

WYOMING DEPARTMENT OF EDUCATION

Civil Rights Compliance Requirements for Career and Technical Education Programs

Secondary On-Site Review Checklist

ADMINISTRATIVE				
Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status
		YES	NO	
<p>In order to comply with United States Department of Education Office for Civil Rights requirements for career and technical education programs, school districts must have in place basic procedures regarding federal statutes and implementing departmental regulations: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, as well as <i>Vocational Education Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap</i>. These basic procedures include an annual public notice, continuous notification, designation of a person(s) to coordinate activities under Title IX, Section 504, and Title II; and a grievance procedure that allows students and parents an avenue for dealing with alleged discrimination.</p> <p>To verify compliance, local or state reviewers may examine school district documents and interview administrators, Title IX and Section 504 coordinators, faculty, community members, parents, and students (particularly students with disabilities, those who are English language learners, and those enrolled in programs nontraditional for their sex).</p>				
Continuous Nondiscrimination Notice				
<p>A recipient must take continuing steps to notify participants, beneficiaries, applicants, parents, employees, 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>Reference: Title IX: 34 CFR 106.9 Section 504: 34 CFR 104.8</p>	<p>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</p>	Posters advertising various programs		<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined
		Brochures/Posters for program activities		
		Website		
		Course Catalogs		
		Student/Parent/Faculty Handbooks		
		Job announcements/Applications		
		Recruitment Materials		
		School Newspaper		
		Comments		

ADMINISTRATIVE				
Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status
		YES	NO	
Persons Responsible for Coordinating Title IX and Section 504				
<p>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>The recipient must notify students and employees of the name, office address and phone number of the designated employee(s).</p> <p>Reference: Title IX: 34 CFR 106.8 Section 504: 34CFR 104.7(a)</p>	<p>Recipient has assigned a person(s) to coordinate Section 504 and Title IX activities. This (these) person(s) must be aware of assigned duties and responsibilities and have the necessary training</p> <p>Identification of Section 504 and Title IX coordinators with title, address and phone number in the notice of nondiscrimination</p>	Course Catalogs/Handbooks		<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined
		Job descriptions		
		Website		
		Interview Section 504 and Title IX coordinators and administrators		
		Interview students, particularly nontraditional and disabled		
		Board minutes of appointment		
	Comments			

ADMINISTRATIVE					
Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
Annual Public Notice					
<p>Prior to the beginning of each school year, recipients must advise students, parents, employees and general public that all career and technical education opportunities will be offered regardless of race, color, national origin, sex or disability</p> <p>The notice must include a brief summary of program offerings and admission criteria and the name, title, office address and phone number of person(s) designated to coordinate compliance, and references the existence of grievance procedure, under</p> <p>Reference: Title IX and Section 504. Title IX: 34 CFR 106.8(b) Section 504: 34 CFR 104.7(b) Title II: 28 CFR 35.107(a) Guidelines IV-O</p>	<p>Recipient issues annual public notice of nondiscrimination</p> <p>The notice is disseminated in the language of national origin minority communities in the service area</p> <p>Annual notice lists coordinators of Section 504/ADA and Title IX with name/title, address and phone number</p>	<p>Copy of the nondiscrimination notice as published in local and agency newspapers & newsletters, other local publications, and website</p>	<p>Method for reaching visually impaired persons</p>	<p>Notice available in the language of that national origin minority community.</p>	<div style="text-align: right;"> <input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined </div>
Comments					

ADMINISTRATIVE					
Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
Grievance Procedure					
<p>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 or disability.</p> <p>Reference: Section 504: 34 CFR 104.7(b) Title IX: 34 CFR 106.8(b) Title II: 28 CFR 35.107(b)</p>	<p>Recipient notifies students and employees that there is a grievance procedure for persons who feel they have been discriminated against based on sex or disability</p> <p>A prompt and equitable procedure is readily available to students and employees</p>	Student/Employee Handbooks			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined
		Course Catalogs			
		Documentation of complaints			
		Interviews with faculty, students and administrators			
		Interviews with Section 504 and Title IX coordinator(s)			
Comments					

SITE LOCATION AND STUDENT ELIGIBILITY CRITERIA

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status
		YES	NO	

Standards regarding selection and criteria for student eligibility cannot result in 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 vocational education facilities, establishing geographic residence requirements, establishing numerical limits on students from sending schools, additions to existing vocational education facilities and any other criteria that results in disproportionately excluding students of a particular race, national origin, sex or disability.

