

U.S. DEPARTMENT OF EDUCATION  
OFFICE FOR CIVIL RIGHTS, REGION X  
Henry M. Jackson Federal Building  
Mail Code 10-9010  
915 Second Avenue, Room 3310  
Seattle, Washington 98174-1099

September 24, 1993

(206) 220-7920

Mr. George Murdock  
Superintendent  
Pasco School District No. 1  
1004 North 16th Avenue  
Pasco, Washington 99301

Re: Pasco School District No. 1  
Case No. 10935001

Dear Superintendent Murdock:

This letter is to notify you that the Office for Civil Rights (OCR) has completed its investigation of the above-referenced compliance review of Pasco School District No. 1 (District). The investigation was a review of the educational program and services provided by the District to national-origin-minority students who are limited-English-proficient (LEP).

OCR conducted the investigation under title VI of the Civil Rights Act of 1964 (Title VI) which prohibits discrimination on the basis of race, color, or national origin in any programs or activities receiving Federal financial assistance from the U.S. Department of Education. The District is a recipient of Federal financial assistance from this Department. The issue investigated was whether the District is discriminating on the basis of national origin against students who are LEP by failing to provide them educational services designed to ensure that such students are not denied an opportunity to participate effectively in the District's program of instruction. See 34 CFR 100.3(a) and (b)(1)(ii) and (iv) and (b)(2).

As a result of our investigation, OCR has determined that the District is not in compliance with Title VI with respect to the issue investigated, and the District has agreed to take the voluntary remedial actions set forth in the enclosed Settlement Agreement (Agreement). OCR has concluded that, upon full implementation of the Agreement, which OCR will monitor, the District will be in compliance with Title VI concerning the identified areas of noncompliance.

The findings of fact and conclusion set forth below are based upon interviews with administrators and staff, as well as a review of student records and relevant data,

including the District's policies and procedures for implementing its educational program.

Findings of Fact

1. The District's procedure for identifying its potential LEP students is through the student registration process. Students and their parents or guardians are asked to identify the first language spoken by the students and the language spoken at home. If the language is other than English, either the student or the parent is asked to complete the information on the registration form. The District has staff who speak Spanish and a limited number of staff who speak languages other than English and Spanish (Vietnamese, Russian, etc.) who are available to assist registration, if necessary. The District maintains the identification information for all its students on computer.
2. At the beginning of the 1992-93 school year and at other times when students are enrolled during the 1992-93 school year, the District assessed the English-language proficiency of each student who has a primary or home language other than English through the use of the Language Assessment Scales--Oral (LAS-O). The District measures oral language proficiency in English LAS-O using one of three versions: the Pre-LAS for kindergarten, Level I for grades 1-6, and Level II for grades 7-12. Trained bilingual teacher aides administer the LAS-O, and certified teachers review the results of the tests.
3. The District's criteria for determining whether a student is LEP is the score of a level 3 or lower on the LAS-O. The District's rationale for this criteria is that it is the testmaker's recommendation that students who score a 3 or lower be designated as limited and non-English speakers and that those students who score 4 or 5 be designated as proficient in English.
4. The District does not measure the English reading and writing proficiency to determine which students are LEP, and it is the position of District staff that some LEP students are not identified because the District uses only the LAS-O. It is the position of teaching staff that some national-origin-minority students not identified as LEP in regular education classes have significant English-language deficiencies and were either below grade level in their achievement or having serious academic difficulties. OCR reviewed information on a sample of students who scored proficient in English on the LAS-O but who were not tested with the LAS R/W. In 69 percent of the cases, these students were not succeeding in the District's regular academic program.

