



**Appendix A: Elementary and Secondary School
Civil Rights Survey**

FALL 1990 Elementary and Secondary School Civil Rights Survey
SCHOOL SYSTEM SUMMARY REPORT: ED101

Form Approved:
OMB No. 1870-0500
Expiration 9/91

U.S. Department of Education, Office for Civil Rights
Washington, DC 20202-2516
Due February 28, 1991

REPORTING REQUIREMENT

This report is required by the U.S. Department of Education pursuant to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and under Section 504 of the Rehabilitation Act of 1973. Section 100.6(b) of ED Regulations (34CFR 100), issued to carry out the purposes of Title VI of the Civil Rights Act of 1964, provides:

Compliance Reports Each recipient shall keep such records, submit to the responsible Department official or his designee timely, complete and accurate compliance reports at such times, and in such form, and containing such information, as the responsible Department official or his designee may determine to be necessary to enable him to ascertain whether the recipient has complied or is complying with this regulation.

Gathering and maintaining the collection of information, including the time for reviewing instructions, searching existing data sources, gathering material and conducting field verification, and completing and reviewing this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202, and to the Office of Management and Budget, Paperwork Reduction Project 1870-0500, Washington, D.C. 20503.

GENERAL INSTRUCTIONS

- Please use a typewriter or print legibly in ink.
- Pupil memberships should be reported as of October 1, 1990, or the nearest convenient date prior to December 14, 1990.
- If the answer for a given item is "none", enter "0" in the appropriate space. If a particular item is not applicable in your case, enter "N/A".
- Copies of this ED101 form and all ED102 forms for the district must be retained in the district office for two years from the due date (until February 28, 1993)

DEFINITION

SCHOOL for the purpose of this report, a school is a division of the school system consisting of elementary and/or secondary (or equivalent) students, comprising one or more grade groups or other identifiable groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary schools are housed in the same plant. Count only units administered by a principal or equivalent.

INSTRUCTIONS FOR COMPLETING FORM ED101

Questions 1,2,3. Self-explanatory.

Question 4. COURT ORDER STATUS. If you are uncertain as to whether or not your school is currently subject to a Federal or State court order requiring your system to develop or implement a plan for desegregation, you should contact the Clerk of the appropriate federal or State court to obtain this information.

Question 5. SPECIAL EDUCATION. For the purposes of this survey, a special education pupil is (a) a student whose residence is within the geographic area served by the school system, (b) who is within the age group served by the school system, and (c) who has one or more of the following handicapping conditions: educable mental retardation; trainable mental retardation; hearing impairment; visual impairment; speech impairment; orthopedic impairment; other health impairments such as limited strength, vitality or alertness due to a heart condition, tuberculosis, rheumatic fever, etc.; serious emotional disturbance and/or a specific learning disability. Exclude children who are socially maladjusted or gifted/talented. Report on the basis of what is known to the school system at the time of reporting. Do not include on the ED101 children who are residents of other school districts, even if they are being served by your district.

- a. How many children are awaiting initial evaluation? Number of pupils who have been referred for evaluation (to determine if they require special education) for the first time and who have not yet been evaluated. This number is exclusive of those reported in b. below; it does not include children being re-evaluated.
- b. How many children have been identified as needing special education services? Number of children who have been evaluated as needing any type of special education program, either full-time or part-time. This number should include both pupils who were identified as needing, and are currently receiving special education services (reported in 5c. and 5d. below), as well as those who were awaiting placement at the time of reporting.
- c. How many children are placed in special education programs in this district? Include only those children who were identified in b. above. Combine the children being served on full-time and part-time bases. Include all children in the district who are presently enrolled in special education, whether they were evaluated in the past or for the first time this school year. Report only the resident special education students of this school district, i.e., data reported here should represent the aggregate of the data reported on the Individual School Report (ED102), question 7, column 1, row m. (all special education students served at school sites whether or not they are residents of this district), minus row n. (all special education students served at school sites who are not residents of this district).
- d. How many children are placed in special education programs in a nondistrict facility? Number of children evaluated as requiring special education and receiving special education services in a facility not operated by this school system. Combine children being served on full-time and part-time bases.