Student Eligibility

Recipient may not develop, impose, maintain, approve or implement student admission eligibility criteria that discriminate on the basis of race, color, national origin, sex or disability. Reference: Guidelines IV-A	Student eligibility criteria for admission to vocational education schools, facilities or programs do not discriminate on the basis of race, color, national origin, sex or disability	Eligibility and admission criteria for Skill Centers/CTE facilities			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Eligibility and admission criteria for CTE programs and activities			

Comments

SITE LOCATION AND STUDENT ELIGIBILITY CRITERIA

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
Site Selection and Modifications					
Recipient may not select or approve a site that has the purpose or effect of excluding, segregating or otherwise discriminating on the basis of race, color or national origin. Recipients must locate vocational 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 intended for minority or nonminority students. Reference: Guidelines IV-B	Vocational sites are readily accessible to minority and nonminority communities and their location does not have a segregative effect	Maps showing location of vocational facilities			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Enrollment demographics for each facility			
		Demographics of communities surrounding facility			
Comments					

SITE LOCATION AND STUDENT ELIGIBILITY CRITERIA

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
Site Selection and Modifications					
A recipient may not add to, modify or renovate the physical plan of a school facility offering CTE programs in a manner that creates, maintains or increases segregation on the basis of race, color, national origin, sex or disability. Reference: Guidelines IV-D	After modification, the CTE program site is readily accessible to minority and non-minority communities and the modification does not have a segregative effect	Maps showing location of modified vocational facilities			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Student demographics before and after facility modifications			
		Demographics of communities surrounding facility			
Comments					

SITE LOCATION AND STUDENT ELIGIBILITY CRITERIA

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
Residency					
A recipient may not establish, approve or maintain geographic boundaries that unlawfully exclude students on the basis of race, color or national origin. Reference: Guidelines IV-C	Attendance zones do not exclude students on the basis of race, color or national origin	Maps of attendance zones			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Demographics of contiguous service areas to the facility			
		Curriculum offerings at contiguous facilities			
		Job placement rates at contiguous facilities			
Comments					

RECRUITMENT

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation			Status
		YES	NO		
Recruitment activities and materials shall 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. Information about career and technical education opportunities should be available to all potential students. Promotional materials should avoid stereotyping.					
Recipients must conduct their recruitment activities in a manner that does not exclude or limit opportunities on the basis of race, color, national origin, sex or disability. Reference: Title IX: 34 CFR 106.23(a)(b) Guidelines V-C	All potential students have access to appropriate information. Outreach is made to underrepresented groups	Recruitment plans			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		List of recruitment/activities and sites			
	Comments				
Recruitment material's descriptions of career and occupational opportunities are not to be limited on the basis of race, color, national origin, sex or disability. Reference: Guidelines V-C	Descriptions of career opportunities are free of bias and stereotyping	Recruitment brochures and marketing materials			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Course catalog			
	Comments				

RECRUITMENT

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
To the extent possible, recruiting teams should represent persons of different races, national origins, sexes and disabilities. Reference: Guidelines V-C	Where possible, persons of differing races, genders and disabilities participate in recruitment activities	Staff demographics by program			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Recruitment team demographics by program			
	Comments				
Recipients must ensure that career counselors can effectively communicate with students with disabilities and students with limited English proficiency. Reference: Guidelines V-D	The content of materials available to the general population is also available to students and parents who speak languages other than English.	Written plan for the provision of services for ELL individuals			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Written plan for provision of services for individuals with disabilities			
		Samples of materials in other languages/formats			
	Formats other than the printed word are available for students with disabilities				
Comments					