5. The number and language group of LEP students identified by the District, as a result of the above process, by school, for the 1992-93 school year, are as follows:

SCHOOL	NUMBER OF STUDENTS BY LANGUAGE				
	Spanish	Laotian	Russian	Viet- namese	Other
<b>ELEMENTARY</b>					
Captain Gray	251	8	4	1	0
Emerson	143	5	0	0	1
Robert Frost	135	3	12	4	4
Livingston	335	0	0	0	0
Markham	61	0	0	0	0
McGee	279	0	3	0	0
Mark Twain	243	12	0	1	1
Longfellow	206	1	0	1	0
<b>MIDDLE SCHOOL</b>					
McLoughlin	285	11	1	3	2
Stevens	141	3	4	2	3
<b>HIGH SCHOOL</b>					
Pasco	393	8	4	10	7
<b>SUBTOTALS</b>	<b>2472</b>	<b>51</b>	<b>28</b>	<b>22</b>	<b>18</b>
<b>TOTAL</b>	<b>2591</b>				

6. The District's stated preference of a program for LEP students whose first or home language is Spanish is bilingual education in grades K-12. However, the District has not fully implemented this program because of the difficulty in recruiting and hiring qualified and trained staff. The District is currently implementing a program that it believes is educationally sound which includes bilingual education, English-as-a-Second-Language (ESL), and the sheltered-English program. The District's stated reasons for choosing these program components are the recommendations of experts and the limitations of District resources.
7. Bilingual and ESL materials are used to implement the District's LEP programs in grades K-12. The ESL materials include Building Bridges to Communication and Intercom 2000. The ESL curriculum was being implemented for the 1992-93 school year at the elementary level in grades K-2 only. The bilingual materials include some Spanish-language content area text books, a Spanish reader at the elementary level published by McMillan, numerous Spanish-language books in the library, and Vietnamese, Russian, and Spanish dictionaries. The opinions of

District staff in the District's LEP programs were not consistent with respect to the need for more materials. The evidence overall did not support a finding that LEP students are being denied necessary services due to an inadequate level of course materials.

8. It is the District's practice to first place LEP students in programs and then notify the parents of the placement. OCR identified only one LEP student not being served because the parent objected to the placement.
9. The District provided information which documents that notices are sent to parents in Spanish of all information provided to English-speaking parents, either in writing or by oral translation of a teacher aide or other bilingual staff person. There is no Districtwide policy and procedure for notifying parents, who speak languages other than English or Spanish, of school information generally provided to parents. Two schools visited by OCR did not have effective methods for communicating with non-English-speaking parents (other than Spanish-speaking parents). It was the position of teachers at these two schools that they did not attempt to communicate with these parents because they had no resources to translate English into the appropriate native language.
10. At the elementary level, the District is providing more than half of its LEP students Spanish reading for 30 to 40 minutes a day and ESL for 15 to 30 minutes a day. At the middle school and high school level, the District is providing to more than half of its LEP students ESL for 2 hours a day, Spanish instruction in some content courses, sheltered-English in the other content courses, and bilingual assistance from teacher aides.
11. It is the position of some District staff that a significant number of LEP students are not receiving the services needed to address their limited-English proficiency. At the elementary and middle school level, this is occurring because some LEP students are placed with regular education teachers who are not trained to provide services to LEP students and are unable to serve them. At the high school level, some LEP students are placed with regular education teachers who do not provide services, and students are offered an optional tutoring service. The grades of the LEP students identified as not receiving necessary services reflect that these students are not succeeding in the District's regular academic program.
12. In some instances, the District has assigned students with very low levels of English proficiency into the same program services with students with significantly higher levels of language proficiency. OCR reviewed District records and selected a sample of students with the lowest levels of English proficiency who were receiving only a limited amount of the services that could have been provided. In 57 percent of the cases

reviewed, OCR found that the students were not succeeding in the District's regular academic program.

