

Civil Rights Review: 2023 Local Coordinator's Manual



OFFICE OF CAREER-TECHNICAL EDUCATION

Overview

The Ohio Department of Education, Office of Career-Technical Education, is the agency and office responsible for the administration of career-technical education. The Department is required to adopt a compliance program to prevent, identify and remedy discrimination on the basis of race, color, national origin, sex, disability or age by subrecipients. A “subrecipient” in this context is a local educational agency, postsecondary institution, or state operated educational program that provides career-technical education programming and receives federal financial assistance through the Department. The State Board of Education has the primary responsibility for the development, administration and management of the civil rights review process, also known as the Methods of Administration program.

The purpose of the Methods of Administration program is to ensure that all students, regardless of race, color, national origin, sex, or disability, have equal access to high-quality career-technical education programs. Activities of the civil rights review are required by Section II(b) of the [Vocational Education Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Disability](#), Federal Register, Vol. 44, No. 56, page 17165, issued Wednesday, March 21, 1979.

Assurance Statement of Compliance with Federal Law

The Ohio Department of Education complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the United States Department of Education. It is the policy of the Ohio Department of Education that no person on the basis of race, color, religion, national origin or ancestry, age, gender/sex, height, weight, marital status, or disability shall be subjected to discrimination in any program, service, or activity for which it is responsible or for which it receives financial assistance from the United States Department of Education.

METHODS OF ADMINISTRATION INTERIM COORDINATOR:

Becky Crance, Rebecca.Crance@education.ohio.gov

Office of Career-Technical Education
25 South Front Street
Columbus, OH 43215
Phone: 614-644-8543

Methods of Administration Program Goals

1. Assure that equal educational opportunities are provided to all students, including full participation in programs, activities, job opportunities and to benefit from services.
2. Prohibit barriers to achieving full participation, including the stereotyping of individuals based on their race, color, national origin, sex, disability or age.
3. Analyze, identify and correct policies and activities that impede the achievement of the above goals.

Civil Rights Legislation

Title VI of the Civil Rights Act of 1964

“No person in the United States shall, on the grounds of race, color or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program receiving Federal financial assistance.” (34 CFR, §103.3)

Title IX of the Education Amendments of 1972

“No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” (34 CFR, §106)

Section 504 of the Rehabilitation Act of 1973

“No otherwise-qualified individual with a disability in the United States, shall, solely by reason of his or her disability, as defined in section 706(8) of this title, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...” (29 U.S.C. §794(b))

Title II of the Americans with Disabilities Act of 1990 (ADA)

“No qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity.” (§35.130)

The Age Discrimination Act of 1976

“No person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under, any program or activity receiving Federal financial assistance.” (42 U.S.C. § 6102 (1975))

Review Process

Department review team monitors subrecipients for the purpose of determining compliance with civil rights guidelines. The team has broad authority under law to inspect facilities, records and facilitate interviews to determine whether procedural requirements for the guidelines are being met.

Ohio uses a three-level approach for oversight:

Level One Support	Desk Review	The Department will analyze race, sex and disability data to select a percentage of subrecipients for further analysis and oversight.
Level Two Support	On-Site Review	The Department uses a risk assessment to select recipients for an on-site review
Level Three Support	Technical Assistance	The Department offers technical assistance in a variety of approaches to all subrecipients at every step in the process.

Level One Support: Desk Review

The Methods of Administration coordinator will review survey responses and may require additional clarifying information from the district, college or state operated program. Upon review, the coordinator will take one of the following actions:

1. If no findings, issue a letter indicating the review process is complete.
2. Issue a letter of findings and provide forms with directions for completing a voluntary compliance plan.
3. Indicate that based on further risk assessment criteria, the district has been selected for an on-site review.

Information regarding the selection process can be found in the [Methods of Administration State Plan](#).

Notification

If selected for desk review, the Department will notify career-technical superintendents, presidents and designees 30 days prior to the submission deadline of the required survey. The superintendent, president or designee shall appoint a local coordinator and provide the Methods of Administration coordinator with contact information as soon as possible. The local coordinator should be the Department's single source of contact throughout the entire process.

