

# Civil Rights Onsite Review

## “Secondary” Materials Checklist Sept 2019

**Please abide by these two key matters:**

1. Please have one copy of each item below to USBE 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)

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

Not yet  
developed  
✓

| Available<br>at onsite<br>review (S),<br>Online (W) | NOTE: Please also include <b>TRANSLATED documents</b><br>in each section where they exist.   | Not yet<br>developed<br>✓ |
|---|--|---------------------------|
|   | 1. <b>CTE Course Catalog</b>   |                           |
|   | 2. <b>Current HS student enrollment by grade</b> , ethnicity, sex, SPED, EL and EL in SPED .   |                           |
|   | 3. <b>Current School District enrollment by grade</b> , ethnicity, sex, SPED, EL, and EL in SPED (numbers and percentages per grade)   |                           |
|   | 4. <b>CRITICAL</b> (a) Physical facilities layout ( <b>Map</b> ) 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 ( <b>Please complete page 3 of this document.</b> )        |                           |
|   | 5. Current listing of <b>school staff</b> by name, title, phone number -- be sure all counselors, WBL Coordinator(s), and CTE teachers are included.   |                           |
|   | 6. Most recent <b>Handbooks – student, parent, teacher</b>   |                           |
|   | 7. School and district’s <b>grievance policy and appeals</b> process for students and teachers regarding discrimination issues (and forms, if relevant)  |                           |
|   | 8. A copy of two <b>discrimination complaints</b> (based on race, color, national origin, sex, or disability), including the complaint and how it was resolved. <b>Redact</b> or use initials or other designations for those involved. If there are several, the two most recent. |                           |
|   | 9. <b>Registration information</b> and related materials for students  |                           |
|   | 10. Samples of <b>school newsletters and newspapers</b>  |                           |
|   | 11. <b>Marketing materials</b> 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)  |                           |
|   | 12. <b>Application and/or admissions</b> 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   |                           |
|   | 13. Application and/or admissions <b>forms used by guidance counselors</b> related to CTE courses/programs (if different than those in #13)  |                           |
|   | 14. District’s <b>professional development plan</b> if different than the regional plan already at USBE – please note as such or submit.   |                           |

|               |   |  |
|---------------|---|--|
|               | 15. List any recent <b>professional development activities</b> 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. |  |
|               | 16. List of persons serving on the <b>equity committee</b> (names and titles)   |  |
|               | 17. District's and school's <b>English Speakers of Other Languages coordinator</b> (ESOL) (names, addresses, phone numbers and e-mail addresses)  |  |
|               | 18. District's <b>ESOL compliance plan</b> for providing services to students who are English Speakers of Other Languages (ESOL)  |  |
|               | 19. Any school or district policies (and grievance policies and appeals) that <b>protect students from "systemic" discrimination</b> such as males not being allowed into traditional female classes and clubs and vice versa.  |  |
|               | 20. a. District's section <b>504/ADA policies</b> and procedures<br>b. Five <b>samples</b> of school section 504 plans (in sealed envelopes for confidentiality)  |  |
|               | 21. District's <b>Title IX policies</b> & procedures (including but not limited to sexual harassment)   |  |
|               | 22. District's <b>Title VI policies</b> & procedures (relative to race, color, national origin, harassment/discrimination.)   |  |
|               | 23. Most Responsible Persons ( <b>MRP's</b> ) with phone number, etc. at district and school levels for Title IX, Title VI, Section 504, and Title II of ADA  |  |
|               | 24. <b>Names of students with disabilities</b> and phone #'s who have attended for last two (2) years.  |  |
|               | 25. <b>Work-Based Learning</b> (WBL) materials – for students, parents, school, and businesses. WBL coordinator's name, etc. if not listed in staff listing (#2) and interview availability   |  |
|               | 26. Date of last <b>known ADA review</b> of facilities by school or district – please attach the summary of findings.   |  |
| <b>Dates:</b> | 27. <b>Date of training in 2010 ADA regulations (more space for dates)</b><br>a. of "ADA accessibility coordinator"<br>b. Maintenance and Operations Coordinator<br>c. Others _____.  |  |
|               | 28. Sample of Advertisement for a high school teacher position  |  |
|               | 29. Sample application for employment with high school  |  |

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

**Please seal any documents that are considered confidential.**

## 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  |                                     |  |                                       |
| 7  |                                     |  |                                       |
| 8  |                                     |  |                                       |
| 9  |                                     |  |                                       |
| 10 |                                     |  |                                       |
| 11 |                                     |  |                                       |
| 12 |                                     |  |                                       |

- (1) Please *include a MAP* of the facilities and rooms depicting construction and alterations as much as possible.**
- (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 USBE (Murray Meszaros) the following enrollment numbers.

| Ethnicity  | Per Ethnic Category Enrollment |  |                                  |   |
|--|--------------------------------|--|----------------------------------|---|
|  | Enrolled in Entire School      | Special Education Enrolled in Entire School    | Enrolled in CTE                  | Special Ed Enrolled in CTE                        |
| Total High School Enrollments  |                                |  |                                  |   |
| 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  |                                |  |                                  |   |
|  | Enrolled in Entire School      | Enrolled in Special Education of Entire School | Enrolled in CTE of Entire School | Who are SPED and Enrolled in CTE of Entire School |
| ELL students (male/female)   | /                              | /  | /                                | /   |
| Entire School (male/female)  | /                              | /  | /                                | /   |