13. The District does not employ sufficient staff to implement its current programs of bilingual, ESL, and sheltered-English for LEP students. District administrative, teacher, and teacher aide staff informed OCR of the need for more bilingual, ESL, and sheltered-English teachers. The District's student to teacher ratio in regular education for elementary schools is 25 to 1, for middle schools is 29 to 1, and for the high school it is 26 to 1. The District's student to teacher ratio in the LEP programs for elementary schools is 32 to 1, for the middle schools is 77 to 1, and for the high school is 44 to 1.
14. The State of Washington certifies teachers for bilingual education and for ESL. The Washington State Department of Education requires 24 quarter hours (16 semester hours) of study in ESL for an ESL endorsement. An endorsement in bilingual education requires 24 quarter hours (16 semester hours) of study in bilingual education with half of the courses in the specific foreign language.
15. A review of documents provided by the District on teacher qualifications and interviews with teaching staff revealed that the District has hired some staff who are neither certified in bilingual education as bilingual teachers nor certified in ESL as ESL teachers to implement its educational programs for LEP students.
16. A review of documents provided by the District on teacher qualifications and interviews with teaching staff revealed that the District is providing training for some of its staff (teachers and aides) regarding the education of LEP students. This training included topics of sheltered-English, second language acquisition, ESL strategies, ESL curriculum adoption training, and Spanish. However, many teachers and some teacher aides who have LEP students assigned to them have no training or have an insufficient amount of training in ESL techniques and methodology.
17. The District has not determined the bilingual proficiency of most of its counselors, teachers, and aides in an objective or complete manner. Of the two bilingual counselor advocates who were interviewed, one had not been given any type of Spanish proficiency test, and the other had been asked only one question in Spanish during her interview for the position. Of the teachers interviewed, one teacher had not been given any type of Spanish proficiency test, four teachers had been asked only one or two questions in Spanish during their interviews, and two teachers had been asked questions in Spanish and had been asked to translate a list of words. (Two of these teachers were assessed regarding their Spanish-language proficiency when applying for jobs as teacher aides.) Of the

teacher aides interviewed, all six had been asked questions in Spanish and had been asked to translate words or a paragraph.

18. The District has one teacher who is endorsed by the State of Washington in bilingual education in Vietnamese and ESL, but this teacher is not assigned to teach either bilingual education or ESL. The District has aides who are proficient in Vietnamese and Laotian. These aides are not consistently assigned to work with LEP students.
19. The District's exit criteria is a score at or above the 35th percentile on the California Test of Basic Skills, a nationally normed achievement test, in reading and language arts.
20. The District does not monitor its exited LEP students.
21. A review of the grades of 23 exited LEP students, who were randomly selected, revealed that 13 students or 56 percent of these students are having academic difficulties. Nine students were making mostly or all D's and F's in their academic courses, and four students were making more than one D a semester in their academic courses. All 13 students were Hispanic.
22. The District has evaluated different aspects of its programs for LEP students. The District provided information on evaluations of the transitional bilingual education programs at its two middle schools and its high school. The latest of these evaluations (1991-92) notes that LEP students are doing better academically but that they are still behind the District's non-LEP students. The evaluation states that further educational strategies need to be developed to address the needs of LEP students. The District also provided information on its evaluation of the transitional bilingual education program at four elementary schools for the first four months of the 1992-93 school year. OCR's review of a random sample of exited LEP students shows that a majority of these students were not succeeding academically. (See finding No. 21, above.)
23. Through interviews with staff, OCR determined that, because the District has counselors, teachers, and teacher aides at each school who speak both Spanish and English, LEP students who speak Spanish have access to counseling services. However, the District does not provide access to counseling in all of its schools for LEP students who speak and understand languages other than English and Spanish. Although the District has some staff and community persons who speak each of the other languages, there is no systematic, consistent use of these persons as interpreters for LEP students who need counseling services.
24. Both LEP and non-LEP students are enrolled in the District's elementary classes. LEP students are either pulled out for Spanish reading and ESL

or the classes are taught by teams who move students to one class for Spanish/ESL and to the other class for English reading. At the middle school and high school level, some LEP students are segregated for two class periods a day for ESL and for some Spanish-language classes. But these LEP students are integrated with non-LEP classes for music, lunch, physical education, and other nonacademic classes.