CERTIFICATION After you have reviewed the data submitted on the ED101 form and on the ED102 forms to be attached for each school, please sign the certification and enter the telephone number to be used in the event that questions arise regarding this report.

Fall 1990 Elementary and Secondary School Civil Rights Survey
SCHOOL SYSTEM SUMMARY REPORT:ED101

Form Approved:
OMB No. 1870-0500
Expiration 9/91

Due February 28, 1991

1 NAME OF SCHOOL SYSTEM _____			

2 ADDRESS _____			
		Street or P O Box	

		County	

City/Post Office	State	Zip	

3. SCHOOLS Total number of schools in this system. For each school, attach a completed Form ED102.

4. COURT ORDER STATUS Is this school system currently subject to a Federal or State court order requiring it to develop or implement a plan for pupil desegregation? Yes No
 Fed. State

5. SPECIAL EDUCATION Please refer to the instruction sheet.
- a. How many children are awaiting initial evaluation?
 - b. How many children have been identified as requiring special education?
 - c. How many children are receiving special education in this district?
 - d. How many children are receiving special education in a nondistrict facility?

CERTIFICATION I certify that the information given on this form and on the attached ED102 forms is true and correct to my knowledge and belief. (A willfully false statement is punishable by law {U.S.Code, Title 18, Section 1001 }.)

Signature of Superintendent or Authorized Agent	Title	(Area Code) Telephone No.	Date Signed
---	-------	---------------------------	-------------

FALL 1990 Elementary and Secondary School Civil Rights Survey
INDIVIDUAL SCHOOL REPORT: ED102

Form Approved:
OMB No. 1870-0500
Expiration 9/91

U.S. Department of Education, Office for Civil Rights
Washington, DC 20202-2516
Due February 28, 1991

REPORTING REQUIREMENT

This report is required by the U.S. Department of Education pursuant to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and under Section 504 of the Rehabilitation Act of 1973 (Section 100.6(b) of the Regulations (34 C.F.R. 100). Issued to carry out the purposes of Title VI of the Civil Rights Act of 1964, provides:

Compliance Reports. Each recipient shall keep such records and submit to the responsible Department official or his designee timely, complete and accurate compliance reports at such times, and in such form, and containing such information, as the responsible Department official or designee may determine to be necessary to enable him to ascertain whether the recipient has complied or is complying with this regulation.

Public Reporting Burden. This collection of information is estimated to average 7 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1870-0500, Washington, D.C. 20503.

GENERAL INSTRUCTIONS

- This form is to be completed for each individual school in the district.
- Please use a typewriter or print legibly in ink.
- Pupil membership should be reported as of October 1, 1990, or the nearest convenient date prior to December 14, 1990.
- If the answer for a given item is "none", or if all elements of a matrix are "0", enter "0" in the appropriate space or in the total column only (in the case of a matrix). If an item is not applicable, enter "N/A" (not applicable) in the appropriate space or in the total column only (in the case of a matrix).
- A copy of this form must be retained at the district office for two years from the due date (until February 28, 1993).

DEFINITIONS

SCHOOL For the purpose of this report, a school is a division of the school system consisting of elementary and/or secondary (or equivalent) students, comprising one or more grade groups or other identifiable groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary schools are housed in the same plant. Count only units administered by a principal or equivalent.

RACIAL/ETHNIC CATEGORIES Racial/ethnic designations, as used by the U.S. Department of Education, Office for Civil Rights, do NOT denote scientific definitions of anthropological origins. *For the purposes of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging to. However, no person should be counted in more than one racial/ethnic category.* The manner of collecting the racial/ethnic information is left to the discretion of the institution provided that the system which is established results in reasonably accurate data.

--American Indian or Alaskan Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

--Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

--Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin--regardless of race.

--Black (Not of Hispanic Origin): A person having origins in any of the Black racial groups of Africa.

