

## Civil Rights Onsite Review Secondary Materials Checklist

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- Please number or label each document submitted with the numbering system listed below or using the **bold** part of the title.
- Some items may not be applicable for your school.

Available at site review <b>(S)</b> , Online <b>(W)</b>	Items to be included <i>Please also include TRANSLATED documents where relevant</i>	Not yet developed <b>(✓)</b>
	1. <b>Course Description booklet/Course Catalog</b> that includes all CTE courses	
	2. <b>Current student enrollment summary by grade, ethnicity and sex</b> (by class and program). Include data reports such as Power School or NSSRS which could identify minority and disabled students by gender and course. Reports from Power School are helpful.	
	3. <b>Critical - Physical facilities layout (Map)</b> of the high school facilities with CTE facilities clearly marked. Identify month and year when building construction began. Include any remodel or expansion dates with a brief description of remodel that includes location (including room numbers) within the school and parking lots. A facility map should be color coded to distinguish between the remodeled areas and original construction.	
	4. <b>Current listing of all school staff</b> by name, title, phone number -- be sure all counselors, WBL Coordinator(s), and CTE teachers are included. Also include the <b>master class schedule</b> for the year.	
	5. Most recent <b>parent handbook</b>	
	6. Most recent <b>student handbook</b>	
	7. Most recent <b>faculty handbook</b>	
	8. <b>Board policy manual</b>	
	9. <b>School and district's grievance policy and appeals process</b> for students and teachers regarding discrimination issues (and forms, if relevant)	
	10. Written procedures for <b>evaluation and placement of disabled students</b>	
	11. <b>Registration information and related materials</b> for students	
	12. Samples of <b>school newsletters and newspapers</b>	
	13. <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)	
	14. <b>School and district web site URL's</b>	

	15. A list of any recent <b>professional development at the school level</b> that has assisted teachers, counselors, and/or administration <b>to be sensitive to issues of discrimination</b> based on race, color, national origin, sex (gender) and disabilities.	
	16. <b>Guidance plan, policy and procedures</b> and counseling materials	
	17. District's <b>compliance plan</b> for providing services to students who are <b>Limited English Proficiency (LEP)</b> and written plan for seeing and hearing impaired students.	
	18. District's <b>section 504/ADA policies and procedures</b> and <b>two samples of school section 504 plans</b> (in sealed envelopes for confidentiality)	
	19. District's <b>Title IX policies and procedures</b> (including but not limited to sexual harassment)	
	20. District's <b>Title VI policies &amp; procedures</b> (relative to race, color, national origin, harassment/discrimination.)	
	21. <b>Most Responsible Persons (MRP's)</b> with phone number, etc. <b>at district and school levels for Title IX, Title VI, Section 504, and Title II of ADA</b>	
	22. <b>Cooperative Education/Diversified Occupations materials</b> – for students, parents, school, and businesses. Coordinator's name, etc. if not listed in staff listing (#2) and interview availability (if applicable). Include enrollment data, transition plans, work-place agreements (may not be offered – mark not available)	
	23. <b>Date of last known accessibility review</b> of facilities by school or district – please attach the summary of findings.	
	24. Sample materials translated /provided in <b>other languages</b> .	
	25. Provide a copy of a recent job posting for both a certified teacher/administrator and nonprofessional school personnel.	
	26. Institution's <b>hiring policies and procedures</b> to include faculty salary schedules and application forms for both certified and non-credentialed staff.	
	27. A class schedule of a disabled student.	

Accessibility Analysis for _____ High School			
#	Facility Constructed and/or Altered (list each high school building and also identify add-on or altered sections of the high school)	Accessibility Standard Used – Existing Facility, 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			

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

**504/ADA Accessibility Issues**—Recipient may not exclude students with disabilities from enjoying the benefits of its program or service because its facilities are inaccessible to or unusable by persons with disabilities.

A visual inspection of facilities will be conducted by onsite reviewer. 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 – **1991 ADA Standards** or **UFAS**
- Construction or alteration of a facility initiated between 9/15/2010 and 3/14/2012 – **UFAS, 1991 ADA Standards** or **2010 ADA Standards**
- Construction or alteration of a facility initiated 3/15/2012 or after – **2010 ADA Standards**