### Analysis and Conclusion

In 1974 the Supreme Court of the United States in deciding Lau v. Nichols held that both the Department of Health, Education, and Welfare (now Department of Education) Title VI implementing regulation and the May 25, 1970, Office for Civil Rights memorandum, titled "Identification of Discrimination and Denial of Services on the Basis of National Origin," were proper and reasonable ways to implement Title VI regarding national-origin-minority students. Title VI, at 34 CFR 100.3(a), states that no person in the United States shall, on the ground 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 to which this part applies. 34 CFR 100.3(b)(1)(iv) states, in part, that a recipient may not on the ground of national origin restrict an individual in any way in the enjoyment of any advantage or privilege enjoyed by others receiving any service, financial aid, or other benefit under the program. The May 25, 1970, memorandum states, in pertinent part, that where the inability to speak and understand the English language excludes national-origin-minority children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. Policy documents issued in December 1985 and September 1991 by OCR regarding the education of language-minority students and compliance with Title VI standards state, in part, that in providing educational services to language-minority students, school districts may use any method or program that has proven successful or may implement any sound educational program that promises to be successful. Districts are expected to carry out their programs, evaluate the results to make sure the programs are working as anticipated, and modify programs that do not meet these expectations. Districts are expected to develop and implement educational programs designed to ensure the effective participation of language-minority students.

In order for OCR to determine whether the District is discriminating against national-origin-minority students who are LEP by failing to provide them educational services designed to ensure that such students are not denied an opportunity to participate effectively in the school's program of instruction, OCR reviewed the District's identification of LEP students, the educational theory used by the District to address the needs of LEP students, the alternative programs and services provided by the District to LEP students (including the specifics of the program, program participation, staffing, and

exit criteria), segregation of LEP students, and the District's evaluation of its LEP program(s). OCR also assessed whether, after a legitimate trial, the District's programs for LEP students are effective at overcoming the language barriers of such students.

OCR finds that the District is not in compliance with the Department's Title VI regulation at 34 CFR 100.3(a) and (b)(1)(iv) because: (1) it has not assessed potential LEP students for their English-language proficiency in reading and writing, (2) it has not served all its identified LEP students, (3) it has not provided the amount of services needed by all LEP students, (4) it has not employed a sufficient number of trained staff to implement its programs for LEP students and has not determined whether staff providing bilingual services are proficient in speaking, understanding, reading, and writing Spanish, (5) it has not monitored LEP students exited from its LEP programs, (6) it has not conducted comprehensive evaluations of all its programs for LEP students to ensure that the programs are effective at overcoming LEP students' language barriers, and (7) the District does not have an effective method of communicating about school activities to parents who do not speak English or Spanish and does not have an effective method of providing counseling to students who do not speak English or Spanish.

The District entered into discussions with OCR regarding the areas of noncompliance identified above. As a result of these discussions, the District has agreed to take voluntary corrective actions as set forth in the signed Agreement. OCR concludes that the District will be in compliance with Title VI at 34 CFR 100.2(a) and (b)(1)(ii) and (iv) and (b)(2) with respect to the issue investigated in this case upon full implementation of the actions and commitments contained in the Agreement. Based on the District's commitment to implement the actions specified in the Agreement, which OCR will monitor, we are closing the above-referenced case effective today.

If you or your staff have any questions as you develop the procedures under the requirements of the Agreement, please contact Anita Langston, the Lau coordinator for Region X. Also, OCR recommends that you contact the desegregation assistance center for Region X, Northwest Educational Lab, 101 SW Main St., Suite 500, Portland, Oregon 97204, telephone (503) 275-9500. The desegregation assistance center has been funded by the U.S. Department of Education, in part, to assist school districts in their efforts to comply with Title VI regarding alternative language services for LEP students and can assist you in developing procedures under the requirements of the Agreement.

This determination of compliance with Title VI is contingent upon the District's implementation of commitments set forth in the Agreement. The District's failure to honor these commitments may result in further action by OCR with respect to this case.