Survey

A survey must be completed by the district, college or state-operated program and returned electronically to the Methods of Administration coordinator on or before the 30-day submission deadline stated in the notification of selection. Late submissions or failure to submit will result in a full on-site review. The district, college or state operated program may be subject to further sanctions as outlined in the [Civil Rights Sanctions Policy](#). If assistance is needed to complete the survey, please contact the Methods of Administration coordinator.

Level Two Support: On-Site Review

The review team conducts on-site reviews annually. Two or more team members will be assigned to review a selected district, college or state operated program. The length of the review will depend upon the size of the subrecipient and the number of buildings to be reviewed.

Notification

If selected for an on-site review, the Department will notify career-technical superintendents, presidents and designees who shall appoint a local coordinator and provide the Methods of Administration coordinator with contact information. The local coordinator should be the Department's single source of contact throughout the entire process.

Local Coordinator Assignment

The local coordinator for each subrecipient is responsible for preparations for the on-site review. The proposed plan will be shared with the Methods of Administration coordinator for approval.

The process from notification to closure of the on-site review can be lengthy. If an alternate person is assigned as the local coordinator, please notify the Methods of Administration coordinator immediately. This will ensure continuity throughout the process and allow for a timely conclusion of the review.

Staff Notification

The local coordinator is required to notify all staff at the district building, college, agency or institution that an on-site civil rights review will be conducted. If possible, the local coordinator should arrange in advance for the civil rights team to receive the appropriate security clearance and district identification badges.

Planning

The local coordinator will plan the agenda for the on-site review with the size of the entity in mind. On-site reviews will be conducted in one or two days per institution unless otherwise decided. Multiple locations or complexity of the size and location of the organization may require a longer period to complete the review. The Methods of Administration coordinator will provide guidance in determining the length of the visit.

Agenda

The local coordinator will make all arrangements for the on-site review including collaborating with the Methods of Administration coordinator to develop an agenda tailored to the entity being reviewed. The local coordinator will consider the complexity of the review, number of buildings to be assessed and other factors. This section provides the local coordinator with additional information necessary to begin development of an agenda for the on-site review. When developing the agenda, consider the amount of time necessary to travel to various locations. The following components must also be included:

- Location name, address, phone number and review date(s)
- Time, location and rooms for entrance, exit, staff and student interviews
- Document review location (preferably the same room as the interview room)
- Facility accessibility review

If multiple building facilities will be reviewed within an entity, the Methods of Administration coordinator will help coordinate the schedule over two or more days as needed. Participation of local personnel with knowledge of the various facilities will expedite this part of the review process.

The local coordinator should gather basic information needed and collaborate with the Methods of Administration coordinator to determine the best schedule for each institution.

Entrance Interview

The Department will conduct on-site reviews during normal working hours. They will begin at the agency administrative office or other designated location with an entrance interview that includes the superintendent, president or designee along with other invitees. This meeting should not exceed one hour. The superintendent, president or designee is expected to attend the meeting. The purpose of this meeting is to provide an overview of the process.

LOCAL COORDINATOR'S RESPONSIBILITIES FOR ENTRANCE INTERVIEW

1. Extend invitations to the superintendent, president, directors and other staff members that may be interested in or can provide information pertinent to the review.
2. Determine time and location of the entrance interview and add it to the prepared agenda.
3. Arrange presentation of a brief overview of the local entity by appropriate personnel to explain:
 - a. General philosophy of the district, school, college or institution
 - b. Size and demographics of the population served
 - c. Support from the community

- d. Type of career-technical education programs, related services offered and locations
- e. Strong points and problem areas.

MOA COORDINATOR RESPONSIBILITIES FOR ENTRANCE INTERVIEW

1. Introduce all state team members by name and title
2. Explain the reason for the review and how the district was selected
3. Explain the overall process for the review and follow-up procedures
4. Respond to any questions about the civil rights process

Individual and Group Interviews

A critical component of the on-site review is to gather input from those most directly impacted by practices and services of the district. For this reason, the review team will interview staff and students in a quiet and neutral location. The location is ideally the same location as the dedicated room space.

