2023-24
Program Review & Support
Civil Rights | Section 14

Equity and Civil Rights Office

October 12, 2023

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Today's Goals

- Understand where to find:
  - The checklist and self-assessment
  - Item-specific technical assistance guides
  - Templates, model language, and resources

- Walk through the civil rights checklist.

- Understand how to contact your civil rights monitor.

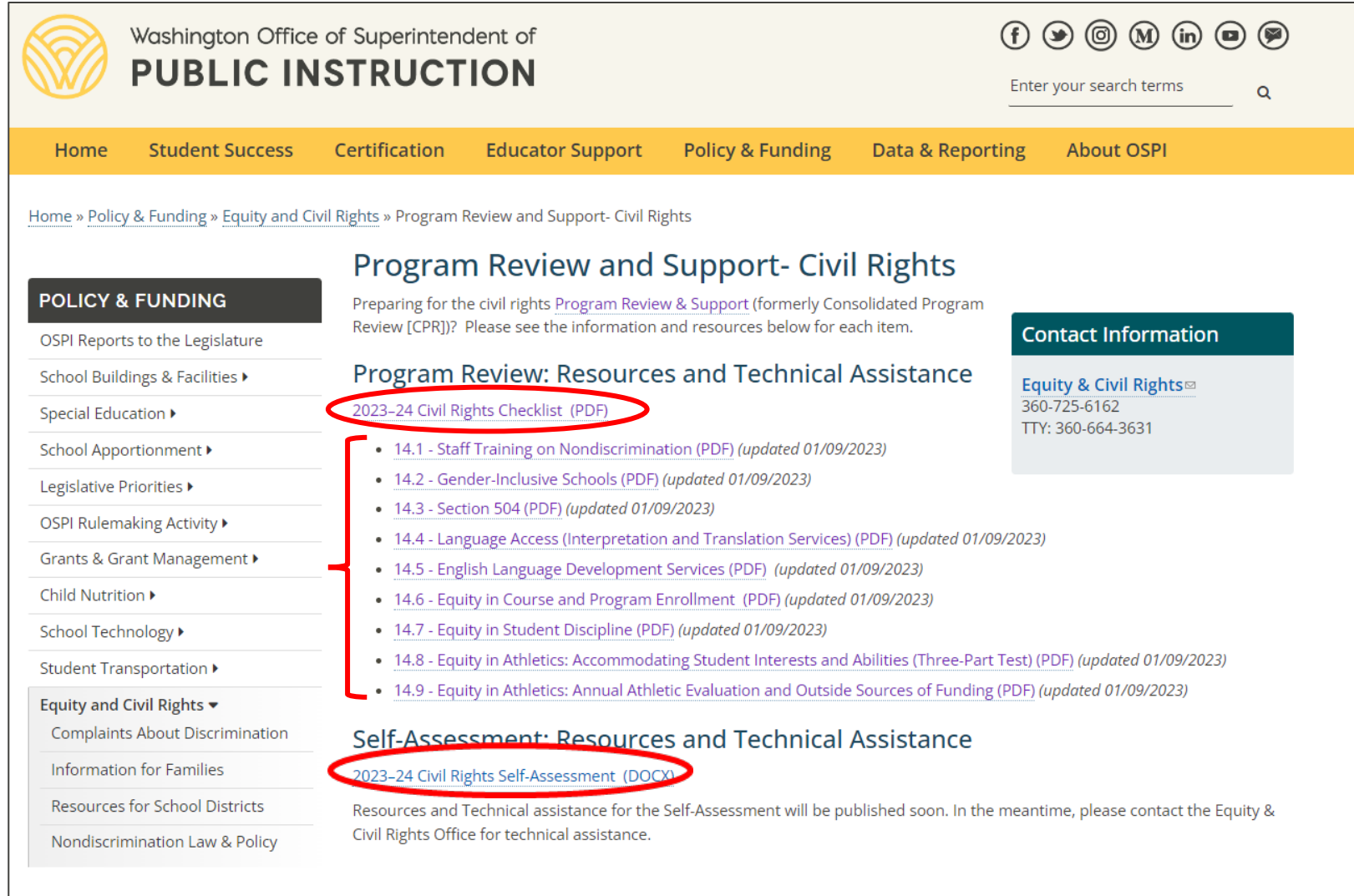- Have an opportunity to ask clarifying questions throughout.