--White (Not of Hispanic Origin): A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

PROGRAMS FOR THE GIFTED OR TALENTED Those programs designed for pupils who by virtue of outstanding abilities are capable of high performance and who require differentiated educational programs and/or services beyond those normally provided by the regular school program. Such pupils include those with demonstrated achievement and/or potential ability in any of the following areas singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual or performing arts, (6) psychomotor abilities.

HANDICAPPED PUPILS (STUDENTS, CHILDREN) and SPECIAL EDUCATION PUPILS For purposes of this report the terms are synonymous. A special education pupil is one with one or more of the handicapping conditions defined below and who has been evaluated as requiring special educational services because of this (these) condition(s).

HANDICAPPING CONDITIONS The following definitions are to be used in preparing this report:

--Educable mentally retarded (or handicapped) --a condition of mental retardation which includes pupils who are educable in the academic, social, and occupational areas even though moderate supervision may be necessary.

--Trainable mentally retarded (or handicapped) --a condition of mental retardation which includes pupils who are capable of only very limited meaningful achievement in the traditional basic academic skills but who are capable of profiting from programs of training in self-care and simple job or vocational skills.

--Hard of hearing--a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.

--Deaf--a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification which adversely affects educational performance.

--Speech impaired--a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

--Visually handicapped--a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

--Seriously emotionally disturbed--a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: an inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes children who are schizophrenic.

--Orthopedically impaired--a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

- Other health impaired--limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, autism, or diabetes, which adversely affects a child's educational performance.
 - Specific learning disability--a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural or economic disadvantage.
 - Deaf-blind--concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that deaf-blind students cannot be accommodated in special education programs solely for deaf or blind children.
 - Multihandicapped--concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that multihandicapped students cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children. For the purposes of this report, this category should include those pupils who are severely or profoundly mentally retarded.
- SPECIAL EDUCATION PROGRAMS** Special education programs are those designed to meet the needs of children with one or more of the handicapping conditions above.

INSTRUCTIONS FOR COMPLETING FORM ED102

Questions 1 through 3. Self-explanatory.

Question 4. GRADES OFFERED. In the boxes provided, check all grades offered in this school. Please note The second box is to be checked by schools that offer entry special education classes.

Question 5. PUPIL STATISTICS. Complete the chart for racial and ethnic categories and, where indicated, for males and females. Refer to the definitions above of racial and ethnic categories. Leave no blanks; where the answer is none, enter "0".

- a. *Pupils in Membership.* The total number of pupils in membership on or about October 1, 1990, for each racial and ethnic category and for males and females. In each box report total membership--not percentages, average daily attendance, average daily membership, or year-end enrollment. Count each pupil as one, including any who attend less than a full day, such as kindergarteners.
- b. *Pupils in Need of Language Assistance Programs.* Enter in b(1) the number of national origin minority pupils who are so limited in their English proficiency that they cannot effectively or equally participate in the school's regular instruction program. Enter in b(2) the number of pupils reported in b(1), who are enrolled in a program of language assistance (i.e., English-as-a-Second-Language, High Intensity Language Training, or a bilingual education program). Do not count pupils enrolled in a class to learn a language other than English.
- c. *Pupils in Programs for the Gifted or Talented.* The number of pupils enrolled in programs for the gifted or talented. Count pupils once regardless of the number of programs in which they are enrolled.
- d. *Pupils Who Received Corporal Punishment.* The number of pupils who received corporal punishment during the 1989-90 school year. Corporal punishment is the infliction of physical punishment to the body of a student by a school employee for disciplinary reasons. Count pupils once regardless of the number of times they were punished.
- e. *Pupils Suspended.* The number of pupils who were suspended from this school for at least one day during the 1989-90 school year. Suspension is the temporary exclusion of a student from school for disciplinary reasons for one full school day or longer. Count pupils once regardless of the number of times they were suspended. Do not include in-school suspensions.

Question 6. PUPIL ASSIGNMENT. This question is to be completed by all schools that offer any two elementary grades between and including one through six. Select the lowest of those grades that your school offers and the highest. Do not include kindergarten. For example, if your school offers K-12, select grades one and six for the chart. If your school offers 1-5, select grades one and five.