RECRUITMENT					
Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
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. Materials that are part of promotional efforts may not create or perpetuate stereotypes through text or illustration. Reference: Guidelines V-E	Materials and/or media presentations show persons of varying races, male and female, persons with disabilities and different national origins	Promotional materials, including brochures, flyers, newspaper advertising, and catalogs			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
Comments					
If a recipient's service area contains a community with persons of limited English proficiency, information must be available to that community in its language. Reference: Guidelines V-E	Process is in place to identify and communicate with language minority communities. Efforts are made to communicate in a commonly understood language	Verification of limited English proficient community			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Samples of materials in other languages			
Comments					

ADMISSIONS

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
Admissions 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 excludes a disproportionate number of persons of a particular race, color, national origin, sex or persons with disabilities, the criteria should be validated as essential to success in the program. Preadmissions inquiries about marital, parental or disability status should be avoided.					
<p>A recipient may not assess 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>Reference: Guidelines IV-K</p>	<p>Demographics of CTE enrollment are similar to demographics of eligible student population, or recipient provides a legitimate nondiscriminatory rationale</p> <p>Demographics of specific career and technical education programs are similar to demographics of entire CTE enrollment, or recipient provides a legitimate nondiscriminatory rationale</p> <p>Admissions procedure, policy, and/or practice for CTE program enrollment avoid criteria that disproportionately exclude persons of a particular race, color, national origin, sex or disability status</p> <p>Admissions criteria that disproportionately exclude have been validated as essential to participation</p>	Admissions policy for CTE programs; description of the admissions process			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Procedures and criteria for selective admissions for career and technical programs where there are more applicants than can be accommodated			
		Demographics of rejected applicants by selection criteria			
Comments					

ADMISSIONS

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
Recipients must avoid preadmission inquiries about marital, parental or disability status. Reference: Title IX: 34 CFR 106.21(c) Section 504: 34 CFR 104.42(b)(4) Title II: 28 CFR 35	Application forms and materials do not request information about marital, parental or disability status	Admissions application form and materials			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
Comments					
A recipient must not deny access to vocational and academic programs or courses to students with a disability on the basis that employment opportunities in any occupation or profession may be more limited for disabled persons than for nondisabled persons. Reference: Section 504: 34 CFR 104.10 Section 504: 34 CFR 104.43(c) Guidelines IV-N	The agency does not discourage students with disabilities from participating in programs due to potential workplace discrimination	Documentation of equitable counseling program			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Enrollment data			
		Number of disabled students by program			
		Placement/follow-up data			
Comments					

ADMISSIONS

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
<p>A recipient may not restrict admission to vocational 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 education to the same extent as students whose primary language is English.</p> <p>A recipient is responsible for identifying applicants with limited English language skills and assessing their ability to participate in vocational education.</p> <p>A recipient must open all CTE programs to national origin minority students with limited English proficiency.</p> <p>Reference: Guidelines IV-L</p>	<p>Recipient has a procedure in place to identify and assess applicants with limited English proficiency</p> <p>ELL enrollment in vocational education is proportional to ELL enrollment in the service area</p> <p>ELL enrollment in specific vocational programs is proportional to ELL enrollment in vocational education overall</p>	Procedure for ELL identification and placement			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Summary of steps taken to increase ELL participation in programs where they traditionally have been underrepresented			
		Specific program enrollment demographics by ELL status			
Comments					

STUDENT FINANCIAL ASSISTANCE

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
<p>Education agencies shall not 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 traditionally not been represented. Outside agencies that provide awards are to be notified of the agency's nondiscrimination policy.</p> <p>A school district may administer or assist in the administration of scholarships or other forms of financial assistance established pursuant to domestic or foreign will, trust, bequests, similar legal instruments or bay acts of a foreign government which require that awards go to a student of a particular sex, race, or national origin or with a particular disability. However, the overall effect of such restricted awards and scholarships must not lead to discrimination in access to total scholarship on the basis of sex, race, national origin or disability.</p> <p>Because financial aid is often the stumbling block for those historically underrepresented in postsecondary education, secondary schools should assist all students preparing for postsecondary experiences, including disadvantaged students, to become aware of this requirement.</p> <p>Interviews with the following persons may clarify compliance with this standard: financial aid staff, guidance counselors, department chairs, Title IX and section 504 coordinators, and bilingual staff.</p>					
<p>Financial assistance is available to all students regardless of sex, race, color, national origin or disability.</p> <p>Reference: Title VI: 34 CFR 100.3(b) Title IX: 34 CFR 106.37 Section 504: 34 CFR 104.46(a) Guidelines VI-B</p>	<p>Institutional data on financial aid demonstrates that there is equitable distribution of financial aid regardless of sex, race, color, national origin or disability</p> <p>If an apparent disparity exists, the institution offers a legitimate, nondiscriminatory reason</p>	Financial aid data by sex, race, color, national origin, or disability			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
Comments					

