**2017-18 Charter School Consolidated Program Review**

| **TITLE I, PART A** | | |
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| **Item** | **Description** | **Evidence** |

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| 1.4 | **LEA Parent Family Engagement**  **Policy**  *Contains all of the required elements. Sec 1116(a)(2)*   * *LEA must develop jointly with, agree on, and distribute to parents the parent family engagement policy. Sec 1116(a)(2)(A)* * *Provide coordination and technical assistance to participating schools in planning effective parent family engagement activities to increase academic achievement. Sec 1116(a)(2)(B)* * *Build school and parent capacity for strong parent family engagement as described in Sec 1116(a)(2)(B) .* * *Coordinate with programs that promote parent family engagement strategies (Head Start, Even Start, etc.). Sec.1116(a)(2)(C)* * *Conduct with parents an annual evaluation for content and effectiveness and address barriers to greater parental participation. Sec 1116(a)(2)(D)* * *Involve parents in the activities of the schools. Sec 1116(a)(2)(F)* | **LEA Level**  ***Policy***  🞏 A. Dated copy of current LEA parent and family engagement (PFE) policy with the Every Student Succeeds Act (ESSA) language.  *Note: Washington State School Directors’ Association (WSSDA) is doing a major ESSA policy packet that will be released in the fall of school year 2017–18, including the LEA parent and family engagement policy.*  *Examples of Evidence:*   * LEA adopts OSPI’s [LEA PFE Policy with ESSA Language](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/pubdocs/LEAPolicyTemplateED.docx) * (Once WSSDA releases its ESSA policy packet update) LEA adopted WSSDA PFE policy with ESSA language.   ***Policy Participation***  🞏 B. Copy of dated parent notification inviting parents to participate in development of PFE policy/procedures.  *Examples of evidence:*  Letter, community newsletter, local community newspaper, mailer, email (*email alone will not be considered compliant*–LEAs must use an additional form of notification when notifying parents about their opportunity to participate in the development of the policy).  ***Technical Assistance to Participating Schools***  🞏 C.Description of how LEA assists its principals in Title I, Part A schools to meet [PFE required strategies](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/LEACapacity.aspx) to build capacity.  *Examples of what to include in LEA description:*   * List of activities, resources, documents used, or information the LEA provides to principals. |

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| 1.7 | **School (Building) Parent Family Engagement Policy**  *LEA ensures each school that receives Title I, Part A funds has a written school parent and family engagement policy that (1) includes all required elements (see below), (2) describes how the school will comply with the regulations that cover parent involvement in Title I, Part A, and (3) describes how school staff will work with parents to create a School-Parent Compact (see item 1.19). This is in addition to the LEA parent involvement policy. Find the LEA and School Side-by-Side Required Policy Components at* [*http://www.k12.wa.us/TitleI/FamilyInvolvement/LEA.aspx*](http://www.k12.wa.us/TitleI/FamilyInvolvement/District.aspx)*.*  *Contains all of the required elements:*   * *Written policy developed with, agreed to and distributed to parents of participating students and updated periodically. Sec 1116(b)(1)* * *Annual meeting to inform parents of participating students in the Title I, Part A program and the right of parents to be involved. Sec 1116(c)(1)* * *Offer flexible meetings. Sec 1116 (c)(2)* * *Involve parents in the development of Title I, Part A programs and or schoolwide program. (May cross-reference to 1.7 & 1.8). Sec 1116(c)(3)* * *Provide timely information regarding: curriculum, assessments, achievement levels and opportunities for parents to provide suggestions and participate in decisions relating to the education of their children. Sec 1116(c)(4)* * *If parents are not satisfied with the schoolwide plan, there is opportunity for parents to submit any comments on the plan when the school makes it available to the LEA (may cross-reference to 1.7 & 1.8). Sec 1116 (c)(5)* * *The School Parent Compact is jointly developed with parents. Sec 1116(d)(1)(2)(A)(B)(C) (See item 1.8)* | **Building Level**  ***PFE Policy/Plan Copy***  🞏 A. Copy of current dated school parent and family engagement policy (plan) with all required elements.  🞏 B. Description of how school ensures parents participate in the development of the school (building) parent and family engagement policy.  ***Policy Dissemination***  🞏 C.Descriptionof how the schooldistributes to parents the school’s PFE policy; and if applicable, include how the PFE policy is translated into other languages for parents that do not speak English. If translation is not provided, explain why not and describe the other ways the school communicates this information to these parents**.**  In addition, if the school uses email to disseminate the PFE policy, note how the school ensures that parents without access to the *internet/computer receive a copy of the policy.*  ***Annual Title I, Part A Meeting***  🞏 D.Copy of evidence of annual Title I, Part A meeting for parents of students to inform them about their rights and about the Title I, Part A program.  *Evidence must include all of the following:*   * Dated meeting notification, * Dated agendas, and * Dated sign-in sheets.   ***Timely Information–Assessments, Curriculum, Achievement Levels***  🞏 E.Description of how the school provides timely information to parents about the schools’/LEA’s curriculum, required state/LEA assessments, and the achievement levels student must meet. |