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Where Do I Find....

Locating the checklist and the civil rights resources on our website

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Civil Rights PRS
Homepage

(Bookmark me!)

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Sample TA Guide:
Item 14.1

Guide to 14.1

Staff Training on Nondiscrimination

Legal Background
LEAs are required to provide training to all administrators and certificated and classroom personnel about their responsibilities under civil rights laws. This training should 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.

Key Resource:
Model Staff Training Slide Deck

Legal authority: RCW 28A.640.010 and 28A.642.010; WAC 392-190-020.

Staff Training on Nondiscrimination (14.1.A & B)
Evidence to Provide

A. A copy of training materials or a summary of topics included in the training on employees' responsibilities under state civil rights laws. The training materials or summary of topics include, at a minimum, the following topics:
   1. Protected classes under Washington state law,
   2. Employee responsibilities to report and respond to discrimination, and
   3. The LEA's discrimination complaint procedures.

   Example of acceptable evidence: OSPI's Model Staff Training Slide Deck.

B. Sign-in sheets documenting attendance or other attestation that all administrators and certificated and classroom personnel have received the training on their responsibilities under state civil rights laws.

Tips for Program Review
- Please ensure the evidence provided for 14.1.A & B **include enough detail** to demonstrate when training has occurred, what topics were covered, and how the LEA ensured all administrators and certificated and classroom personnel received the training.

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The Civil Rights Checklist

Figuring out what evidence to submit for each item

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5 Tips for Success

1. Note the new checklist!
2. Differentiate between "evidence" and "descriptions."
3. Submit everything requested.
4. Use the TA Guide and the ECR website.
5. Know when (and who) to ask for help.