LOCAL COORDINATOR'S RESPONSIBILITIES FOR INDIVIDUAL & GROUP INTERVIEWS

The local coordinator should explain to district personnel, students and staff that the purpose of the interview is to gather data about the status of the district and not as a part of an investigation.

During the administrator's group interview, which may be combined with the entrance interview, the review team should speak with:

- Superintendent, president or designee
- Career-technical education director or dean
- Title IX coordinator
- 504 coordinator
- Special education director
- Facilities director
- Building principal

Group interviews will be conducted with each of the following separate groups:

- Counselors, recruiters and marketing
- Academic and career-technical teachers
- Diverse group of students
- 504 and Title IX coordinators, if separate individuals

Please note that postsecondary institutions, correctional facilities and some state operated programs may have different titles for these individuals. The functions performed by those in the position should be similar. For example, superintendent/college president/warden or director/occupational dean/prison school principal.

The Methods of Administration coordinator has authority under law and retains the right to interview any person as a part of the review. Each group interview session should last approximately 45 minutes, with 15 minutes for note taking before the next group arrives.

Facility Review

All buildings and centers, especially those where career-technical education classes are held, should be available for observation and review. See [Facilities](#) and [Parking](#) accessibility review documents. These

documents must be submitted to the Methods of Administration coordinator at least one week in advance of the on-site review. Failure to submit accurate documentation will extend the review time needed.

Two hours should be allowed per building assessed. Depending on the size and number of buildings and campuses under review, additional time may be required.

The following items will be reviewed:

- Career-technical education classrooms/labs
- Academic classrooms (sample)
- Career resource centers
- Guidance and counseling centers (offices)
- Offices
- Special resource centers – student services
- Special facilities and equipment for disabled, bilingual or other special needs groups.
- Library, cafeteria, auditorium, commons, parking, garage or other public areas

Exit Interview

Prior to the exit interview, the review team will need to meet for one hour to compile notes and prepare for the interview. Depending on the number of questions, the exit interview should take approximately 30-60 minutes.

The exit interview will be the final activity of the on-site review. The purpose of this meeting is to provide:

- Preliminary impressions of on-site findings
- Timelines for the written report and corrective action plan
- Procedures for contesting decisions
- An opportunity to evaluate the on-site review process.

Local administration will select those who attend this meeting. It is recommended that those who attended the entrance interview be present for the exit interview. If other staff are interested in the general findings, they may also attend. Because remedy for non-compliant items will be required, it is highly recommended that persons empowered to facilitate anticipated change be present.

Department Review Team Meeting Room

The local coordinator should schedule a private room for the review team to meet each morning for 20 minutes. The document review room is usually used for this purpose.

Documentation Review

Records may be submitted electronically to the Methods of Administration coordinator prior to the visit. If not submitted in advance, these materials must be compiled and assembled for review during the on-site visit. If preparations are not made prior to the visit, the length of the on-site review may need extended. Hard copies of documents, handbooks and other materials will not be accepted by mail.

LOCAL COORDINATOR RESPONSIBILITIES FOR DOCUMENTATION REVIEW

The local coordinator should compile all documents for review. Documents should be labeled with Exhibit Number, page flagged and highlighted as applicable. Documents may be submitted electronically prior to the

visit, or a hard copy provided as part of the review visit. The document review may take approximately two hours depending on whether documents were submitted prior to the visit or compiled on-site.

Use the chart below to assemble, label and arrange materials for the review. Folders should be labeled with the titles provided. For comprehensive publications, such as handbooks, use page-flags and highlight with specific publication and page notations in the individual folder(s). If practical, you may indicate the location of exhibits that duplicate documentation. Large bound volumes of original documentation may be placed in a box labeled “*Source Documents*” for reference if flagged and highlighted appropriately.