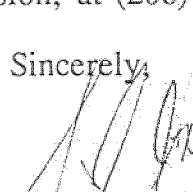
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This letter of findings is not intended, nor should it be construed, to cover any other issues regarding compliance with Title VI that may exist and that are not discussed herein.

Under the Freedom of Information Act it may be necessary to release this document and related correspondence and records upon request. If OCR receives such a request, we will seek to protect, to the extent provided by law, personal information that, if released, could constitute an unwarranted invasion of privacy.

Thank you for the cooperation extended to my staff during the investigation of this case. If you have any questions regarding this letter, please contact me or Felix E. Sandoval, Director, Compliance Division, at (206) 220-7920.

Sincerely,



Gary D. Jackson  
Regional Civil Rights Director  
Region X

Enclosure: Settlement Agreement

cc: Honorable Judith A. Billings  
Superintendent of Public Instruction

# SETTLEMENT AGREEMENT

## I. INTRODUCTION

The Office for Civil Rights (OCR), U.S. Department of Education, having identified Pasco School District No. 1 (District) for a compliance review and an investigation having been conducted by OCR under the authority granted by title VI of the Civil Rights Act of 1964 (Title VI), the investigation (Case No. 10935001) having been completed and compliance concerns having been identified, the parties have agreed to resolve this matter as follows:

## II. GENERAL PROVISIONS

- A. The parties to this Settlement Agreement (Agreement) are the District and OCR.
- B. This Agreement shall become effective when the authorized representatives for both parties have signed the Agreement.
- C. It is the understanding that this Agreement does not constitute an admission by the District of any violation of Title VI or of any other law.
- D. The parties agree that this Agreement resolves only those compliance concerns identified by OCR in the investigation of Case No. 10935001. Any other compliance matters shall be dealt with and resolved in accordance with the procedures and standards in the regulation applicable to such matters.
- E. In consideration of the District's implementation of and adherence to the provisions of this Agreement, OCR agrees not to initiate enforcement proceedings with respect to the compliance matters addressed in the referenced complaint investigation. It is agreed, however, that in the event the District violates any provision of this Agreement, OCR will take appropriate measures to effect compliance with Title VI with respect to these matters.

## III. REMEDIAL PROVISIONS

- A. Identification of Limited-English-Proficient (LEP) Students
  - 1. By December 1, 1993, the District agrees to develop written procedures consistent with Title VI for identifying the national-origin-minority students in the District who are so limited in their English-language skills that they cannot participate effectively in the regular instructional program without benefit of special language assistance.

These procedures will include an objective assessment of potential LEP students' reading and writing skills, as well as comprehension and speaking skills.

2. By February 1, 1994, the District will implement the procedures and identify each LEP student in the District.

B. Diagnostic Assessment

1. By December 1, 1993, the District will develop written procedures to determine the appropriate linguistic and academic placement of the LEP student (i.e., appropriate language model and grade level). These procedures could include a review of the student's academic records (history), test scores, grades, and other data that indicate the student's level of achievement in specific academic areas. If LEP students are tested for academic achievement for placement purposes, they will be assessed in their primary language. These procedures and tests or evaluative data will include an assessment of English reading and writing proficiency of potential LEP students (primary or home language other than English or students underachieving in reading and language arts).
2. By February 1, 1994, the District will implement the procedures and will determine the appropriate linguistic and academic placement of each LEP student in the District.

C. Program Option(s)

1. By December 1, 1993, the District will develop written procedures for its instructional models of bilingual education, English-as-a-Second-Language (ESL), and sheltered classes for its special services for LEP students. The District's procedures will include specific information on the following:
  - a. Staffing. The qualifications and training requirements of all teachers who will provide special language assistance to LEP students in the LEP and the core curriculum. If the State does not have standards or requirements, the District does not meet existing State standards or the District prefers standards which are higher than State standards, a description of District-designated standards for teachers of LEP students, and how they determined their appropriateness. (This would also include bilingual and other trained paraprofessionals or aides who provide support services to certificated teachers.) Teachers and aides will be objectively tested for Spanish-language proficiency (oral, written, and reading). The District will hire the necessary ESL or bilingual teachers and aides to

provide the necessary services and/or the District will train its currently employed staff to provide the services. In the interim, while adequate staff are being recruited and hired, the District will train current regular education teachers in ESL techniques so that all LEP students are served.