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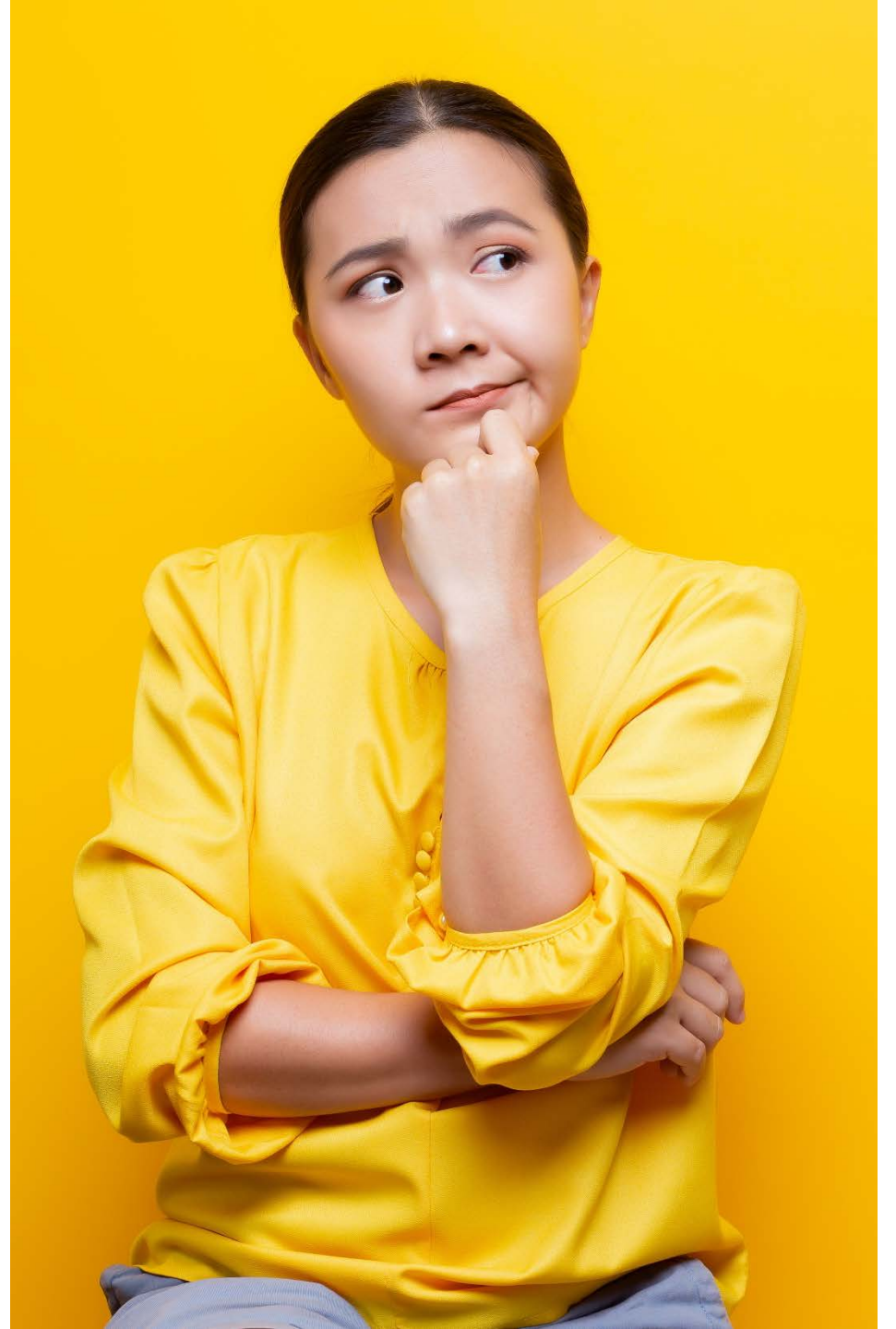
Item 14.1: *Staff Nondiscrimination Training*

A. **A copy of the training materials** or a summary of topics included in the training on employees' responsibilities under state civil rights laws. Must include the following topics:

1. Protected classes under state law
2. Employee responsibilities to report and respond to discrimination.
3. LEA's discrimination complaint procedure.

B. **Sign-in sheets documenting attendance** or other attestation that all administrators and certificated and classroom personnel have been trained.

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Item 14.2: *Gender-Inclusive Schools*

A. **GIS policy and procedure** (3211 and 3211P or equivalents)

B. **Name and job title of GISC**

C. **Evidence GISC has attended OSPI's HIB training**

   1. Next training is on 11/7/23. Sign up on [PDEnroller](#).

D. **Evidence the district shares its GIS policy and procedure** with students, parents, employees, and volunteers (e.g., publishes it in the handbooks).

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Item 14.3: *Section 504*

A. Submit the following Section 504 documentation for one student at each level (elementary, middle/junior high, high school, and ALE/online, if applicable). Include one student with a health condition.

1. Parent consent for initial Section 504 evaluation
2. Evaluation documentation
3. Parent consent for initial placement (i.e., the initial 504 plan)
4. Section 504 plan
5. Evidence of manifestation determination meeting, if applicable.

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Language Assistance & Development

Limited-English Proficient Parents and English Language Learners

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Item 14.4: *Language Access (Parents)*

A. **Evidence or a description of the process used to identify LEP parents**, e.g., OSPI's HLS or certain questions on enrollment forms.