Labels	Documents/Records	Done
Exhibit A: Policy Adoption	Board-adopted policy statement of nondiscrimination and grievance procedures for: Title VI Title IX Section 504 Title II (ADA) Sexual Harassment	
	Record/minutes of Board meeting during which each of the policies of nondiscrimination and sexual harassment were adopted.	
Exhibit B: Specific Employee Designation	Evidence of coordinator designation such as board minutes, letters of designation, job description or other for: Title II Title IX Section 504	
Exhibit C: Notice Continuing Notice of Nondiscrimination	Documents and publications that contain a notice of nondiscrimination for Title II, Title VI, Title IX, and Section 504. All required: <ul style="list-style-type: none"> • Student/parent handbooks • Website • Employee handbooks • Course catalogs • Program/employee application forms • Recruitment materials for students • Recruitment materials for employees 	
Annual Notice of Nondiscrimination	Public notification provided to all households in the attendance area issued prior to the beginning of each school year including examples in at least one of the following: <ul style="list-style-type: none"> • Local newspapers • Website • Agency publications/Other media 	

Labels	Documents/Records	Done
	<p>Public notification [above] informs the general public 1) of program offerings in CTE, and 2) that these opportunities will be offered without discrimination and must include:</p> <ul style="list-style-type: none"> • A summary of program offerings (not classes) • Admission criteria • Name/title, address, and telephone number of Title VI, Title IX, Section 504, and Title II coordinators • Assurance that the lack of English skills will not be a barrier to participation <p>Example(s) of annual public notification of CTE opportunities written in a language or media other than English, if applicable.</p> <p style="text-align: center;">○</p>	
<p>Exhibit D: Accommodations for Persons with Disabilities</p>	<p><u>Aural Deliveries</u></p> <ul style="list-style-type: none"> • Examples include: • List of available qualified interpreters • List of qualified note takers • Availability of transcription services • Written materials • Telephone handset amplifiers (public telephones) • Assistive listening devices • Assistive listening systems • Telephone(s) compatible with hearing aids • Closed-caption decoders • Open-and closed-captioning • Telecommunications devices for deaf persons (TDYs), relay system • Videotext displays • Other effective methods of making aurally delivered materials available 	
<p>Exhibit E: Promotional Activities (English Language Learners [ELL])</p>	<p>Examples of CTE/agency promotional literature designed for national origin minority persons and distributed in their native language:</p> <ul style="list-style-type: none"> • Brochures • Pamphlets • Bulletins • Memoranda <p>Examples or descriptions of special materials used to recruit students who are English language learners:</p> <ul style="list-style-type: none"> • Posters • Displays <ul style="list-style-type: none"> • Bulletin boards 	

Labels	Documents/Records	Done
	List of language-related support services provided for ELL students.	
Exhibit F: Recipient Responsibilities	Description of the CTE pre-enrollment counseling given students. List activities.	
	Description of steps taken to provide students of all races, both genders/sexes and with disabilities with information concerning CTE programs and career options.	
	Examples of materials used for career counseling and program selection, including catalogs, career or job descriptions, etc.	
	Number of students by race/ethnic group, gender/sex and disability enrolled in a CTE program offered or referred by the agency.	
	Description of CTE program application process including criteria for selection of students.	
	Policies regarding CTE program enrollment.	
	Examples of materials used for recruitment/enrollment efforts: <ul style="list-style-type: none"> • brochures • posters • pamphlets • memoranda • displays or bulletin boards 	
	Description of promotional efforts such as career days, parents' night, assemblies, demonstrations, visitations by groups of prospective students, etc.	
Exhibit G: Cooperative Education, Job Placement, Apprenticeship Training Responsibilities and Other Worksite Based Documents	Number of students in cooperative CTE and job placement programs by race/ethnic group, gender/sex and disability.	

Labels	Documents/Records	Done
	For application and participation in each program, provide copies or descriptions of all: <ul style="list-style-type: none"> • policies • criteria for admission • written procedures • application forms • agreements 	
	Examples of written agreements with labor unions or other sponsors of apprenticeship training programs.	
Exhibit H: (Postsecondary ONLY)	Institutional data on the distribution of student financial aid indicating awards by gender, race, color, national origin and disability. Information/materials related to the availability and application process for financial aid Blank application form(s) for financial assistance If applicable, sample application, informational materials, etc. published in a language other than English	
Exhibit I: (Postsecondary ONLY)	Student housing resident demographic data, including residents by race, national origin, disability and sex Student housing handbook or rules/policies	
Exhibit J:	Employment policies, application forms and postings. Faculty and staff demographic information.	

