

**Exhibit 6**

**Technology Center Report/Compliance Checklist**  
~~District must submit prior to Examiner Boot Camp, July 15th~~

School: \_\_\_\_\_ Date of Visit: \_\_\_\_\_

*Please enter the exact URL as a hyperlink for items located on the district's website. When possible, hyperlink to the exact page for the information requested, if you cannot link to the exact page, hyperlink to the document and list the exact page number(s) following the link.*

*If no URL, please upload in the **Documentation Upload Folder** under **Onsite Visit** in your technology center's accreditation course on [ctYOU.org](http://ctYOU.org)*

Legend to Code Location/Availability (where to find):

- BPP = Board Policies & Procedures, page \_\_\_\_*
- CI HB = Consumer Information Handbook, page \_\_\_\_*
- FA PP = Financial Aid Policies & Procedures Handbook, page \_\_\_\_*
- SHB = Student Handbook, page \_\_\_\_*
- O = Other Publication (describe) \_\_\_\_\_, page \_\_\_\_*

**General Information about the School**

*State Requirements: Oklahoma Administrative Code (refer to Exhibit 7)*

*Federal Requirements: <https://ifap.ed.gov/FSAAssessments/ConsumerInformation.html>*

- District policies and procedures: \_\_\_\_\_
  - Copy of current policy on Code of Ethics with Board approval date: \_\_\_\_\_
  - Record of alleged violations since previous accreditation site visit: \_\_\_\_\_
- Current strategic plan: \_\_\_\_\_
- Current and immediate past award year student handbook: \_\_\_\_\_
- Current and immediate past award year course catalog and brochures: \_\_\_\_\_
- Communications/marketing plan: \_\_\_\_\_
- Immediate past fiscal year audit: \_\_\_\_\_
- Emergency operation manual (crisis management plan): \_\_\_\_\_
- Current Oklahoma State Department of Education accreditation letter: \_\_\_\_\_

Gainful Employment Disclosures required as of July 1, 2011 and to be updated by *April 15, 2018*: \_\_\_\_\_

The names of associations, agencies, and/or governmental bodies that accredit, approve, or license the school and its programs and copies of approvals: \_\_\_\_\_

The procedures by which a student may receive a copy for review of the school's accreditation, licensure, or approval: \_\_\_\_\_

The special facilities and services available to students with disabilities: \_\_\_\_\_

The degree programs, certification/credential training and other education offered, and any plans the school has for improving the academic programs: \_\_\_\_\_

The availability of an Adult Basic Education (ABE) program, if the school admits students who do not have a high school diploma or equivalent: \_\_\_\_\_

The instructional, laboratory, and other physical plant facilities associated with the academic programs: \_\_\_\_\_

A list of the faculty and other instructional personnel: \_\_\_\_\_

School policies on transfer of credit, including the criteria it uses regarding the transfer of credit earned at another school, and a list of any schools with which it has established an articulation agreement:

Information on student body diversity in the categories of gender and ethnicity of enrolled, full-time students who receive Federal Pell Grants: \_\_\_\_\_

Information on placement of and types of employment obtained by graduates of the school's certificate programs: \_\_\_\_\_

Placement rates calculated by the institution must identify source of information provided, including associated timeframes and methodology: \_\_\_\_\_

Retention rates of certificate-seeking first-time full-time students: \_\_\_\_\_

Published code of conduct (*if school participates in FSA loan program*): \_\_\_\_\_

1. Includes ban on revenue-sharing arrangements with any lender \_\_\_\_\_

2. Ban on steering borrowers to particular lenders or delaying loan certifications \_\_\_\_\_
3. Ban on offers of funds for private loans to students in exchange for providing concessions or promises to the lender for a specific number of FSA loans, specified loan volume, or a preferred lender arrangement \_\_\_\_\_
4. Code must also prohibit FA staff from accepting compensation for any type of consulting arrangement (see FSA handbook) or service on an advisory board, commission, or group established by lenders or guarantors, except for reimbursement for reasonable expenses.

Terms and conditions under which students receive federal education loans (*if school participates in FSA loan program*): \_\_\_\_\_

The terms and conditions under which students receiving federal education loans may obtain deferments (*if school participates in FSA loan program*): \_\_\_\_\_

**Graduation & Completion Rates on IPEDS (Student Right-to-Know)**

Does school disseminate the information on completion or graduation rates to enrolled and prospective students when requested through appropriate publications, mailings, or electronic media? (For example, school catalogs or admission literature). This would be *in addition to* the display of the school’s graduation rates on the IPEDS College Navigator site: \_\_\_\_\_

Net Price Calculator (where posted): \_\_\_\_\_

**Campus Security – Annual Security Report (ASR) (Clery Act) including VAWA Act of 2013**  
*(Final regulations effective July 1, 2015)*

School’s Annual Security Report: \_\_\_\_\_

Requires expanded reporting for incidents of sexual assault (rape and forcible fondling), dating violence, domestic violence, and stalking (including cyber stalking): \_\_\_\_\_

Requires that the ASR include additional information about policies, procedures, and training programs aimed at sexual assault prevention and response: \_\_\_\_\_