Question 7. SPECIAL EDUCATION PROGRAMS. Please read the definitions of the handicapping conditions on the first page of this instruction sheet. Do not complete darkened areas. Include on the ED102 all pupils who receive special education services at this school, regardless of whether or not they reside in this district.

- Count pupils participating in special education programs operated at this school only. Include those pupils who receive special education services in their regular classrooms as well as those who receive such services in special classrooms.
- If any child participates in two or more programs, include him or her in the one program in which he or she spends the most time. Example: John Doe spends 10 hours per week in a program for the educable mentally retarded and 6 hours per week in a program for the orthopedically impaired; he would be reported in the line for the educable mentally retarded, since he spends most of his time in that program.
- In column 1, enter in each row the total number of pupils participating in each program, for rows a. through L. In row m., enter the total of rows a. through l. In row n., enter the number of pupils who are receiving special education services at this school but do not reside in this school district. These non-resident pupils (a subset of row m.) should not be included in the total number of resident pupils reported as receiving special education services on the School System Summary Report (ED101), question 5c.
- In columns 2 through 6, enter the number of pupils in each racial/ethnic category in rows a., b., e., g., and i. (racial/ethnic data is not needed for the other rows). For each row in which data must be entered, the entries in columns 2 through 6 must sum to the entry in column 1.
- In columns 7 and 8, enter the number of male and female pupils in the special education programs defined in rows a., b., e., g., and j. For each of these programs the sum of columns 7 and 8 must equal the entry in column 1.
- In column 9, enter for the programs defined in rows a., b., e., g., and i., the number of pupils who have also been identified in item 5b(1) as pupils in need of Language Assistance Programs. Any such pupils will already have been counted in columns 2 through 8.
- In columns 10 and 11, enter the number of students who spend only a portion of the day in special education in column 10 and those who spend a full school day in special education in column 11. The sum of columns 10 and 11, for each row, must equal the total in column 1.

Question 8. SELECTED COURSE ENROLLMENT. Complete the chart for pupils enrolled in all-male classes, all-female classes, and for males and females in mixed classes in (a) home economics, (b) industrial arts, and (c) physical education.

- Enter the number enrolled in grades 7 through 9. For example, if this school serves grades 6-7-8, include only those pupils in grades 7 and 8. In (a), include occupational home economics.

Question 9. HIGH SCHOOL GRADUATES. Complete the chart for those who received a regular high school diploma during the 1989-90 school year. A high school diploma, for purposes of this question, is a diploma granted upon the successful completion of a prescribed secondary program of studies. This includes, where required as a prerequisite, the successful completion of a minimum competency test.

- This question is not to be answered by elementary schools, middle schools, or junior high schools.
- Do not include those who received other than a high school diploma, such as those who received a special diploma, a certificate of attendance, or a certificate of completion.

Please check the completeness and accuracy of each item reported. Errors or omissions may require a refile of this form

SCHOOL SYSTEM _____
 SCHOOL NAME _____

SECTION II-TO BE COMPLETED BY ALL SCHOOLS OFFERING ANY SPECIAL EDUCATION PROGRAM

7. **SPECIAL EDUCATION PROGRAMS** If this school offers any special education programs, the table below must be completed. If no special education programs are offered check this box and proceed to Section III. The instruction sheet of this form (General Instructions) defines the handicapping conditions and provides instructions for this question.

Special Education Programs	1	2	3	4	5	6	7	8	9	10	11
	PUPILS PARTICIPATING IN SPECIAL EDUCATION										
	TOTAL	BY RACIAL/ETHNIC CATEGORY					BY SEX		LIMITED OR NON-ENGLISH SPEAKING	PART TIME	FULL TIME
		American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Not of Hispanic Origin		Total Male	Total Female			
Black					White						
a) Educable Mentally Retarded											
b) Trainable Mentally Retarded											
c) Hard of Hearing											
d) Deaf											
e) Speech Impaired											
f) Visually Handicapped											
g) Seriously Emotionally Disturbed											
h) Orthopedically Impaired											
i) Other Health Impaired											
j) Specific Learning Disability											
k) Deaf-Blind											
l) Multihandicapped											
m) Total of Lines (a) through (l)											
n) Total Non-resident Pupils at this School											

These pupils should NOT be included in the total number of pupils reported as receiving special education services on the School System Report (ED101), question 5c.