The following items must be assembled and submitted to the Methods of Administration coordinator at least three weeks prior to the review:

Local Coordinator's Checklist			
Tasks to be Completed (Identify person responsible for each task listed below.)	Responsible Name:	Due date:	Completed:
A person has been identified to serve as the alternate local coordinator. Contact information sent to the Methods of Administration coordinator.			
Develop agenda at least three weeks prior to the first day of the on-site review based on input from the Methods of Administration coordinator.			
Pre-visit information form has been completed, including exact date construction or additions started. Send to the Methods of Administration coordinator prior to review.			
Parking lot maps and charts (Google Maps), with a count of spots by type at each distinct location have been submitted to the Methods of Administration coordinator prior to the review.			
Dates for all construction of building and parking renovations have been collected and forwarded to the Department. See Facilities and Parking accessibility review templates .			
Appropriate documents have been identified for each item to be reviewed, assembled and flagged. Web based documents have been identified. These items may be sent electronically prior to the review or compiled in a banker's box for examination during the review.			
Facility review has been scheduled per the agenda. <ul style="list-style-type: none"> • Facility manager, or designee, is confirmed available to accompany reviewer. • The 504 and Title IX coordinators are confirmed available for interview. • Other appropriate staff and a diverse selection of students have been identified and notified of entrance and exit interviews. • All staff, teachers, and administrators have been notified of the date and time of the visit and what to expect. • Security personnel, if any, have been notified of the date and time of the visit. 			
All students and staff have been informed that they may be asked to complete a confidential survey or participate in an interview.			

<p>A quiet room with adequate table space has been identified, reserved and prepared for document review with boxes and assembled materials present. A computer with internet access has been provided with relevant information bookmarked.</p>			
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1. **Agenda** - The local coordinator will make all arrangements for the on-site review. The draft agenda should be forwarded to the Methods of Administration coordinator for potential revision at least three weeks prior to the first day of the on-site review. The agenda should include addresses for each building location and the cell number of the local coordinator.
2. **Maps** - An aerial Google map of each building facility is requested.
3. **Facilities and Parking Accessibility Review Forms** - Forms listing all facilities and parking areas, including dates of construction or renovation, must be submitted to the Department prior to the on-site review. This information is critical in determining what standards of accessibility must be used. A physical count of the parking spaces, separated by each distinct parking area, must be provided. Google Maps or a similar application is very helpful in assisting in this task. [Facilities](#) and [Parking](#) accessibility review templates are provided at the end of this manual.