STUDENT FINANCIAL ASSISTANCE

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
Sex-restricted 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. Reference: Title IX: 34 CFR 106.37 Guidelines VI-B	Documentation is available regarding the number and amount of aid given as a result of will, trust, bequest or other legal instrument Overall, the agency's financial assistance does not discriminate on the basis of sex	Review of all financial assistance given as a result of trust, bequest, or other legal instrument			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Review of all sex-restricted financial aid given			
		Review total list of financial aid to ensure the overall effect does not discriminate			
	Comments				
Information about financial assistance is equitably written and does not lead students to believe it is awarded on a discriminatory basis. Reference: Guidelines VI-B	Financial aid materials are equitable and contain nondiscrimination statement	Materials written for students and families concerning financial assistance are available			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
	Comments				

STUDENT FINANCIAL ASSISTANCE

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
National origin minority persons with limited English language skills receive information about financial assistance in their own language Reference: Guidelines IV-B	Community demographics indicate that national origin minority persons with limited English language skills are Served Communications about financial assistance are available in the home language of these members of the community	Written communications			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
Comments					

CAREER COUNSELING PROGRAMS

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status								
		YES	NO									
<p>Counseling programs may not 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. Services and materials related to career counseling and recruitment must be free of discrimination and stereotyping in language, content, and graphic illustration.</p> <p>List of CTE courses with disproportionate enrollment:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>Underrepresented Group</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </tbody> </table>					Program	Underrepresented Group	_____	_____	_____	_____	_____	_____
Program	Underrepresented Group											
_____	_____											
_____	_____											
_____	_____											
<p>Recipients must ensure that career 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>Reference: Title IX: 34 CFR 106.21(a)(b) Title IX: 34 CFR 106.36(a) Title IX: 34 CFR 106.34 Section 504: 34 CFR 104.(a) And 104.34(a) and (c) Section 504: 34 CFR 104.47(b) Title II: 28 CFR 35.130 Guidelines V-A</p>	<p>Written guidance and assessment plans, policies and nondiscrimination</p> <p>Written assessment plans</p>	Career guidance plan, policy, and procedure		<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A								
		Assessment plan with list of tests administered										
		Written procedures for evaluation and placement of disabled students with limited English proficiency										
		Promotional and recruitment materials										
		Enrollment demographics										
		Recruitment, admission policies										
		Calendar of career counseling activities										
	Comments											

CAREER COUNSELING PROGRAMS

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
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. Reference: Title IX: 34 CFR 106.34 Section 504: 34 CFR 104.47(b) Guidelines V-B	CTE program enrollments by sex, race, national origin and disability are proportionate to enrollment of these groups in the general student population Where enrollments are not proportionate, the institution can furnish a legitimate nondiscriminatory rationale Comments	Admission criteria			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Enrollment forms			
		Enrollment demographics by course/program			
		Disaggregated data			
Recipients may not counsel disabled students toward more restrictive career objectives than non-disabled students with similar abilities and interests. Reference: Section 504: 34 CFR 104.37(b) Guidelines V-B	Disabled students have equal access to all programs and course based on individual abilities and interest Comments	Examples of pre-enrollment counseling			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Enrollment data			