In addition to statistics, does the security report include a description of the school’s policies concerning campus security? \_\_\_\_\_

Does it include a statement of the enforcement authority of campus security personnel and their relationship with State and local police? \_\_\_\_\_

Are agreements in place with those agencies policies' such as a written memorandum of understanding to investigate alleged crimes? \_\_\_\_\_

Does the school post annual security report on the Internet or Intranet Web site and if so is an individual notice made to each student and current employee about the report's availability: \_\_\_\_\_

Brief description of the information contained in the report, the exact electronic address (URL) of the internet or Intranet Web site were the report is posted, and a statement saying the school will provide a paper copy upon request. \_\_\_\_\_

**Cybersecurity – Safeguards Rule (Gramm-Leach-Bliley Act of 2002) including Federal Trade Commission Identity Theft Red Flags Rule issued November 9, 2007**

<https://ifap.ed.gov/eannouncements/Cyber.html>

Designated employee to coordinate program: \_\_\_\_\_

Documented data security program: \_\_\_\_\_

Written identity theft prevention program: \_\_\_\_\_

**Drug & Alcohol Abuse Prevention Program Description**

Standards of conduct that clearly prohibit the unlawful possession, use, or distribution of drugs and alcohol: \_\_\_\_\_

Description of health risks associated with the use of illicit drugs and alcohol: \_\_\_\_\_

Description of sanctions under state, local, and Federal law: \_\_\_\_\_

Clear Statement that institution will impose sanctions on students and employees for violations of the standards: \_\_\_\_\_

Description of available drug or alcohol counseling, treatment, or rehabilitation programs: \_\_\_\_\_

Biennial review of drug and alcohol program to determine its effectiveness: \_\_\_\_\_

### **FERPA Student Rights**

Notice of student rights under FERPA (annual notification) see website for more info of what it should contain. <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/ps-officials.html>

- Inspect and review education records: \_\_\_\_\_  
\_\_\_\_\_
- Seek to amend education records: \_\_\_\_\_  
\_\_\_\_\_
- Consent to disclosure of personally identifiable information from his/her education records, except as specified by law: \_\_\_\_\_  
\_\_\_\_\_
- File a complaint with the Department if institution doesn't comply: \_\_\_\_\_  
\_\_\_\_\_

Must specify procedures for exercising rights: \_\_\_\_\_  
\_\_\_\_\_

Must specify criteria for determining who constitutes a school official and what constitutes a legitimate educational interest: \_\_\_\_\_  
\_\_\_\_\_

### **Policies and sanctions of your school related to Copyright Infringement**

(see GEN-10-08) <https://ifap.ed.gov/dpclatters/GEN1008.html>

School's policy on copyright infringement policy: \_\_\_\_\_  
\_\_\_\_\_

School sanctions in accordance with USDE guidance: \_\_\_\_\_  
\_\_\_\_\_

Liabilities students may face for unauthorized distribution of copyrighted material: \_\_\_\_\_  
\_\_\_\_\_

### **Textbook information (see GEN-10-09)**

<https://ifap.ed.gov/dpclatters/GEN1009FinalTextbookGuidance.html>

A school must include, on its Internet course schedule, the International Standard Book Number (ISBN): \_\_\_\_\_

Retail price for required and recommended textbooks and supplemental material. \_\_\_\_\_  
\_\_\_\_\_

If the ISBN is not available, the author, title, publisher, and copyright date, or, if such disclosure is not practicable, the designation "To Be Determined": \_\_\_\_\_  
\_\_\_\_\_

## **Financial Aid**

*ODCTE has access to current Program Participation Agreement (PPA) and Eligibility and Certification Approval Report (ECAR)*

- Financial aid policies and procedures for the immediate past award year: \_\_\_\_\_
- 
- Immediate past award year school calendar: \_\_\_\_\_
- School’s written academic year definition for financial aid purposes for the immediate past award year: \_\_\_\_\_
- Immediate past award year Pell Processed Disbursements List: **Year-to-Date** (printed from ED Express): upon request to the ODCTE Financial Aid Coordinator ONLY
- Immediate past award year FSEOG processed disbursement list (if applicable): upon request to the ODCTE Financial Aid Coordinator ONLY
- Immediate past award year FWS processed disbursement list (if applicable): upon request to the ODCTE Financial Aid Coordinator ONLY
- Pell processed students selected for verification in the immediate past award year (these students can also be printed from ED Express): upon request to ODCTE Financial Aid Coordinator ONLY
- Listing of FA students who completed, dropped, or withdrew in the immediate past award year: upon request to ODCTE Financial Aid Coordinator ONLY
- Could use GE spread sheet uploaded for the immediate past award year, or
  - Could mark students on YTD as:
    - C – complete, D – dropped, E – continued enrollment, W – withdrew
- Immediate past award year documents showing reconciliation of G5, COD, and ED Express amounts: upon request to ODCTE Financial Aid Coordinator ONLY
- Financial Aid Shopping Sheet (Did your school adopt this?): \_\_\_\_\_
- [www.ed.gov/financial-aid-shopping-sheet](http://www.ed.gov/financial-aid-shopping-sheet) If so, your shopping sheet should be a standardized, clear, concise format that helps prospective students understand and compare financial aid offers.
- Where found: \_\_\_\_\_
- 