Document Organization

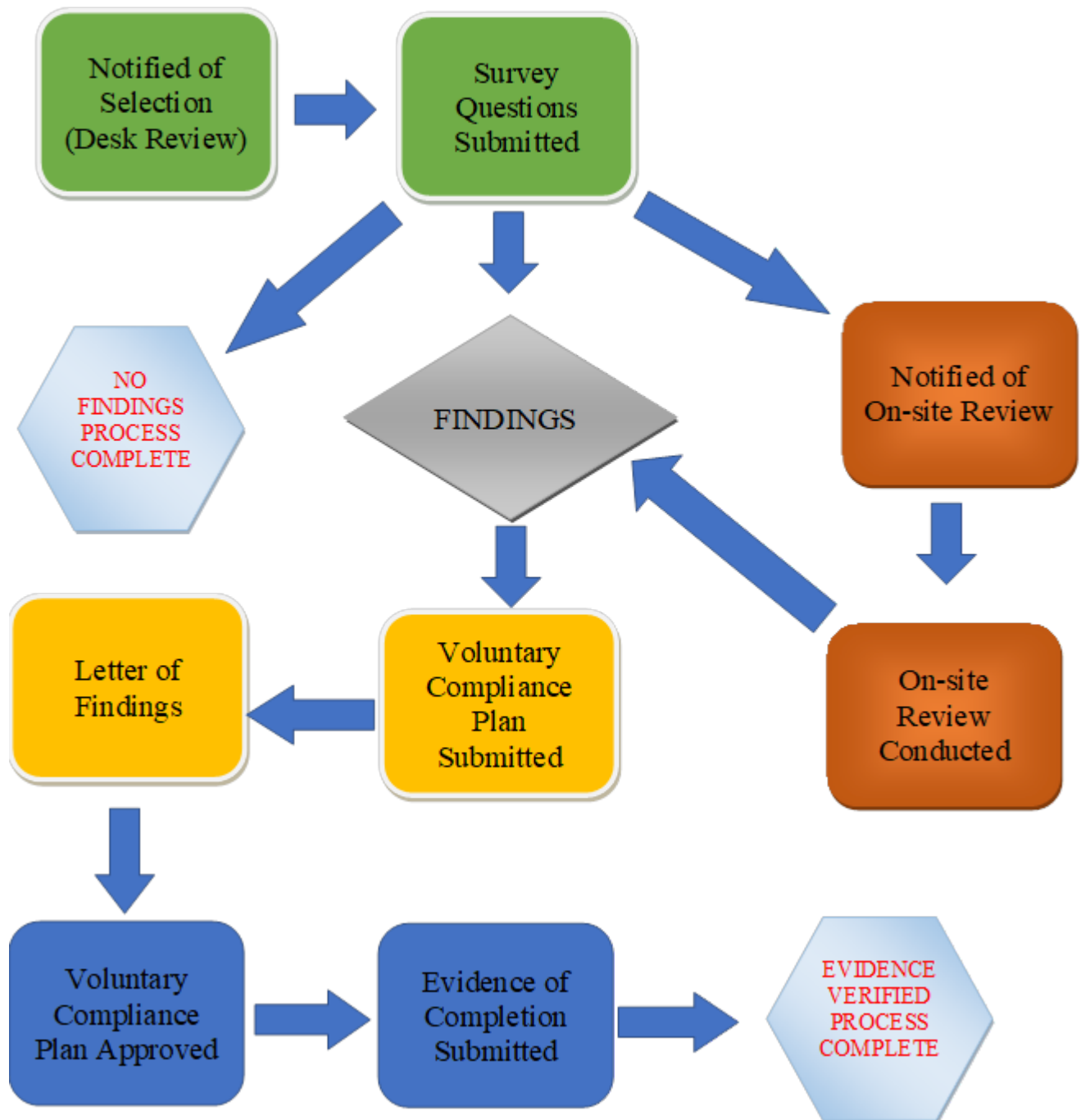
All requested materials, documents, and records must be compiled in a central place. Please identify all relevant documents that have been posted to the district, college or state-operated program’s website and ensure that they can be accessed by the review team on-site. The items may also be sent to the Methods of Administration coordinator prior to the visit, which will reduce the amount of time the team will be at your institution.

Organizing Room/Space Requirements

Please provide a room that is dedicated for the use of the review team for the duration of the review. The space will be used for investigatory interviews, document review, storage of materials while conducting activities outside of the room and entrance and exit interviews.

Please refer to the local coordinator’s checklist below for specific activities required to prepare for the review:

Flowchart of the Methods of Administration Coordinator MONITORING PROCESS



Letter of Findings

The Letter of Findings provides the entity with a complete listing of the review team’s findings, including commendations and deficiencies. The Letter of Findings is organized as follows:

Overview

Pertinent information that provides a general description of the district, college or state operated program regarding size, location, number of campuses or buildings, programs offered and student demographics.

SECTIONS

1. Administration
2. Recruitment/Admission/Counseling
3. Comparable Facilities
4. Physical Accessibility and Site Selection
5. Services to Students with Disabilities
6. Work Study, Coop, Job Placement
7. Employment

Each section will be addressed with the following information:

1. Citations of the applicable civil rights laws
2. Description of the review process
3. Findings
4. Required action(s)

Review of Findings

Within 30 days of the exit interview the Methods of Administration coordinator will prepare and send a letter of findings, which is a written report of the on-site review, to the superintendent or president. The letter will also include instructions regarding the submission of a voluntary compliance plan.