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| 1.10 | **Schoolwide Program**   * *Each Title I, Part A schoolwide building has a schoolwide plan that contains the four (4) component requirements and evidence the plan has been implemented. Sec 1114(1); 34 CFR 200.25* * *Only allowable costs may be charged to program(s). ESEA Title I, Part A, Sec 1114*   *Resources:*  [*OSPI Schoolwide Template*](http://k12.wa.us/TitleI/TitleI/SchoolwideProgram/Default.aspx)  Bulletin 054-12 at <http://www.k12.wa.us/titlei/default.aspx>). | Building Level  🞏 A. Copy of current, dated schoolwide planthat includes the required four (4) components below:   1. Needs Assessment 2. Schoolwide Reform Strategies 3. Activities to Ensure Mastery 4. Coordination and Integration.   This should include the matrix of programs integrated into the schoolwide plan. The matrix should include the programs, amounts of funding for each program, and intent and purpose of the funding.  🞏 B. Indicate in the comment box the process the LEA uses for charging expenditures in schoolwide programs.   * Based on Revenues. * Pre-distribution of Labor. * Sequence Charging. * Other (please provide a description). |

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| 1.12 | **Targeted Assistance Program and Identification of Students**   * *Each targeted assistance program meets the following criteria. Sec 1115 (b)(2)(A)-(G)* * *Each targeted assistance model shall identify eligible children for services through the rank order list. Sec 1112(b)(9); Sec 1115*   *Resources:*  [*OSPI Targeted Assistance Template*](http://k12.wa.us/TitleI/TargetedAssistance/default.aspx)*.* | Building Level  🞏 A. Principal and/or staff provide written description of the targeted assistance program that includes the required 6 elements below*. If the school used the OSPI targeted assistance template or other plan, please upload a copy.*  *Required Components*   1. Comprehensive Needs Assessments 2. Identification of Students 3. Practices and Strategies 4. Coordination and Transition 5. Parent and Family Engagement 6. Professional Development   🞏 B. Current, dated rank-order student list (based on multiple, education-related objective criteria) for each targeted assistance building being monitored.  🞏 C. Evidence that the targeted assistance program has entrance and exit procedures. |