## **Consumer Information Checklist**

- Copy of immediate past year’s Consumer Information Handbook: \_\_\_\_\_
- Annual Notice of Availability of Information: \_\_\_\_\_
- 
- Costs of Attending (COA) the school (tuition/fees, books/supplies, other costs): \_\_\_\_\_
- 
- Need-based and non-need-based state, local/school and other aid available: \_\_\_\_\_
- 
- How students apply for aid: \_\_\_\_\_
- 
- Written definition of “defined academic year” for financial aid purposes: \_\_\_\_\_
-

- How eligibility is determined: \_\_\_\_\_

---

- How the school distributes aid among students: \_\_\_\_\_

---

- The rights and responsibilities of students receiving aid: \_\_\_\_\_

---

- How and when financial aid will be disbursed: \_\_\_\_\_

---

- The terms and conditions of any employment that is part of the financial aid package: \_\_\_\_\_

---

- Satisfactory Academic Progress (SAP) policy – which includes updates to conform with regulatory changes effective July 1, 2011 and consumer disclosures for SAP accurately reflecting those policies.
  - A qualitative component consisting of grades or comparable factors that are measurable against a norm: \_\_\_\_\_
  - A quantitative component that consists of a maximum time-frame in which a student must complete his or her educational program, subdivided into increments: \_\_\_\_\_
  - Measurement of progress at the end of each increment (payment period): \_\_\_\_\_
  - How progress is measured if a student changes local programs/career majors: \_\_\_\_\_
  - The procedures for appealing a SAP determination: \_\_\_\_\_
  - The procedures for re-establishing satisfactory progress: \_\_\_\_\_

---

- A statement of the requirements for the return of FSA funds when a student withdraws from school: \_\_\_\_\_

---

- Information about any refund policy with which the school must comply: \_\_\_\_\_

---

- The requirements for officially withdrawing from school: \_\_\_\_\_

---

- Whom to contact for information on student financial assistance: \_\_\_\_\_

---

- Whom to contact for general school issues: \_\_\_\_\_

---

## Other

Constitution Day: \_\_\_\_\_

Emergency response and evacuation procedures to reach students/staff: \_\_\_\_\_

Misrepresentation: \_\_\_\_\_

---

*(Definition: Any false, erroneous, or misleading statement made to a student or prospective student, to the family of an enrolled or prospective student, or to the department.) Alerting students to the existence of financial aid fraud, informing students and their parents of telltale pitch lines use by fraud perpetrators, and by providing appropriate contact information.*

Vaccination Policy: \_\_\_\_\_

Voter Registration: \_\_\_\_\_

## Civil Rights

### A. Procedural Requirements

#### 1. Compliance Coordinator [28 CFR 105.7; 34 CFR 104.7, 106.8, 110.25]

Each district must designate a person or persons to designate compliance activities under Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. The individual shall have the background and experience or shall have received training and professional development to serve as compliance coordinator. The compliance coordinator must be very familiar with the district's grievance procedures and capable of conducting or supervising the conduct of a discrimination or harassment complaint investigation. Compliance activities also include training provided to students and employees to encourage diversity and prevent discrimination on the basis of race, color, national origin, sex, disability, and age.

Who is your district's compliance coordinator(s)?

\_\_\_\_\_  
 Please list the coordinator's training or experience in preparation for this role.

\_\_\_\_\_  
 Describe training, orientation, or other occasions when students or employees were provided information about the district's nondiscrimination policy.

#### 2. Annual Notification of Nondiscrimination [Guidelines IV-O, 34 CFR 100 Appendix B]

Once each year, prior to the beginning of the school year, a district must publish a notification advising students, parents, employees, and the general public that all programs,



services and activities will be offered without regard to race, color, national origin, sex, disability, or age. The notification shall include:

- Name or title, email address, physical address and telephone number of the person(s) designated to coordinate compliance activities.
- A brief summary of program offerings and admission criteria.
- Notification shall be published in a local newspaper, district publications, or other means to reach the general public. If the district's boundaries contain a national origin minority community with limited English language skills the notification shall be disseminated to that community in its language and must state that the lack of English language skills will not be a barrier to admission and participation in career and technical training opportunities.
  - OCR guidance permits districts to forego publication of the annual notification of nondiscrimination in local newspapers or by direct mail in some instances. Publication of the annual notification may be satisfied by posting the notification on the homepage of the district website *only* if a substantial majority of persons residing in the district have access to the internet. The district must provide evidence that internet accessibility is widespread in its service area. The notification must meet all content requirements and be published in the language of national origin communities contained in the district.
  - A district is considered to have a national origin community if radio, television or print media are available in a community's native language. A national origin community exists if church services or other community activities are offered in the native language of that community.

How did your district publish the annual notification of nondiscrimination? Date?