CAREER COUNSELING PROGRAMS

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
If disproportionate enrollments occur, efforts must be made to ensure 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. Reference: Title IX: 34 CFR 106.36 Guideline V-B	Process is in place to identify disproportionate enrollment. When disproportionate enrollment occurs, recipient assesses counseling materials and activities and makes appropriate revisions , or can articulate a legitimate, nondiscriminatory rationale	Examples of pre-enrollment counseling			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Enrollment data			
		Examples of revised counseling materials or activities in response to disproportionate enrollments			
Comments					

SERVICES FOR STUDENTS WITH DISABILITIES

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
<p>A qualified person with a disability may not 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 to the extent possible. Historically, the assumption had been made that persons with disabilities would not be able to function and the non-disabled should not put them in a position where they might be "uncomfortable." However, research shows that gains made by persons with disabilities in the educational setting are enhanced when they are integrated with the appropriate aids and services.</p> <p>Interviews with: School Administrator and CTE Staff, guidance counselors, department chairs, ADA and 504 and disabled student's services coordinators and facilities director.</p>					
<p>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>Reference: Section 504: 34 CFR 104. (a) Title II: 28 CFR 35.130(a) Guidelines IV-N</p>	<p>The agency implements policies and procedures ensuring access for students with disabilities to programs, services and activities</p>	Board policy			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Student handbooks			
		Membership lists in clubs and activities			
		Procedures for selection and admission into programs and activities			
	Comments				

<p>Disabled students must not be excluded from vocational, career or 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>Reference: Guidelines IV-N</p>	<p>The agency provides appropriate aids and services for students with disabilities and does not have policies that limit their participation</p>	Example(s) of equipment adapted			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Policy for providing aids and services			
		Description of aids and services available/provided/denied			
		List of materials/resources available for seeing or hearing impaired			
		Enrollment data by program			
		Number of disabled students denied admission			
		Student handbook/course catalog			
		Policies governing use of guide dogs, tape, recorders, note takers			
Comments					

SERVICES FOR STUDENTS WITH DISABILITIES

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
Elementary and Secondary 504 Services					
<p>A recipient that operates an elementary or secondary program or activity must provide a free appropriate public education (FAPE) to each qualified disabled person in its jurisdiction. The recipient must have a system in place for the identification, evaluation and educational placement of these disabled persons. Placement decisions must be made by 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>Reference: Section 504: 34 CFR 104.33, 35, and 36</p>	<p>The FAPE policies and procedures provide for the identification, evaluation and placement of disabled persons and include procedural safeguards. Evaluation and placement records of individual students with disabilities indicate that placement decisions are fully documented and timely evaluations are conducted. Persons who are knowledgeable about placement options in CTE programs participate in CTE placement decisions</p>	FAPE policies and procedures			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		A description or list of the materials and persons relied upon in the evaluation and placement process			
		Description of the system of procedural safeguards for impartial review			
		List of persons with knowledge of vocational programs who participate in FAPE placement decisions for CTE programs			
		Section 504 plans, placement records, IEPs, and similar records of disabled students placed in CTE programs			
Comments					

SERVICES FOR STUDENTS WITH DISABILITIES

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
Disabled secondary students must be placed in the regular educational environment of any vocational education, 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. Reference: Section 504: 34 CFR 104.34(a)(b) Title II: 28 CFR 35.130(d) Guidelines VI-A	Students with disabilities enroll in regular academic courses to the maximum extent appropriate to their needs	Student data			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		List of separate classes, services, activities			
		Selection/admission criteria and procedures			
		Section 504 plans, placement records, IEPs and similar records			
		Interviews			
Comments					
Secondary students with disabilities are placed in a vocational education program only when the 504 plan requirements for evaluation, placement and procedural safeguards have been satisfied. Reference: Section 504: 34 CFR 104.35(a) Guidelines VI-A	Section 504 plan, placement record or IEP reflects that group's or team's determination that the vocational education program is appropriate for the individual student	Sample placement records for students with disabilities			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Evaluation procedures			
		Placement criteria and procedures			
		Procedural safeguards			
		Interviews with parents and students			
Comments					