The letter of findings is an official document that is submitted to the United States Department of Education, Office of Civil Rights for review of findings noted during the on-site visit.

Facilities Accessibility Review

A major component of the on-site review is a survey of the institution’s facilities. It is critical that the Methods of Administration coordinator be provided information as to when each facility was constructed and renovated.

Subrecipients may not exclude students or community members with disabilities from accessing career-technical education or academic programs, activities or services due to inaccessible facilities.

- [Section 504:34 CFR § 104.21](#)
- [Title II: 28 CFR § 35.150\(a\)](#)
- [Title II: 28 CFR § 35.151\(a\)\(b\) Guidelines IV-N](#)

Interviews with the local administrators may clarify compliance with this standard:

In addition to interviews, a visual inspection of facilities will be conducted. Blueprints, construction contracts or work orders may be requested in advance of the on-site visit to reduce the time spent on-site.

The date the facility was constructed or last renovated determines the applicable accessibility standards:

- [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](#)
- [New construction or alteration initiated on or before 9/15/10 to 3/15/12-1991 ADA or UFAS or 2010 ADA Standards \(28 CFR 35.151\)](#)
- [New construction or alteration initiated on or after 3/15/2012-2010 ADA Standards](#)

The accompanying tables indicate, by the applicable standard, items that will be surveyed. Parking lots are considered separate facilities and may have been renovated after the date of their original construction. If this is the case, the date of the renovation will determine the standard applied.

Built or altered between June 4, 1977, and January 17, 1991	Built or altered between January 18, 1991, and January 26, 1992	Built or altered after 1/27/92 and 9/15/10 exercising the option to follow UFAS or 1991 ADA	Built or altered after March 15, 2012 (*2010 ADA standards can be used from 9/15/10 to 3/15/12)
Verification of ANSI Standards being met as follows: 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	Verification of UFAS standards being met as follows: 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	Verification of UFAS/ADA standards being followed as follows: 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 (wheelchair lifts) 4.12 Windows 4.13 Doors	Verification of 2010 ADA standards being followed as follows: 600 Space allowance and reach ranges 402 Accessible routes 307 Protruding objects 302 Ground and floor surfaces 502 Parking and passenger loading zones 406 Curb ramps 405/505 Ramps 500 Stairs 407 Elevators 410 Platform lifts (wheelchair lifts) 229 Windows 404 Doors

	<p>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 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</p>	<p>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 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 Detectable warnings 4.30 Signage 4.31 Phones 4.32 Fixed or built-in seating or tables 4.33 Assembly areas 4.34 Automatic teller machines 4.35 Dressing and fitting rooms Other requirements</p>	<p>400/200 Entrances 602 Drinking fountains and water coolers 600 Water closets 604 Toilet stalls 605 Urinals 606/306 Lavatories and mirrors 607 Bathtubs 608 Shower stalls 213 Toilet rooms 604/606 Bathrooms, bathing facilities and shower rooms 606 Sinks 811 Storage 607/609 Handrails, grab bars, tub and shower seats 407/704 Controls and operating mechanisms 702 Alarms 705 Detectable warnings 703 Signage 704 Phones 221/802 Fixed or built-in seating or tables 221/802 Assembly areas 707 Automatic teller machines 206/221/402/802 Dress and fitting rooms Other requirements</p>
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Facility Review

Please complete the following table with the requested information and return to:

Becky Crance, Rebecca.Crance@education.ohio.gov
 Office of Career-Technical Education
 25 South Front Street
 Columbus, OH 43215
 Phone: 614-644-8543

Campus: _____ Number of Buildings _____

Building Name or Designation	Date of Original Construction*	Areas Renovated/Altered Since Original Construction	Date of Renovation*

*Dates should include month/day/year. Specific date of new construction is the date that ground was broken or construction began

DUPLICATE AS NEEDED