| **TITLE II, PART A** | | |
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| **Item** | **Description** | **Evidence** |
| 6.1 | **Teacher Professional Qualifications**  *The LEA must ensure that all teachers meet applicable state certification and licensure requirements. Sec 1112(C)(6)* | **LEA Level**  *OSPI will monitor teacher qualifications including certification, endorsements, teaching assignments, and years of experience reported in the Educator Equity Data Collection Tool (EDS).*  ⧠ A. List of *all*teachers *placed out of endorsement or out of field* for the current school year. Include:   * Teacher Name and Certification Number * Building Assignment * Out of Endorsement grade level and subject-matter content area(s)   ⧠ B. For *each* eligible teacher *placed out of endorsement* or *out of field for the current school year*, evidence of school board approval (e.g., signed school board minutes, board resolution) as per [WAC 181-82-110](http://apps.leg.wa.gov/WAC/default.aspx?cite=181-82-110).  School board approval must be in place prior to date the teacher was assigned or charged to Title I, Part A or Title II, Part A funds. |
| 6.2 | **Parents Right-to-Know (Timely Notice)**  *The LEA must ensure that they will provide timely notice to parents of students in Title I, Part A schools who been assigned, or been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable licensure requirements at the grade level and subject area in which the teacher has been assigned.* *Sec. 1112(e)(1)(B)(ii)* | LEA Level  *The LEA must provide evidence that parents were notified when a teacher at a Title I, Part A school was assigned, or was been taught for four or more consecutive weeks, by a teacher with a limited state teaching certificate (WAC 181-79A-231).*  ⧠ A. List of *all* teachers with limited teaching certificates assigned to teach in Title I, Part A program (school wide or targeted). Include:   * Teacher Name and Certification Number. * Building Assignment. * Limited Certificate Type (i.e., Conditional, Substitute, Emergency, Emergency Substitute, Intern Substitute Teacher, Nonimmigrant Alien Exchange Teacher, Transitional).   ⧠ B. Evidence for *each* teacher that timely notice was provided to parents.  ⧠ C. N/A |

| **TITLE III/TBIP** | | |
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| **Item** | **Description** | **Evidence** |
| 7.1 | **Identification**  ***Title III and TBIP***  *The LEA has and implements procedures to identify and determine initial and continuing eligibility of English Learners.* [*ESEA Sec. 8101(20)*](http://www.k12.wa.us/MigrantBilingual/pubdocs/January7MeaningfulParticipationDearColleagueLetter.pdf)*;* [32TU*WAC* *392-160-015*](http://apps.leg.wa.gov/wac/default.aspx?cite=392-160&full=true#392-160-015)*.*  *Tools:*   * ***7.1.A*** *TBIP Guidelines for Identification:* [*http://www.k12.wa.us/MigrantBilingual/pubdocs/TBIPGuidelinesIdentification.pdf*](http://www.k12.wa.us/MigrantBilingual/pubdocs/TBIPGuidelinesIdentification.pdf) * ***7.1.A*** *Possible Eligible Not Reported List* * ***7.1.B*** *Home Language Survey:* [*http://www.k12.wa.us/MigrantBilingual/HomeLanguage.aspx*](http://www.k12.wa.us/MigrantBilingual/HomeLanguage.aspx) * ***7.1.E*** *Template parent waiver letter:* [*http://www.k12.wa.us/MigrantBilingual/ParentWaiver.aspx*](http://www.k12.wa.us/MigrantBilingual/ParentWaiver.aspx) | ***Title III and TBIP Grantees***  **LEA and Building Level**  ⧠ A. Procedures for the identification, assessment, placement, and reporting of potential ELLs, and evidence that the procedures have been communicated to buildings.  *Upload one sample of each of the documents below. For on-site reviews, the OSPI program reviewer will request student files. For desk reviews, OSPI will request specific student files six weeks in advance of the review.*  ⧠ B. Home Language Survey (HLS) or information on LEA registration forms that incorporate required elements from the HLS and are retrievable from any student file.  ⧠ C. State-approved English language proficiency placement test score sheet with administration date, retrievable from any student file.  ⧠ D. State-approved English language proficiency annual test score sheet, retrievable from any student file.  ⧠ E. Written parent waiver of English language development services, retrievable from any waived student’s file. |