WORK STUDY, COOPERATIVE EDUCATION, JOB PLACEMENT, AND APPRENTICE TRAINING

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status
		YES	NO	
<p>An agency not only has the responsibility to provide its services in a nondiscriminatory manner; it also has the responsibility not to foster discrimination by businesses that provide employment, workplace learning sites or apprenticeship training programs. To be a partner in that discrimination is illegal. Assignments cannot be made or withheld in such programs simply because of the sex, race, national origin or disability of the student. It is also illegal to cooperate with an employer that requests students on the basis of sex, race, national origin or disability. Agencies should have written agreements whereby the cooperating worksite indicates that it will not discriminate. It is necessary for the recipient to review these written agreements, the assignments of students presently in such programs, and the placement process to determine if any such patterns exist.</p>				
<p>Opportunities in work study, cooperative education, job placement and apprenticeship training programs are available equally to all students regardless of race, color, national origin, sex or disability.</p> <p>Reference: Title VI: 34 CFR 100.3(b) Title IX: 34 CFR 106.31(d) Section 504: 34 CFR 104.4(b) Guidelines VII-A</p>	<p>Students in the work-study cooperative education, job placement and apprenticeship training programs are representative of the demographics of the school or program</p> <p>If there is disparity, the institution provides a legitimate, nondiscriminatory rationale</p>	Review of enrollment data in the work-study, cooperative education, job placement, and apprenticeship training		<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Interviews with students/staff/employers		
Comments				

WORK STUDY, COOPERATIVE EDUCATION, JOB PLACEMENT, AND APPRENTICE TRAINING

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
<p>A recipient that assists employers and prospective employers in making employment opportunities available to any of its students must ensure that the employer does not discriminate on the basis of race, color, national origin, sex or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility and pay.</p> <p>Reference: Title VI: 34 CFR 100.3(b) Title IX: 34 CFR 106.38 Section 504: 34 CFR 104.46(b) Guidelines VII-A</p>	<p>Workplace agreements contain an assurance of nondiscrimination that is signed by both the employer and the recipient, and parents when appropriate</p> <p>The recipient does not honor any employer's requests for students who are free of disabilities or students of a particular race, color, national origin or sex</p>	Review of workplace assignments, hours of work, and job assignments			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Interviews with students/staff/employers			
Comments					

WORK STUDY, COOPERATIVE EDUCATION, JOB PLACEMENT, AND APPRENTICE TRAINING

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
Recipient may not enter into an agreement for the provision or support of apprentice training for students or union or other sponsor that discriminates against its members or applicants on the basis of race, color, national origin, sex or disability. Reference: 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	Verification that staff understands this requirement Verification that the staff has not honored any such request	Policy or written procedure that reflects nondiscrimination			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Interview with students/staff/sponsors of apprenticeship programs			
Comments					
A written agreement between the recipient and a labor union or other sponsor includes an assurance of nondiscrimination on the basis of race, color, national origin, sex or disability. Reference: Guidelines VII-A	Written agreement between apprenticeship program and the agency contains the nondiscrimination statement that is signed by both parties	Review of the written agreement			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
Comments					

EMPLOYMENT

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
<p>Recipients are prohibited from engaging in any employment practice that discriminates against any employees or applicant for employment on the basis of sex, disability, race, color, or national origin. Specific issues include employment policies, recruitment and selection matters, salary establishment and administration, reasonable accommodation, and overcoming the effects of past discrimination.</p> <p>Persons to interview: human resources director, recruiters, Affirmative Action officers, recent hires, union reps, staff who are member of protected groups.</p>					
<p>Recipients may not engage in any employment practice that discriminates against any employee or applicant for employment on the basis of race, color, national origin, sex or disability if such discrimination tends to result in segregation, exclusion or other discrimination.</p> <p>Recipients may not make pre-employment inquires concerning disability, marital or parental status.</p> <p>Reference: Title VI: 34 CFR 100.3(c) Title IX: 34 CFR 106.51, 106.51 and 106.60 Section 504: 34 CFR 104.13 and 104.14 Guidelines VIII-A</p>	<p>Recipient's employment practices are conducted without discrimination on the basis of race, color, national origin, sex, or disability of applicants or employees</p> <p>Application forms and materials are free from prohibited questions</p>	Documentation of employment practices including screening/hiring policies and procedures			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Advancement policies and procedures			
		Employee handbooks			
		Employment application			
		Rating systems			
		Job announcements			
		Recruitment policies			
		Comments			