---

Does the annual notification of nondiscrimination published by your district satisfy all of the content requirements? (Provide copy or link)

---

If your district chose to publish the annual notification of nondiscrimination on its website, is it on the homepage? What evidence did you use to determine that internet accessibility in your district is sufficiently widespread? (Note: provide data)

---

Is a national origin minority community contained in your district? Is the notice published in its native language? (Provide example or link)

---

3. Continuing Notice of Nondiscrimination [28 CFR 35.106; 34 CFR 100.6, 104.8, 106.9, 110.21] In addition to the once-per-year notification of nondiscrimination above, a district must take specific and continuing steps to notify applicants for enrollment and employment, students, parents, employees, and patrons that it does not discriminate on the basis of race, color, national origin, sex, disability, or age. A district is required to include a statement of nondiscriminatory policy in any bulletins, announcements, publications, catalogs, application forms, or other recruitment materials that are made available to participants, students, applicants, or employees. The content requirements for the

continuing notice of nondiscrimination is different than that for the annual notification of nondiscrimination. The continuing notice of nondiscrimination should contain two basic elements:

- A statement of non-discrimination that specifies the basis for non-discrimination (i.e. race, color, national origin, sex, disability, or age). The notice is not required to list the pertinent regulations by title.
- Identification by name or title, email address, physical address and telephone number of the employee or employees responsible for coordinating the compliance efforts.

Does the continuing notice of nondiscrimination satisfy the content requirements? (Provide copy or links)

---

Is the continuing notice of nondiscrimination included in student and employee handbooks? Applications? Promotional materials? Catalogs? Worksite learning agreements or contracts? (Provide samples or links)

---

4. Grievance Procedures [28 CFR 35.107; 34 CFR 104.7, 106.8, 110.25]

A district must adopt and publish procedures to resolve complaints alleging discrimination or harassment on the basis of race, color, national origin, sex, disability, or age. The procedures shall be accessible to students, parents, employees, and patrons and shall provide for the timely resolution of complaints in a fair and equitable manner. In evaluating whether grievance procedures are fair and equitable OCR has identified the following elements to consider. Do the grievance procedures provide for —

- Notice to students, parents of elementary and secondary students, and employees of the procedure, including where complaints may be filed;
- Application of the procedure to complaints alleging harassment carried out by employees, other students, or third parties;
- Adequate, reliable, and impartial investigation of complaints, including the opportunity to present witnesses and other evidence;
- Designated and reasonably prompt timeframes for the major stages of the complaint process;
- Notice to the parties of the outcome of the complaint; and
- An assurance that the school will take steps to prevent recurrence of any harassment and to correct its discriminatory effects on the complainant and others, if appropriate.

Do the district's grievance procedures address the elements identified by OCR in evaluating whether a procedure is fair and equitable?

---

Are the grievance procedures published on the district's website? (Link)

---

Is the location easily located?

---

Are there grievance procedures published in the student and employee handbooks? (Provide link if online)

---

## B. Admissions, Counseling, and Recruiting

### 1. Admissions Practices

A district may not adopt or maintain a system for admission of secondary students that limits admission to a fixed number of students from each sending school included in its service area if such a system disproportionately excludes students from the technology center on the basis of race, color, national origin, sex, or disability [34 CFR 104.42(b)(1); 34 CFR 106.21(b)(ii); Guidelines IV-F].

A district may not judge candidates for admission to programs, activities, or services on the basis of criteria that have the effect of disproportionately excluding persons of a particular race, color, national origin, sex, or disability. An introductory, preliminary, or exploratory course may not be established as a prerequisite for admission to a program unless the course has been and is available without regard to race, color, national origin, sex, and disability [28 CFR 35.130(b)(8); 34 CFR 100.3(b)(1)(v); 34 CFR 104.4(b)(4); 34 CFR 106.21(b)(i); Guidelines IV-K].

Policies or practices that have a discriminatory disparate impact on students on the basis of race, color, national origin, sex, or disability are prohibited [34 CFR 100.3(b)(2); 104.42(a)(2), 106.21(b)(2)]. Districts should observe the following basic principles of appropriate test use for admission decisions:

- The important thing about a test is not its validity in general, but its validity when used for a specific purpose. Thus, tests that are valid for influencing classroom practice, “leading” the curriculum, or holding schools accountable are not appropriate for making high-stakes decisions about individual student mastery unless the curriculum, the teaching, and the test(s) are aligned.
- Tests are not perfect. Test questions are a sample of possible questions that could be asked in a given area. Moreover, a test score is not an exact measure of a student’s knowledge or skills. A student’s score can be expected to vary across different versions of a test – within a margin of error determined by the reliability of the test – as a function of the particular sample of questions asked and/or transitory factors, such as the student’s health on the day of the test. Thus, no single test score can be considered a definitive measure of a student’s knowledge.
- An educational decision that will have a major impact on a test taker should not be made solely or automatically on the basis of a single test score. Other relevant information about the student’s knowledge and skills should also be taken into account.

Does the district accept a fixed number or cap the number of students accepted for admission from each sending school? Explain.

---

Does the district establish prerequisites for any of its programs? If so, are prerequisites available to all applicants at their respective sending schools? Explain.

---

Does the district use test scores to evaluate applicants? If so, what weight is given to test scores in each program area they are used as part of the applicant evaluation process?