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| 7.4 | **Staff Qualifications LEA and Building Level**  The LEA provides the personnel necessary to effectively implement its English language development services, including teachers and administrators who are adequately trained to carry out and evaluate the program. All paraeducators who assist in providing language assistance services instruct under the direct supervision of a qualified teacher and are trained to provide those services. | **Building Level**  ***TBIP Grantees***  ⧠ A. A list of all teachers who design, oversee, and evaluate English language development  services.  ⧠ B. For each teacher listed, provide their qualifications to provide ELL services, such as ELL/ESL  endorsement or ongoing training relating to the delivery of ELL services.  ⧠ C. A list of all paraeducators who assist in providing English language development services.  ⧠ D. For each paraeducator listed, provide evidence that they instruct under the direct  supervision of a qualified teacher and receive ongoing training relating to the delivery of ELL |

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| 7.5 | **English Language Development Services**  ***Title III and TBIP***  *The LEA provides high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. ESEA* [*Sec 3115(c)(1); ESEA Sec 3115(a)(1-4); ESEA Sec 3116(b)(1,2)*](https://www2.ed.gov/documents/essa-act-of-1965.pdf)*;* [32T*WAC 392-160-010*](http://apps.leg.wa.gov/wac/default.aspx?cite=392-160&full=true#392-160-010)*.*  ***TBIP***  *Students identified as being eligible for both the state transitional bilingual instructional program (TBIP) and special education program will participate in the TBIP to the same degree and consideration given to every other child in the TBIP.* [WAC 392-160-045](http://apps.leg.wa.gov/WAC/default.aspx?cite=392-160-045).  *Tools:*   * ***7.5 A****. Refer to the services described in the district’s TBIP grant (form package 219). Add detail to describe English language development programs at each school by grade and language proficiency level.* | **LEA and Building Level**  ***Title III and TBIP Grantees***  ⧠ A. Description of services implemented by grade and English language proficiency level at each school.  ⧠ B. English language development (ELD) staff schedules. *For desk reviews, upload all ELD staff schedules. For on-site reviews, the OSPI program reviewer will request specific staff schedules.*  ⧠ C. Roster of eligible ELD students indicating type and amount of English language support services being provided to each student and evidence of service, such as students’ schedules or class/intervention rosters. *For desk reviews, provide this information for the students whose files were requested under Item 7.1. For on-site reviews, the OSPI program reviewer will request this information for specific students.*  ⧠ D. Evidence that students identified as eligible for both the English Language Development program and special education services participate in the ELD program to the same degree and consideration given to every other child in the ELD program. Evidence may include:   * Staff member with expertise in English language acquisition participates on the IEP team. * Student’s schedule of ELD and special education services. * Professional development to students’ special education teachers and evidence of collaboration between ELD and special education teachers. |
| 7.7 | **Professional Development**  ***Title III***  *The LEA has met the requirements for ongoing and effective professional development. Professional development is of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom. One-day or short-term workshops and conferences must be a component of an established comprehensive professional development program for teachers. ESEA* [*Sec 3115(c)(2); ESEA Sec 8101 (42)*](https://www2.ed.gov/documents/essa-act-of-1965.pdf)*.*  ***TBIP***  *The LEA has met the requirements for professional development. The LEA has provided professional development training for administrators, teachers, counselors, and other staff on bilingual program models, and/or LEA's alternative instructional program, appropriate use of instructional strategies and assessment results, and curriculum and instructional materials for use with culturally and linguistically diverse students.* [32T*WAC 392-160-010*](http://apps.leg.wa.gov/wac/default.aspx?cite=392-160&full=true#392-160-010)*.*32T | **LEA and Building Level**  ***Title III and TBIP Grantees***  *Evidence of professional development meeting the requirements for each program must include evidence of content, evidence of participation, and evidence of support of implementation:* ⧠ A. Examples of evidence of training content:   * Agenda for each training (required). * Contracts. * Clock hour forms. * Training materials or citation of training materials.   ⧠ B. Examples of evidence of participation:   * Schedule of trainings and sign-in sheets. * Invoices. * Meeting notices.   ⧠ C. Examples of building or LEA support of implementation of professional development:   * Follow-up coaching calendar, completed observation form. * Staff meeting agendas. * Evidence of collaboration. |
| 7.9 | **Program Evaluation**  ***Title III***  *The LEA has an accountability system in place to meet Title III requirements. ESEA* [*Sec 3121(a)(b)(c), Sec 3113(b)(3)(8)(A)*](https://www2.ed.gov/documents/essa-act-of-1965.pdf)*;* [*Castañeda*, 648 F.2d at 1013](https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf)*.*  ***TBIP***  *The LEA has a plan for continuous improvement and evaluation of its program to serve English language learners.* [32T*WAC 392-160-028*](http://apps.leg.wa.gov/wac/default.aspx?cite=392-160&full=true#392-160-028)*.* | **LEA Level**  ***Title III Grantees***  ⧠ A. Evidence of evaluation of the effectiveness of programs and activities conducted with Title III funds, such as professional development, parent engagement, extended day and/or year services, or supplemental materials.  *Evidence of program evaluation in the following areas:*  ⧠ B. Progress made in language acquisition and academic achievement.  ⧠ C. Number of students transitioning from ELD services.  ⧠ D. Academic progress made by former ELs.  ⧠ E. Feedback from teachers, parents, staff and other stakeholders.  ***TBIP Grantees***  ⧠ F. Evidence of the evaluation of program provided with TBIP funds, such as instructional support, professional development and supplemental materials.   * Surveys * Meeting agendas and notes * Emails * Sign-in sheet with list of individuals who participated in program evaluation and planning. |