EMPLOYMENT

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
The recipient must notify every source of faculty that it does not discriminate on the basis of race, color, national origin, sex or disability. Reference: Guidelines VIII-B	Agency notifies its sources of faculty that it does not discriminate on the basis of race, color, national origin, sex or disability	Employment application			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Vacancy announcements			
		Recruitment letters or contracts			
		Personnel web site and other related recruitment documents			
		Published nondiscrimination statement in newspapers, student handbooks, other published materials			
Comments					

EMPLOYMENT

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
<p>The recipient should 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>Reference: Title IX: 34 CFR 106.54 Section 504: 34 CFR 104.11 and 12 Guidelines VIII-D</p>	<p>Faculty salary scales and policies are based on the conditions and responsibilities of employment without regard to race, color, national origin, sex or disability</p> <p>Faculty and non-faculty assignments are nondiscriminatory on the basis of race, color, national origin, sex or disability</p>	Faculty salary schedules reflect nondiscrimination policies			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Faculty assignment information by race/ethnic group, sex, and disabled staff			
		in place that evaluates jobs and places them in appropriate salary ranges according to working conditions and levels of employment			
	Comments				
<p>Recipients must provide equal employment opportunities for teaching and administrative positions to disabled applicants who can perform the essential functions to the positions and make reasonable accommodations for the physical or mental limitations of disabled, otherwise qualified applicants, unless it can be demonstrated that such accommodations would impose undue hardship.</p> <p>Reference: Section 504: 34 CFR 104.12 Guidelines VIII-E</p>	<p>Recipient's employment policies do not unlawfully discriminate against disabled applicants</p> <p>Disabled persons are employed in teaching and administrative positions, and are afforded the same consideration in promotion and tenure decisions as are nondisabled employees</p>	Number of staff members with disabilities			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Copies/descriptions of policies, procedures, and criteria used in hiring, promotion, and retention, including professional and non-professional employment applications			
	Comments				

ACCESSIBILITY

Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status
		YES	NO	

Recipient may not exclude students with disabilities from enjoying the benefits of its program or service due to inaccessibility of facilities, according to Section 504 of the Rehabilitation Act of 1973.

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 documents will be provided at your request*):

- 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.
- 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) Appendix A to 34 CFR Part 36, or may elect to follow UFAS Appendix A to 41 CFR subpart 101-19.6.

<u>Building</u>	<u>Date of Construction or Alteration</u>	<u>Programs</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Interviews with the following persons may clarify compliance with the standard: administrators, guidance counselors, department chairs, ADA and 504 coordinators, coordinator for disabled student services, and facilities director. In addition to interviews, a visual inspection of facilities should be conducted.

Existing facility under 504 – Built or altered beginning June 3, 1977, or earlier

<p>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.</p> <p>Reference: Section 504: 34 CFR 104.22</p>	<ul style="list-style-type: none"> • Redesign of equipment • Reassignment of classes or other services to accessible buildings • Assignment of aides to beneficiaries (not to include physical carrying) • Home visits • Alteration of existing facilities and construction of new facilities in conformance with the requirements for new construction or 	Observation and measurements			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Blueprints/plans/work orders indicating construction or remodel start dates			
		Renovation schedules			
		Maintenance records			
		ADA self-assessment and transition plans			

	<ul style="list-style-type: none">• Any other methods that result in making its program or activity accessible to persons with disabilities				
Comments					

ACCESSIBILITY					
Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
New construction under 504 – Built or altered between June 4, 1977 and January 17, 1991, inclusive					
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 manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities , and conform 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 Reference: Section 504: 34 CFR 104.23 (prior to January 18, 1991 amendment)	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	Observations and measurements			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Blueprints and plans			
		Renovation schedules			
		Maintenance records			
		Work orders or contracts indicating construction or renovation start dates			
Comments					