---

Access to vocational education programs may not be denied to national origin minority persons with limited English language skills on the grounds that the person cannot participate in and benefit from CTE instruction to the same extent as a student whose primary language is English. Steps must be taken to ensure that vocational programs are open to these students and that language support services are available. It is the responsibility of the district to identify such applicants and assess their ability to participate in CTE instruction. Acceptable methods of identification include: (1) identification by administrative staff, teachers, or parents of secondary level students; (2) identification by the student in postsecondary or adult programs; and (3) appropriate diagnostic procedures, if necessary. [Guidelines IV-L].

The lack of English proficiency can hinder educational advancement of students and result in classroom failure or school drop-out. These students may be less likely to seek additional educational opportunities leading to productive employment. To resolve these problems, students must have an equal opportunity to benefit from education programs offered by the district. Districts may not, on the basis of race, color, national origin, sex, disability, or age:

- Provide services, financial aid, or other benefits that are different or provide them in a different manner;
- Restrict an individual's enjoyment of an advantage or privilege enjoyed by others;
- Deny an individual the right to participate in district programs and services;
- Defeat or substantially impair the objectives of federally assisted programs [34 CFR 100.3(b)].

Districts violate Title VI of the Civil Rights Act of 1964 if:

- Students are excluded from effective participation in school because of their inability to speak and understand the language of instruction;
- National-origin minority students are miss-assigned to special education classes because of their lack of English skills;
- Programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead-end track;
- Parents whose English is limited do not receive school notices and other information in a language they can understand.

Please provide examples where the district has accepted the application for admission of secondary and/or adult students with limited English proficiency. What language support services were provided?

---

A district may not inquire into an applicant's marital status or disability prior to accepting the applicant for admission except for the purpose of overcoming past discrimination. Absent a remedial action or voluntary action to overcome the effects of conditions that resulted in limited participation by persons with disabilities, a district is prohibited from making a preadmission inquiry into an applicant's disability status in both the secondary context and the post-secondary context. A district may not apply any recruitment policy or admissions criterion concerning the actual or potential parental/family or marital status of students/applicants that treats persons differently on the basis of sex. A district may not exclude a woman from admission to, or participation in any vocational program on the basis of pregnancy, childbirth, termination of pregnancy or recovery from pregnancy, or treat the pregnancy or childbirth differently from other temporary disabilities [34 CFR 104.4, 104.6, 104.42(b)(4); 34 CFR 106.21(c)(1), 106.21(c)(4)].

Do district applications for admission contain inquiries into the marital, family, or disability status of applicants?

---

Enrollment practices that may chill or discourage the participation, or lead to the exclusion, of students based on their or their parents' or guardians' actual or perceived citizenship or immigration status contravene Federal law. Title VI regulations prohibit districts from unjustifiably utilizing criteria or methods of administration that have the effect of subjecting individuals to discrimination because of their race, color, or national origin, or have the effect of defeating or substantially impairing accomplishment of the objectives of a program for individuals of a particular race, color, or national origin. [34 CFR 100.3] In *Plyler v. Doe*, 457 U.S. 202 (1982), the Supreme Court ruled that a State may not deny access to a basic public education to any child residing in the State, whether present in the United States legally or otherwise. A district may request a student's social security number at enrollment for use as a student identification number. However, a district may not deny enrollment to a student if he or she (or his or her parent or guardian) chooses not to provide a social security number. Further, if a district chooses to request a social security number, it shall inform the individual that the disclosure is voluntary, provide the statutory or other basis upon which it is seeking the number, and explain what uses will be made of it.

Do high school enrollment applications, information sheets, or other documents request secondary students' social security number? If so, are necessary explanations included on the document? Provide examples.

---

## 2. Counseling and Advisement

Districts must ensure that counseling materials and activities (including student program selection and employment/career selection) promotional, and recruitment efforts do not discriminate on the basis of race, color, national origin, sex, or disability [Guidelines V-A].

Districts that operate vocational programs must ensure counselors, or other staff members who counsel students, do not direct or urge any student to enroll in a particular program or

predict a student's prospects for success in any career or program on the basis of race, color, national origin, sex, or disability. Students with disabilities may not be counseled toward more restrictive career objectives than other students with similar abilities and interests [34 CFR 100.3(b); 34 CFR 104.4(b), 104.33(b), 104.43(a), 104.43(c); 34 CFR 106.31(b), 106.36(b)].

Districts must take steps to ensure that where disproportionate enrollments exist, the disproportionality is not the result of discriminatory counseling and recruitment practices [Guidelines V-B].

Ineffective counseling can perpetuate past inequities such as gender stereotyping by limiting the options students might see for themselves as they contemplate future career choices. A district may not conduct its counseling activities in such a way that has the effect of subjecting individuals to discrimination on the basis of race, color, national origin, sex, or disability. In order to avoid "steering" minorities, women, and students with disabilities toward more restrictive career objectives, counselors require updated information about the dynamics of the labor force. Districts should ensure that counselors are apprised of the most recent occupational outlook data and emerging opportunities in new fields, and that they inform students of a broad range of career options [28 CFR 35.130(b)(3); 34 CFR 100.3(b)(2); 34 CFR 104.4(b)(4)].

