

Not yet
developed
(✓)

Available at onsite review (S), Online (W)	Items to be included	Not yet developed (✓)
	1. CTE Course Catalog	
	2. Current student enrollment summary by grade, ethnicity and sex.	
	3. CRITICAL (a) Physical facilities layout (Map) of the CTE & high school facilities, (b) years when each section was built & remodeled, and (c) what building regulations (ie: ADA) were used for each (Please complete page 3 of this document.)	
	4. Current listing of school staff by name, title, phone number -- be sure all counselors, WBL Coordinator(s), and CTE teachers are included.	
	5. Most recent parent handbook	
	6. Most recent student handbook	
	7. Most recent faculty handbook	
	8. School and district's grievance policy and appeals process for students and teachers regarding discrimination issues (and forms, if relevant)	
	9. A copy of two discrimination complaints (based on race, color, national origin, sex, or disability), including the complaint and how it was resolved. <u>Redact</u> or use initials or other designations for those involved. If there are several, the two most recent.	
	10. Registration information and related materials for students	
	11. Samples of school newsletters and newspapers	
	12. Marketing materials of the district and school used to advertise CTE programs and classes to students and parents, such as program brochures, pamphlets, handouts, and videos (most recent only)	
	13. Application and/or admissions information, requirements, and restrictions related to CTE courses and/or programs used by the school, district and applicable colleges – including those for ESL and disabled students	
	14. Application and/or admissions forms used by guidance counselors related to CTE courses/programs (if different than those in #13)	
	15. School and district web site URL's	
	16. If school has a shared governance council , the chairperson's name, address, phone number, and email address	

	17. a. PTSA President's name, phone number, and email address b. School Community Council chairperson's name, phone number, and email address	
	18. List of CTE Program Advisory Committee (PAC) members by name, CTE program, businesses, phone number	
	19. District's professional development plan if different than the regional plan already at USOE – please note as such or submit.	
	20. List any recent professional development activities at the school level for last two years that have assisted teachers, counselors, and/or administration to be sensitive to issues of discrimination based on race, color, national origin, sex (gender) and disabilities. What given, when completed, who was trained.	
	21. List of persons serving on the equity committee (names and titles)	
	22. District's and school's English Speakers of Other Languages coordinator (ESOL) (names, addresses, phone numbers and e-mail addresses)	
	23. District's ESOL compliance plan for providing services to students who are English Speakers of Other Languages (ESOL)	
	24. a. District's section 504/ADA policies and procedures b. Five samples of school section 504 plans (in sealed envelopes for confidentiality)	
	25. Section 504 self evaluation: findings and recommendations for 504 compliance (to have been completed by January 1993) as required under <i>Title II of the Americans with Disabilities Act (1990) [28 C.F.R. Section 35.105 (a)]</i> and <i>Section 504 of the Vocational Rehabilitation Act of 1973 [34 C.F.R. 104.6 (c)]</i> , and any subsequent corrective actions that may have been taken since January 1993	
	26. District's Title IX policies & procedures (including but not limited to sexual harassment)	
	27. District's Title VI policies & procedures (relative to race, color, national origin, harassment/discrimination.)	
	28. Most Responsible Persons (MRP's) with phone number, etc. at district and school levels for Title IX, Title VI, Section 504, and Title II of ADA	
	29. Disabled students' names and phone #'s who have attended for last two (2) years.	
	30. Work-Based Learning (WBL) materials – for students, parents, school, and businesses. WBL coordinator's name, etc. if not listed in staff listing (#2) and interview availability	
	31. Date of last known ADA review of facilities by school or district – please attach the summary of findings.	
	32. Date of training of “ADA accessibility coordinator” in 2010 ADA regulations	
	33. District Facilities Transition Plan (useful, but not required)	

Please also include TRANSLATED documents for each section where relevant. Please insert them in the section with the English documents.

Accessibility Analysis

#	Facility Constructed and/or Altered	Accessibility Standard Used -- 1961(R1971) ANSI, UFAS, 1991 ADA, or 2010 ADA	Date Construction or Alteration Began
	<i>Example:</i> Math Annex	1991 ADA	March 1997
1			
2			
3			
4			
5			
6			
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8			
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11			
12			
13			
14			
15			

NOTES: (1) Please include a MAP of the facilities and rooms. (2) Please insert more rows here as needed.

USOE will also examine the most recent "Northwest Accreditation" report – findings and compliance issues.

Populations

Using the most recent statistics, please complete and send electronically to USOE (Murray Meszaros) the following total school enrollment and county residential numbers.

Ethnicity	School Enrollment	County Populations
Total College Enrollment		
Two or more races <i>(If a student is counted here, s/he cannot be counted in another race.)</i>		
Hispanic / Latino		
American Indian/Alaskan Native		
Asian		
Black or African American		
Native Hawaiian or Other Pacific Islander		
White		
Unspecified		
Male/Female Enrollment	/	/