ACCESSIBILITY					
Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
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 or ADAAG.					
<p>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, and conform with the Uniform Federal Accessibility Standards (UFAS) (Appendix A to 41 CFR subpart 101-19.6). Departures from particular technical and scoping requirements may be permitted where substantially equivalent, or greater access to and usability of the building is provided.</p> <p>Reference: Section 504: 34 CFR 104.23 Title II: 28 CFR 35.151</p>	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 and 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 and 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, and shower rooms	Observations and measurements			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
	Blueprints and plans				
	Renovation schedules				
	Maintenance records				
	Work orders or contracts indicating construction or renovation start dates				
Comments					

ACCESSIBILITY					
Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
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 or ADAAG.					
	Continued: 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 4.31 Phones 4.32 Seating, tables, and work surfaces 4.33 Assembly areas 4.34 Dwelling units 4.35 Facilities, and shower rooms Other requirements	Observations and measurements			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Blueprints and plans			
		Renovations schedules			
		Maintenance records			
		Work orders or contracts indicating construction start dates			
Comments					

ACCESSIBILITY				
Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status
		YES	NO	
New construction under ADA Title II and 504 – Built after January 26, 1992; exercising the option to follow ADAAG				
<p>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. Facilities shall conform with the Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities (ADAAG) (Appendix A to 34 CFR Part 36). Departures from particular requirements may be permitted when it is evident that equivalent access to the facility or part of the facility is provided.</p> <p>References: Section 504: 34 CFR 104.23 Title II: 28 CFR 35.151</p>	4.1 Minimum requirements	Observations and measurements		<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
	4.2 Space allowance and reach ranges	Blueprints and plans		
	4.3 Accessible route	Renovations schedules		
	4.4 Protruding objects	Maintenance records		
	4.5 Ground and floor surfaces	Work orders or contracts indicating construction start dates		
	4.6 Parking and passenger loading zones			
	4.7 Curb ramps			
4.8 Ramps	Comments			
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 and 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				

ACCESSIBILITY					
Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
New construction under ADA Title II and 504 – Built after January 26, 1992; exercising the option to follow ADAAG					
	Continued: 4.23 Bathrooms, bathing facilities, and shower rooms 4.23 Sinks 4.24 Storage 4.25 Handrails, grab bars, tub and shower seats 4.26 Controls and operating mechanisms 4.27 Alarms 4.28 Detectable warnings 4.29 Signage 4.30 Phones 4.31 Fixed or built-in seating or tables 4.32 Assembly areas 4.33 Automatic teller machines 4.34 Dressing and fitting rooms Other requirements	Observations and measurements			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Blueprints and plans			
		Renovations schedules			
		Maintenance records			
		Work orders or contracts indicating construction start dates			
Comments					

COMPARABLE FACILITIES					
Equity Requirement/ Legal Citations	Indicators of Compliance	Suggested Documentation		Status	
		YES	NO		
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 disabled students should be located in similar proximity to the associated classrooms, shops or laboratories.					
If separate programs or facilities exist for students with disabilities, they are comparable to those for students without disabilities. Reference: Section 504: 34 CFR 104.34(c) Guidelines VI-A	Facilities, programs and services are comparable	Review of facilities			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		List of recruitment/activities and sites			
		Comparison of programs and services offered to both students with disabilities and students without disabilities			
	Comments				
Changing rooms, showers and other facilities for students of one sex are comparable to those provided to students of the other sex. Reference: Title IX: 34 CFR 106.33 Changing rooms, showers and other facilities for students with disabilities are comparable to those provided to students without disabilities. Reference: Section 504: 34 CFR 104.4(b)(ii) Guidelines VI-D	Locker/changing rooms have approximately the same space and amenities for both males and females	Examples of equipment adapted			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
	If there is disparity, the institution provides a legitimate, nondiscriminatory rationale	Policy for providing aids and services			
		Description of aids and services available/provided/denied			
	Changing rooms, showers, bathrooms and other facilities used as part of the career and technical education program are comparable for both males and females	List of materials/resources available for seeing or hearing impaired			
		Enrollment data by program			
		Number of disabled students denied admission and rationale for denial			
		Student handbook/course catalog			
		Policies governing use of guide dogs, tape recorders, note takers			
	Comments				