Schools must insure that counselors can effectively communicate with national origin minority students with limited English language skills and with students who have hearing impairments. This requirement may be satisfied by having interpreters available [Guidelines V-D].

Districts have an obligation to provide accurate information about licensing and certification requirements that may present obstacles to individuals with disabilities in their pursuit of particular careers in the secondary context [34 CFR 104.37(b)] and in the post-secondary context [34 CFR 104.47(b)].

Please provide specific examples where students were advised to select a program based on assessment results.

---

Please demonstrate how disproportional enrollment in programs on the basis of race, color, national origin, sex, or disability are analyzed? Describe steps taken to ensure underrepresented groups are encouraged to consider nontraditional program options.

---

### 3. Recruitment

Districts must conduct recruitment activities so as not to exclude or limit opportunities on the basis of race, color, national origin, sex, or disability. Districts must ensure that materials and media used in recruiting are free from stereotypes and portray males, females, minorities, and individuals with disabilities in a broad range of occupations and roles, paying particular attention to programs and occupations where groups have been traditionally underrepresented [Guidelines V-C, V-E].

A district must ensure that its recruitment activities are not focused in geographic areas or at specific demographics that result in the perpetuation of discrimination on the basis of race, color, national origin, sex, or disability. To the extent possible, recruiting teams should represent persons of different race, color, national origin, sex, and include persons with disabilities. Where the service area of a district includes a significant population of individuals whose native language is not English the district must disseminate promotional materials in the native language(s). Districts must ensure that those participating in recruiting activities are able to communicate effectively with individuals with limited English proficiency or who have sensory impairments [34 CFR 106.23; Guidelines V-C, V-D, V-E].

Please provide links to examples of promotional materials (at least two years) used in recruiting secondary and adult students.

---

Please list the persons involved in onsite sending school recruitment.

---

Describe steps taken to represent minorities on district recruiting teams or in other promotional activities.

---

Describe how those involved in recruiting of secondary students communicate with persons who have limited English proficiency. List names of those involved in recruiting activities who are bilingual.

---

C. Effective Communications with National Origin Minorities and Persons with Disabilities

Where its service area includes a significant population of individuals with limited English proficiency, a district must take steps to provide promotional, recruitment, and informational communications intended for the general public in that group's native language. Districts have the responsibility to ensure that machine-translated documents and web pages provide effective and accurate communication. Districts must take affirmative steps to ensure that documents routinely sent to the homes of students to provide information to parents or guardians with limited English proficiency are provided in their native language and that translations are verified to be accurate [34 CFR 100.3(b)(2), Guidelines V-E].

A district must take appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. Individuals with visual, hearing, and speech disabilities must all have the opportunity to receive and present communication in a manner that is appropriate and effective. In determining what type of auxiliary aid and service is necessary, a public entity shall give primary consideration to the requests of the individual with disabilities [28 CFR 35.160(a), 35.160(b)].

Where a district communicates by telephone with applicants or beneficiaries, TDDs or equally effective telecommunications systems shall be used to communicate with individuals with impaired hearing or speech. [28 CFR 35.161, 35.162].

Provide examples of documents routinely sent to the homes of students that have been translated into the language primarily spoken at home.

---

Describe how the district communicates with persons who have visual, hearing, or speech difficulties.

---

Provide examples of notices informing persons with disabilities how accommodations may be requested.

---

#### D. Settings for Students with Disabilities

##### Secondary Students

Districts must place secondary level students with disabilities in the regular educational environment of any CTE program to the maximum extent appropriate to the needs of the student unless it can be demonstrated that the education of student with disabilities in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. Students with disabilities may be placed in a program only after the district satisfies the provisions of the Department of Education regulation 34 CFR 104.31 to 104.37 relating to evaluation, placement, and procedural safeguards. If a separate class or facility is identifiable as being for students with disabilities, the facility, the programs, and the services must be comparable to the facilities, programs, and services offered to nondisabled students [Guidelines VI-A].

A district shall provide CTE students with disabilities appropriate aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of other students are met and are based upon adherence to the requirements of 34 CFR 104.34, 104.35, and 104.36. This mandate can be met through an Individualized Education Program (IEP) or a 504 Accommodation Plan. [34 CFR 104.32(a), 104.32(b); Guidelines IV-O].

Districts shall take steps to ensure that protected group students do not drop out of CTE programs before completion due to unequal treatment or because of a lack of services to meet language or disability related needs. Membership in CTSOs operated, administered, or sponsored by a district shall be available to all students in the instructional program without regard to race, color, national origin, sex, or disability [34 CFR 104.4(a), 104.34(a), 104.34(c)].

##### Postsecondary Students

A district must make such modifications to its academic requirements to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified handicapped applicant or student. Modifications may include changes in the length of time permitted for the completion of degree



requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted [34 C.F.R. 104.44(a)].

Districts may not impose rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings that have the effect of limiting the participation of students with disabilities. Course examinations or other procedures for evaluating the academic achievement of students with disabilities must represent student achievement in the course, rather than reflecting the student's disability [34 C.F.R. 104.44(b), 104.44(c)].