| **HOMELESS STUDENT SERVICES** |
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| **Item** | **Description** | **Evidence** |
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| 10.1 | **LEA Policy**  *The LEA has developed, reviewed, and revised policies to remove barriers to the enrollment and retention of homeless children and youths in schools. McKinney- Vento Sec 722(g)(1)(I), Sec 722(g)(7)(A,B,C), Sec 722(g)(1)(J)(i), Sec 722(g)(3)(A)(i,ii), Sec 722(g)(3)(C), Sec 722(g)(3)(D)(i,ii).* | LEA Level  ⧠ A. *One copy* of the LEA’s adopted, comprehensive policy related to serving the educational needs of homeless children and youth in accordance with the McKinney-Vento Act. *Evidence must include the most current* (November 2016) *WSSDA #3115 policy* or equivalent. |

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| 10.4 | **LEA Liaison**  *The LEA has a designated homeless liaison, who is able to carry out the duties described in the McKinney-Vento Act and who has participated in professional development and other technical assistance activities as determined appropriate by OSPI, to assist with identification, enrollment, attendance, and academic success of homeless children and youth. McKinney-Vento Sec 722(g)(1)(J)(ii) and Sec 722 (g)(1)(J)(I)(iv).* | LEA Level  ⧠ A. Name/title of liaison.  ⧠ B. LEA documents (forms, posters, brochures and parent information) shows the name and contact information of the designated liaison.  Building Level  ⧠ C. Building staff can identify/name the LEA homeless liaison, and the LEA liaison’s name/contact information is included on homeless informational materials posted in the building or distributed at the building level. S*ome LEAs also have building-level liaisons.* |

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| 10.5 | **Identification of Students**  *The LEA’s homeless liaison ensures that homeless children and youth are identified and enrolled by school personnel and through coordination activities with other entities and agencies. McKinney-Vento Sec 722(g)(6)(A)(i).*  *The LEA ensures that the liaison for homeless education children and youths has participated in professional development and other technical assistance activities as determined appropriate by OSPI. McKinney-Vento Sec 722(g)(1)(J)(I)(iv).*  *The LEA liaison for homeless children and youth shall ensure that school personnel receive professional development and other support. McKinney-Vento Sec 722(g)(6)(A)(ix).* | LEA Level  ⧠ A. Evidence that LEA has adopted a *student* *housing questionnaire* that is disseminated to all families in the LEA at least annually.  ⧠ B. Evidence that LEA liaison has attended OSPI (or similar) training regarding the rights of homeless students and the appropriate identification of homeless students.  ⧠ C. Evidence that *LEA staff participates in training provided* by the LEA homeless liaison or other trained staff regarding compliance with McKinney- Vento, rights of homeless students, etc. (Evidence may include sample materials used in LEA-level McKinney-Vento training, sign-in sheets, certificates of attendance, agendas, etc.)  Building Level  ⧠ D. Evidence that building staff members receive routine McKinney-Vento training, and homeless students are actively identified and immediately served. Evidence may include training logs, sign-in sheets, sample materials, building level intake materials, housing questionnaires, parent information, etc*.* |