SECTION III-TO BE COMPLETED BY SCHOOLS OFFERING ANY GRADE 7-12

- This section need not be completed by schools whose highest grade offered is 6 or below.
- If this school is totally or partially ungraded, this section should be completed if any secondary-level courses are offered.

8. **SELECTED COURSE ENROLLMENT** Please read the instructions on the instruction sheet of this form. Enter the number of pupils in appropriate boxes.

	NUMBER OF PUPILS ENROLLED IN:				TOTAL ENROLLMENT
	All-Male Classes	All-Female Classes	Mixed Classes		
			Male	Female	
a. Home Economics Courses - Grades 7 through 9					
b. Industrial Arts Courses - Grades 7 through 9					
c. Physical Education Courses - Grades 7 through 9					

9. **HIGH SCHOOL GRADUATES** Refer to the instructions on the instruction sheet of this form.

Columns 1 through 5 must equal column 6

1	2	3	4	5	6	7	8
AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	HISPANIC	Not of Hispanic Origin		TOTAL	Total MALE	Total FEMALE
			BLACK	WHITE			

Columns 7 and 8 must equal column 6

Persons Receiving High School Diplomas							
--	--	--	--	--	--	--	--

Please check the accuracy and completeness of each item reported. Errors or omissions may require a re-filing of this form.

CERTIFICATION I certify that the information given above is true and correct to the best of my knowledge and belief. (A willfully false statement is punishable by law (U.S. Code, Title 18, Section 1001).)

Signature of Principal or Authorized Agent _____ Title _____ (Area Code) Telephone Number _____ Date Signed _____

ORIGINAL—Return to Office for Civil Rights (LEBAL)

SECTION I -- TO BE COMPLETED BY ALL SCHOOLS

1. SCHOOL SYSTEM NAME _____			
2. SCHOOL NAME _____			
3. SCHOOL ADDRESS _____			
Street or P. O. Box			
City/Town Office	County	State	Zip

4. GRADES OFFERED

If this school is totally ungraded, check here C
 If this school offers only special education, check here
 If this school is partially or totally graded, check the grades offered in the boxes below:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12

5. PUPIL STATISTICS Before you begin, please review the definitions and instructions on my instruction sheet of this form.

Columns 1 through 5 must equal column 6

Columns 7 and 8 must equal column 6

	1	2	3	4	5	6	7	8
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	HISPANIC	Not of Hispanic Origin BLACK WHITE			TOTAL	Total MALE
a Pupils in Membership								
b(1) Pupils in Need of Language Assistance Programs								
b(2) Pupils Enrolled in Language Assistance Programs								
c Pupils in Programs for the Gifted or Talented								
d Pupils Who Received Corporal Punishment (unduplicated count)								
e Pupils Suspended (unduplicated count)								

6. PUPIL ASSIGNMENT Consult the instruction sheet for instructions. This table is to be completed for all elementary entry- and exit-level classrooms in schools that offer any two grades one through six, inclusive. Kindergarten is NOT to be included. Complete the table for classrooms in the lowest grade and in the highest grade of those to be counted (grades three and six if this school offers grades three through eight).

If two grades are combined in one classroom, count only those students in the entry- or exit-level grade. Enter zero in the number of students in each racial/ethnic category in the proper column. For each reported classroom, each column must be completed; when there are no students enter zero.

For additional classes, duplicate chart on separate paper and continue. Be sure to make three carbon (or other) copies of extra pages and attach to the returned forms as appropriate.

	1	2	3	4	5	6	7
	Teacher's Initials or ID Number	Grade	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	HISPANIC	Not of Hispanic Origin BLACK WHITE	
a.							
b.							
c.							
d.							
e.							
f.							
g.							
h.							
i.							
j.							

If there are more than ten classes, check here and attach completed chart(s).