A district must take such steps as are necessary to ensure that no student with a qualified disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the district because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills. Auxiliary aids may include taped texts, interpreters or other effective methods of making orally-delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. Districts need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature [34 C.F.R. 104.44(d)].

Title II requires a district to furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity conducted by a public entity. In determining what type of auxiliary aid and service is necessary, a public entity shall give primary consideration to the requests of the individual with disabilities [28 C.F.R 35.160(b)]. If students are being evaluated to determine their eligibility under Section 504 or the Title II, the recipient must provide auxiliary aids in the interim.

A postsecondary student with a disability who is in need of auxiliary aids is obligated to provide notice of the nature of the disabling condition to the college and to assist it in identifying appropriate and effective auxiliary aids. In postsecondary schools, the students themselves must identify the need for an auxiliary aid and give adequate notice of the need. The student's notification should be provided to the appropriate representative of the college who, depending upon the nature and scope of the request, could be the school's Section 504 or Title II coordinator, an appropriate dean, a faculty advisor, or a professor.

A district may ask the postsecondary student, in response to a request for auxiliary aids, to provide supporting diagnostic test results and professional prescriptions for auxiliary aids. A district may obtain its own professional determination of whether specific requested auxiliary aids are necessary.

Where housing is made available, it must be available to all students without discrimination on the basis of race, color, national origin, sex/gender, or disability. Housing provided to students with disabilities must be accessible, comparable in quality, convenient, and priced at the same cost as that available to nondisabled students [34 C.F.R. 104.45(a); Guidelines VI-C].

Who is the ADA/Section 504 coordinator? Please provide a copy of this individual's job description.

---

List the number of secondary students with disabilities enrolled in each program. (Please provide 3 years data)

---

How does the district become aware of the modifications needed by secondary students with disabilities?

---

How do you ensure that the modifications are effective?

---

Who is responsible for coordinating evaluation, eligibility determination, and plan development for adult students? Describe the process.

---

List examples of supports provided to SWD. (The list should include adapted equipment, aids and services, materials and resources for sensory impaired, etc.)

---

Does the district maintain documentation of modifications needed by students with disabilities? Where are IEPs and Sec. 504 plans stored? \_\_\_\_\_

What types of pre-enrollment counseling activities are available to students with disabilities? Are students with disabilities involved in worksite learning experiences? Describe.

---

Have students with disabilities been denied admission to CTE programs? If so, why?

---

How does the school ensure that students with disabilities participate like all other students in activities (including clubs), programs, and services to the maximum extent appropriate to their needs? \_\_\_\_\_

Provide the percent of students with disabilities membership in each CTSO (# students with disabilities participating in CTSO / total CTSO membership) for the last 3 years.

---

Does the district provide opportunities to receive training about IDEA and Sec. 504 requirements? Who has provided this training? \_\_\_\_\_

How do SWD select their classes? Career path? \_\_\_\_\_

Which CTE classes have GPA or similar requirements to determine or limit enrollment in CTE classes? \_\_\_\_\_

How are the disabilities of students assessed? Who is involved? Documentation?

---

Have any students with disabilities dropped out of programs. Explain.

---

- E. Worksite Learning Opportunities, Financial Assistance, and Job Placement  
Districts may not award financial assistance in the form of loans, grants, scholarships, special funds, subsidies, compensation for work, or prizes to vocational education students on the basis of race, color, national origin, sex/gender, or disability, except to overcome the effects of past discrimination. [34 CFR 100.3; 34 CFR 104.46; 34 CFR 106.37; Guidelines VI-B]

Sex-restricted awards are made only when established by will, trust, bequest, or any similar legal instrument. The overall effect of financial assistance awarded may not discriminate on the basis of sex or gender. [34 CFR 106.37]

If a district's service area contains a community of national-origin minority persons with limited English language skills, financial assistance information must be disseminated to that community in its language. [34 CFR 100.3; Guidelines VI-B]

Materials and information used to notify students of opportunities for financial assistance may not contain language or examples that would lead applicants to believe the assistance is provided on a discriminatory basis. [Guidelines VI-B]

Is communications about financial assistance available in the home language for all members of the community? \_\_\_\_\_

Do materials written provide information equitably and contain the non-discrimination statement. \_\_\_\_\_

A district shall make opportunities available in its work-study, cooperative vocational education, and job placement programs to students without regard to race, color, national origin, sex/gender, or disability. [34 CFR 100.3; 34 CFR 104.4; 34 CFR 106.31; Guidelines VII-A]

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/gender, or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and pay. [34 CFR 100.3(b); 34 CFR 106.38; 34 CFR 104.46(b); Guidelines VII-A]

Access to vocational programs may not be denied to persons with disabilities on the grounds that employment opportunities in any profession or occupation may be more limited for persons with disabilities than for persons without disabilities. [34 CFR 104.10(b); Guidelines IV-N]

Do workplace agreements contain an assurance of non-discrimination that is signed by both the employer and the agency?

Does the district honor any employer's requests for students who are free of disabilities or for students of a particular race, color, national origin, sex/gender, or disability?