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| 10.10 | **Posting of Rights and Parent Information**  *The LEA’s homeless liaison ensures that public notice of the educational rights of homeless children and youth is disseminated where such children and youths receive services (schools and community). McKinney-Vento Sec 722(g)(6)(A)(vi). SSB 6074, WA state Laws of 2014, ch. 212.* | LEA and Building Level  ⧠ A. Evidence of NCHE posters in all LEA buildings and in the community, brochures, homeless student rights posted on LEA website, etc. *Evidence should also appear throughout the community where homeless people are likely to see them, e.g., libraries, transit stations, laundromats, etc.*  ⧠ B. Evidence of parent information, e.g. sample parent brochures from NCHE or equivalent, or other available materials.  ⧠ C. Evidence of information regarding services and supports for students experiencing homelessness (to be disseminated beginning of school year and upon enrollment.) |

| **CIVIL RIGHTS** |
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| **Item** | **Description** | **Evidence to Submit** |
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| 14.1 | **Compliance Coordinators**  *The LEA has designated at least one employee to coordinate and monitor the LEA’s compliance with its responsibilities under Section 504, Title IX, and state nondiscrimination laws. The Section 504, Title IX, and Civil Rights Coordinators have received training regarding their responsibilities under these laws.*  [*Sample job descriptions and training materials*](http://www.k12.wa.us/Equity/Districts/ComplianceCoordinators.aspx)*:* [*http://www.k12.wa.us/Equity/Districts/ComplianceCoordinators.aspx*](http://www.k12.wa.us/Equity/Districts/ComplianceCoordinators.aspx)  *Title IX, 34 C.F.R. Sec.106.8; Section 504, 34 C.F.R. Sec.104.7; Title II, 28 C.F.R. Sec.35.107; RCW 28A.640.010 and 28A.642.010; WAC 392-190-020 and 392-190-060.* | LEA Level  ⧠ A. Name and title for each of the following:   * Section 504 Coordinator * Title IX Officer * Civil Rights Coordinator   *(CPR monitors may cross reference with OSPI coordinator* [*contact list*](http://www.k12.wa.us/Equity/ContactList.aspx)*).*  ⧠ B. Evidence that the Section 504 Coordinator, Title IX Officer, and Civil Rights Coordinator have received training regarding their responsibilities. Evidence could include training materials, certificates of attendance, agendas, attestations of self-training (e.g., lists of materials reviewed or webinars viewed on OSPI’s Equity and Civil Rights website), etc.  **Building Level**  ⧠ C. *On-Site Only:* Building staff can identify the LEA’s Section 504, Title IX, and Civil Rights Coordinators. |