- b. Services Delivery. A description of how services will be provided to LEP students, e.g., within class (bilingual, ESL, or "sheltered") and pull-out resource services. (A description of interim services shall be included.)

Procedures to ensure that each LEP student receives bilingual education, ESL, and/or sheltered classes (and interim services) as appropriate.

How effective access will be provided for special programs (gifted, vocational education, and extracurricular activities) will also be addressed.

- c. Materials and Resources. Any specialized texts and other materials or teacher-made materials which have been adapted for use with LEP students.
- d. Student Progress Evaluation. How the District determines the "progress" or achievement of LEP students, if different from other students. These may include examinations adapted for use with LEP students (oral testing) or testing in the primary language and holistic evaluations (portfolios).

2. By February 1, 1994, the District will implement the instructional model and provide alternative language services for each LEP student in the District.

D. Follow-up Monitoring of Former LEP Students

1. By February 1, 1994, the District will develop specific written procedures for monitoring the success of former LEP students after their exit to the regular program. The position of the persons who monitor the students' progress will be identified (e.g., counselor, LEP program coordinator, and others) and the criteria used to determine "success" (such as grades and test scores).

The procedures will include steps that will be followed for the referral for reevaluation of the student's English language skills if the reclassification is questioned.

2. By March 1, 1994, the District will implement the specific procedures for monitoring each exited LEP student.

E. Program Evaluation

1. By February 1, 1994, the District will develop and implement written procedures to be followed on a periodic basis to determine whether or not the District's program is effective in meeting the educational needs of its LEP students. (For example, to be effective the program would need to be successful in teaching LEP students English and in teaching LEP students the core curriculum at their grade level.) The procedures will include, at a minimum, follow-up studies on reclassified or exited LEP students for academic achievement and parity with their non-LEP peers. The procedures will require a periodic assessment of each program component (see "C" above) to determine if there are any deficiencies that need to be corrected.

In addition, the District will also evaluate its exit criteria to determine its effectiveness in predicting academic success.

The District should also conduct comparison studies of the academic performance of former LEP and English-only students to include such things as: (1) graduation or drop-out rates, (2) absenteeism rates, (3) academic achievement, and (4) other factors that indicate that the programs for LEP students have been effective. The studies should be conducted over a 2- to 3-year period of time for adequate comparison data (longitudinal studies).

2. By June 1, 1994, the District will implement its program evaluation procedures.

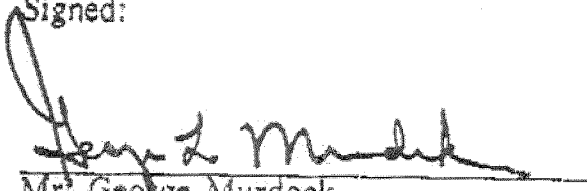
IV. REPORTING PROVISIONS

- A. By December 15, 1993, the District will provide OCR with a copy of the procedures developed pursuant to sections III.A., B., and C., above.
- B. By March 15, 1994, the District will also provide OCR with information regarding its identification and assessment of LEP students pursuant to section III.A., above. Specifically, the District will submit:
  1. a list of the national-origin-minority students enrolled in the District by grade level and by national origin;
  2. the number of national-origin-minority students enrolled in the District by grade level and by national origin whom the District surveyed for a primary or home language other than English;