---

## F. Employment Practices

Districts may not engage in any employment practice that discriminates against any employee or applicant for employment on the basis of race, sex/gender, or disability. Districts may not make pre-employment inquiries concerning disability, marital, or parental status. [34 CFR 100.3 (c); 34 CFR 104.13; 34 CFR 106.51; Guidelines VIII-A]

Districts may not limit their recruitment for employees to schools, communities, or companies that are disproportionately composed of persons of a particular race, color, national origin, sex, or disability except for the purpose of overcoming the effects of past discrimination. [34 CFR 100.3; 34 CFR 104.11; 34 CFR 106.53]

A district shall not make pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is “Miss or Mrs.” A district may make pre-employment inquiry as to the sex of an applicant for employment, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination on the basis of sex [34 CFR 106.60].

Districts shall not administer or operate any test or other criterion for any employment opportunity which has a disproportionately adverse effect on persons on the basis of sex unless the test validly predicts successful performance in the position in question and alternative tests or criteria that do not have an adverse effect are unavailable. [34 CFR 106.52]

Districts must establish and maintain faculty salary scales and policy based upon the conditions and responsibilities of employment without regard to race, color, national origin, sex, or disability [Guidelines VIII-D].

Districts must provide employment opportunities for teaching and administrative positions to applicants with disabilities who can perform the essential functions of 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. [34 CFR 104.12-13; Guidelines VIII-E]

It is unlawful for a district to fail to select and administer tests concerning employment in the most effective manner to ensure that, when a test is administered to a job applicant or employee who has a disability that impairs sensory, manual, or speaking skills, the test’s results accurately reflect the skills, aptitude, or whatever other factor of the applicant or employee that the test purports to measure, rather than reflecting the impaired sensory, manual, or speaking skills of such employee or applicant (except where such skills are the factor that the test purports to measure) [29 CFR Part 1630; 34 CFR 104.12, 104.13; Guidelines VIII-E]. It is unlawful for a covered entity to limit, segregate, or classify a job applicant or employee in a way that adversely affects his or her employment opportunities or status on the basis of disability. [29 CFR 1630.5; 34 CFR 104.11]

Except as provided in the paragraph below, a district may not conduct a pre-employment medical examination or may not make pre-employment inquiry of an applicant as to whether the applicant is a handicapped person or as to the nature or severity of a handicap. A recipient may, however, make pre-employment inquiry into an applicant's ability to perform job-related functions [34 CFR 104.14]. When a district is taking remedial action to correct the effects of past discrimination the district may invite applicants for employment to indicate whether and to what extent they are handicapped, provided, the recipient states clearly on any written questionnaire used for this purpose or makes clear orally if no written questionnaire is used that the information requested is intended for use solely in connection with its remedial action obligations or its voluntary or affirmative action efforts; and the recipient states clearly that the information is being requested on a voluntary basis, that it will be kept confidential, and that refusal to provide it will not subject the applicant or employee to any adverse treatment. Nothing in this section shall prohibit a recipient from conditioning an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty, provided, all entering employees are subjected to such an examination regardless of handicap, and the results of such an examination are used only to determine an applicant's to perform the duties required for the position in question. [34 CFR 104.14]

Does the employment application contain prohibited inquiries into the marital, family, or disability status of an applicant? Provide copies of certified and support applications.

---

Where does the district advertise position vacancies?

---

Is the district under court order of other requirement to operate an affirmative action plan in hiring? If so explain.

---

#### G. Facilities Accessibility

Physical facilities shall be evaluated under the accessibility standards required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities of 1990. [34 CFR 104.21-23; 28 CFR 149-151]

In order to maximize federal financial aid in any federal program(s) by the State of Oklahoma, its agencies may cooperate with the United States Government and any agency or instrumentality thereof, in the manner authorized and provided by federal law and regulation... complying with federal laws, regulations and/or requirements... in the construction, alteration, (and addition)... of buildings and structures... notwithstanding any provisions of any and all uniform building codes and standards adopted by the OUBCC to the contrary. [Oklahoma Administrative Code 748:20-1-5] In the event the requirements of ADA accessibility standards are more stringent than those of building codes adopted by local or state governmental entities, the ADA standards of accessibility identified in 28 CFR 35.151 shall prevail.

The relevant dates for determination of the applicable accessibility standards for new and existing facilities is given in the table below.

<b>Date of Construction, Alteration, or Addition</b>	<b>Applicable Accessibility Standards</b>
June 4, 1977 to January 17, 1991	ANSI
January 18, 1991 to January 26, 1992	UFAS
January 27, 1992 to September 14, 2010	UFAS or ADA (1991)
September 15, 2010 to March 14, 2012	UFAS, ADA (1991), or 2010 ADA Standards
On or after March 15, 2012	2010 ADA Standards

ANSI – American National Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped ANSI A117.1-1960 (Reaffirmed 1971)

UFAS – Uniform Federal Accessibility Standards

ADA (1991) – ADA Standards for Accessible Design (Revised 1994)

2010 ADA Standards - 2010 ADA Standards for Accessible Design