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| 14.2 | **Nondiscrimination Statement**  *The LEA provides continuous notice that it does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender expression, gender identity, creed, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability, and provides equal access to the Boy Scouts and other designated youth groups. The nondiscrimination statement includes the name or title, phone number, email address, and mailing address of the LEA’s current Section 504 Coordinator, Title IX Officer, and Civil Rights Coordinator. The nondiscrimination statement is included in all major LEA and building publications that are widely disseminated to students, parents, or employees.*  [*Sample nondiscrimination statement: http://www.k12.wa.us/Equity/Districts/NondiscriminationStatement.aspx*](file:///\\k12.internal\shares\Agency%20Data\Federal%20Program%20Assistance%20Team\CPR%20Consolidated%20Program%20Review\2016-2017\Checklists\Sample%20nondiscrimination%20statement:%20http:\www.k12.wa.us\Equity\Districts\NondiscriminationStatement.aspx)  *Title VI, 34 C.F.R. Sec.100.6; Title IX, 34 C.F.R. Sec.106.9; Section 504, 34 C.F.R. Sec.104.8; Title II, 28 C.F.R. Sec.35.106; Boy Scouts Act, 34 C.F.R. Sec.108.6; RCW 28A.640.010 and 28A.642.010; WAC 392-190-060.* | LEA or Building Level  Each of the following documents that contains a nondiscrimination statement with all required components. Please upload only the relevant page(s) or indicate the page number where the statement is located:  ⧠ A. Website  ⧠ B. Newsletter  ⧠ C. Student/parent handbook or a similar publication.  ⧠ D. Job announcement or employment application.  ⧠ E. Career and Technical Education publication, announcement, or recruitment materials (if the LEA has a CTE program)—*please indicate if the district does not have a CTE program*.  ⧠ F. Online or ALE program publication, announcement, or recruitment materials (if the LEA has an online or ALE program)—*please indicate if the district does not have an online or ALE program*. |

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| 14.3 | **Complaint Procedures: Discrimination and Sexual Harassment**  *The LEA has adopted discrimination complaint and appeal procedures and a sexual harassment policy and procedure that are consistent with the requirements in state law (chapter 392-190 WAC, revised December 2014). The LEA annually notifies all students, parents, and employees about the discrimination complaint procedure and sexual harassment policy. LEAs that do not provide student or employee handbooks otherwise provide written information about the LEA's sexual harassment policy and complaint procedure to each student, parent or guardian, employee, and volunteer. The LEA’s sexual harassment policy is also posted in each school building in a location visible to both students and staff.*  *The LEA has provided training to all administrators and certificated and classroom personnel regarding their responsibilities under civil rights laws and to raise awareness of and eliminate bias based on sex, race, creed, religion, color, national origin, veteran or military status, sexual orientation, gender expression, gender identity, disability, and the use of a trained dog guide or service animal.*  [*Online resources, complaint procedure, student handbook language*](http://www.k12.wa.us/Equity/Districts/ConsolidatedProgramReview.aspx)*, and sample poster:*  [*http://www.k12.wa.us/Equity/Districts/ConsolidatedProgramReview.aspx*](http://www.k12.wa.us/Equity/Districts/ConsolidatedProgramReview.aspx)  *Title IX, 34 C.F.R. Sec.106.8; Section 504, 34 C.F.R. Sec.104.7; Title II, 28 C.F.R. Sec.35.107; RCW 28A.640.010. 28A.640.020, and 28A.642.010; WAC 392-190-056, WAC 392-190-057, WAC 392-190-058, WAC 392-190-060, 392-190-065, 392-190-070, and 392-190-075.* | LEA Level  ⧠ A. LEA’s nondiscrimination policy and procedure for students (WSSDA’s 3210/3210P or equivalent).  ⧠ B. LEA’s nondiscrimination policy and procedure for employees (WSSDA’s 5010/5010P or equivalent).  ⧠ C. LEA’s sexual harassment policy and procedure for students (WSSDA’s 3205/3205P or equivalent).  ⧠ D. LEA’s sexual harassment policy and procedure for employees (WSSDA’s 5011/5011P or equivalent).  LEA or Building Level  Each of the following publications that include information about the sexual harassment policy and discrimination complaint procedures (please upload only the relevant page(s) or indicate the page number where the information is located):  ⧠ E. Student handbook or similar publication.  ⧠ F. Employee handbook or similar publication.  ⧠ G. Evidence that all administrators and certificated and classroom personnel have received training regarding civil rights compliance, including employee responsibilities to report and respond to discrimination and the LEA’s discrimination complaint procedures. Evidence could include training materials, meeting minutes, sign-in sheets, certificates of attendance, agendas, etc.  Building Level  ⧠ H. Evidence that the OSPI Sexual Harassment Poster or the LEA’s sexual harassment policy is posted in all school buildings in a location visible to both students and staff. Evidence could include photos of postings, signed statement from Superintendent or designee assuring posting, or visual inspection by OSPI staff for on-site reviews. |