3. an explanation if the number of students on the list under No. 1 and the number under No. 2, above, are different;
  4. the number of responses to the survey by grade level and by national origin in the District;
  5. an explanation if the numbers in Nos. 2 and 4, above, are different;
  6. the number of students who have a home language other than English by grade level and by language group in the District based on the results of the survey;
  7. the number of students assessed for English language proficiency by grade level and by language group;
  8. a description of the specific assessment tests used;
  9. an explanation if the numbers in Nos. 6 and 7, above, are different;
  10. the number of students who are determined to be LEP by grade level and by language group;
  11. the number of students placed in programs for LEP students by grade level and by language group; and
  12. an explanation if the numbers in Nos. 10 and 11, above, are different.
- C. By March 15, 1994, the District will provide OCR with information regarding its diagnostic assessment and placement of LEP students pursuant to sections III.B. and C., above. This information will include documentation of the implementation of services for LEP students, a list of the curriculum used in providing services for LEP students, identification of staff (teachers and aides) who are providing the services, a description of the services provided, documentation of recruitment and hiring of ESL and/or bilingual staff, and/or documentation of the training of present staff.
- D. By March 15, 1994, the District will provide OCR with a copy of the procedures developed pursuant to sections III.D., E., and F., above.
- E. By July 1, 1994, and again on July 1, 1995, the District will provide OCR with information on any students exited from the program of the previous year (to include the student's name, date exited, and grades and achievement test scores since the date of exit) pursuant to section III.D., above; documentation of the District's monitoring of these students pursuant to section III.E., above; and a copy of the District's evaluation

of its services for LEP students pursuant to section III.F., above. The District will also provide OCR with the current year's information regarding its identification and assessment of LEP students pursuant to section III.A., above; and information regarding its diagnostic assessment and placement of LEP students pursuant to sections III.B. and C., above. The District will provide program placement information on a sampling of the students from the list required from section IV.B.1., above. OCR will provide the names or unique identifiers for the student sample to the District by June 1, 1994, and again on June 1, 1995, respectively. Additionally, the District will provide the following information: documentation of the implementation of services for LEP students, a list of the curriculum used in providing services for LEP students, identification of staff (teachers and aides) who are providing the services, a description of the services provided, documentation of recruitment and hiring of ESL and/or bilingual staff, and/or documentation of the training of present staff.

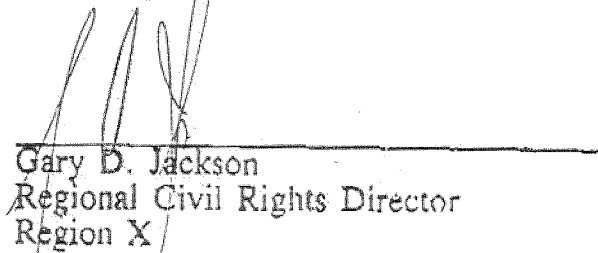
Signed:



Mr. George Murdock  
Superintendent  
Pasco School District No. 1

SEPTEMBER 24, 1993

Date



Gary D. Jackson  
Regional Civil Rights Director  
Region X

9-24-93

Date

Kennewick, Pasco, Richland School Districts: complaints based on race or gender filed from 9/1/2002 to 8/24/2007

Docket	Recipient	Case Open	Resolved	Closed	Basis Description	Taxonomy Description	Resolution	Monitoring Description
10041134	Pasco SD No. 1	4/28/2004	7/7/2004	7/7/2004	Black, not Hispanic	Other Student/Beneficiary Treatment Issue	Early Complaint Resolution (ECR).	
10061082	Pasco SD No. 1	2/27/2006	3/10/2006	3/10/2006	Discrimination against females	Discipline	Resolved with referral to EEOC.	
10061082	Pasco SD No. 1	2/27/2006	3/10/2006	3/10/2006	Retaliation in Protected Activity or Class	Other Employee Evaluation or Treatment Issue	Resolved with referral to EEOC.	
10061082	Pasco SD No. 1	2/27/2006	3/10/2006	3/10/2006	Age Discrimination (too old)	Other Employee Evaluation or Treatment Issue	Resolved with referral to EEOC.	
10061082	Pasco SD No. 1	2/27/2006	3/10/2006	3/10/2006	Discrimination against females	Other Employee Evaluation or Treatment Issue	Resolved with referral to EEOC.	