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| 14.4 | **Section 504**  *The LEA identifies, evaluates, and places students with disabilities in compliance with Section 504 and has implemented the new legal standards under the ADA Amendments Act of 2008 (such as changes regarding major life activities, mitigating measures, etc.). The LEA receives parental consent before all initial evaluations and initial placements under Section 504. The LEA provides parents with prior written notice, including notice of procedural safeguards, when any actions are taken regarding identification, evaluation, or educational placement under Section 504. Evaluation and placement decisions are made by a group of persons, including persons who are knowledgeable about the student, the meaning of the evaluation data, and placement options. The LEA provides all necessary accommodations, related aids, and services for students with disabilities, including students with health conditions who may also be served by a health plan.*  [*Sample notice of parent rights and other online resources: http://www.k12.wa.us/Equity/Section504.aspx*](file:///\\k12.internal\shares\Agency%20Data\Federal%20Program%20Assistance%20Team\CPR%20Consolidated%20Program%20Review\2016-2017\Checklists\Sample%20notice%20of%20parent%20rights%20and%20other%20online%20resources:%20http:\www.k12.wa.us\Equity\Section504.aspx)  *Section 504, 34 C.F.R. Part 104; RCW 28A.642.010.* | LEA or Building Level  ⧠ A. The LEA’s notice of Section 504 parent rights/procedural safeguards.  Building Level  ⧠ B. Section 504 plan documentation including the following: parent consent for initial evaluation, evaluation documentation, parent consent for initial placement, Section 504 plans, and evidence of manifestation determination meetings (if applicable).   * For *on-site reviews*, the CPR monitor will review student files at buildings visited. * For *desk reviews*, upload documentation from *two* students at an elementary school, middle/junior high school, high school, ALE or online program, and alternative school, where applicable. |

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| 14.5 | **Interpretation and Translation Services**  *The LEA communicates with all limited-English proficient parents (LEP) in a language they can understand. This includes providing qualified and competent adult interpreters to communicate with LEP parents and translating vital documents when a significant percentage of the population in a school or LEA needs the information in a language other than English. If there is a small number of parents with particular language needs, or if a school or LEA is unable to translate a document because of undue expense, the LEA still provides the information to parents in a language they can understand, such as an oral translation of a document using an interpreter.*  *The LEA should ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality. Bilingualism, or the ability to communicate directly with LEP parents in a different language, does not solely qualify a staff member to serve as an interpreter or translator.*  [*Online resources, translation and phone interpretation providers, and sample translated documents*](http://www.k12.wa.us/Equity/Interpretation.aspx)*: http://www.k12.wa.us/Equity/Interpretation.aspx*  *Title VI, 34 C.F.R. Sec.100.3; Lau v. Nichols, 414 U.S. 563 (1974); RCW 28A.642.010.* | *All LEAs*  *Submit this item even if the LEA has not identified any limited-English proficient (LEP) parents.*  LEA or Building Level  ⧠ A. Evidence or a description of the process the LEA uses to identify LEP parents, including a home language survey or questions about home language on a student enrollment form.  *LEAs with One or More LEP Parent*  *If a LEA has identified LEP parents, the LEA must complete the following items.*  LEA or Building Level  ⧠ B. A description of the process the LEA uses to ensure that interpretation and translation services are provided to communicate vital information with LEP parents, including at least the following:   1. How the LEA determines when interpretation services are needed. 2. How the LEA determines which documents need to be translated. 3. How the LEA determines which language(s) to translate documents into. 4. How the LEA ensures its staff are informed about to how to access interpreters or translators to communicate with LEP parents.   ⧠ C. A description of the process the LEA uses to ensure that interpreters and translators, including LEA or school employees who perform this role, are qualified and competent to serve in the role of an interpreter or to translate documents.  ⧠ D. N/A – The LEA has not identified any LEP families (applies to B and C). |