B. **A description of the process used to ensure that I/T services are provided** to communicate vital information to LEP parents, including how the district determines:

1. If I/T services are needed.
2. Which documents need to be translated.
3. Which languages to translate documents into
4. Whether staff know how to access I/T to communicate with LEP parents

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Item 14.4: *Language Access, contd.*

C. A description of the process used ensure that any district employees used to provide I/T services are qualified and competent in these roles. This includes:

1. Having knowledge in both languages of specialized educational terms or concepts.

2. Having training on the role of serving as an I/T, the ethics of serving as an I/T, and on confidentiality in an I/T context.

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Item 14.5: *ELD Services (Students)*

A. **Evidence the LEA identifies each student's language background** upon enrollment.

B. **Assessment and placement procedures** for ELD services.

C. **A roster of eligible EL students**, indicating each student's language proficiency level and the type and amount of ELD services they receive.

D. **A list of all teachers who design, oversee, and evaluate ELD services.** List each teacher's qualifications to provide EL services, e.g., relevant endorsement or ongoing training.

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Item 14.5: *ELD Services (Students), contd.*

E. **A list of all paraeducators who assist in providing ELD services.** Provide evidence that each one instructs under the direct supervision of a qualified teacher and receives ongoing training.

F. **Evidence of evaluation of the effectiveness of the LEA's ELD services,** e.g., progress made in language acquisition and academic achievement, feedback from teachers and parents, meeting minutes, etc.

G. **Two student files at each level** with completed HLS, placement test, and annual language proficiency assessment scores.

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Annual Data Reviews

Specialized Course and Programs; Student Discipline

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Remember:

- **Only submit evidence from two schools at each level** (*i.e.,* two elementary schools, two middle schools or junior high schools, two high schools, and two online/ALE, if available).

- **Use the same schools for all items.**

- **You still need to complete this work for all other schools** in your district—you just don't need to submit it for PRS purposes.

Item 14.6: *Equity in Specialized CPE*

A. A description of the process used to annually review specialized course and program enrollment data in each building, disaggregated by race, sex, EL status, and disability (Special Education and Section 504 status). Must include:

1. When the review occurs.
2. Who is involved in the reviews.
3. How the reviews are documented.
4. Which courses and programs are reviewed.
5. How the review team determines if disproportionalities exist.

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Item 14.6: *Equity in Specialized CPE*

B. Evidence the district has implemented its CPE review process in each selected building during the 2022-23 or 2023-24 school year. Evidence must include:

1. Disaggregated CPE data that was reviewed.
2. Some type of work product indicating how the review team analyzed this data to identify any disproportionalities.
3. A list of any substantial disproportionalities that were identified.

Remember, we only need evidence from TWO schools at each level (elementary, middle/JH, high school, and online/ALE).

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Item 14.6: *Equity in Specialized CPE*

C. **Evidence that the LEA or building team is addressing each substantial disproportionality** to ensure it is not the result of discrimination. Evidence must include:

1. A narrative, report, or meeting minutes that show the LEA or building team's analysis to determine the causes of disproportionalities (i.e., root cause analysis).
2. The LEA or building's plan to address each disproportionality to ensure it is not the result of discrimination (e.g., reviews of counseling practices, identification and selection of students, recruitment materials and strategies, and course scheduling).

If no disparities were identified, please Add Comment to this item stating grounds for N/A

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Item 14.6: *Equity in Specialized CPE, contd.*

OSPI's CPE worksheets can help organize data and facilitate analysis (for B and C).

Item 14.6: *Equity in Specialized CPE FAQ*

Which specialized courses and programs should we include in our reviews?

Any honors, AP, CiHS, Dual Credit, Running Start, CTE, Hi-Cap, online, or other specialized courses/programs that not all students participate in.

What if all of our students take the EXACT same classes?

If you have Hi-Cap students, they need to be included in the review. Otherwise, this item may not be applicable. BUT, please confirm that with your CR monitor in advance of your first PRS due date.

Item 14.7: *Equity in Student Discipline*

A. A description of the process used to annually review student discipline data in each building, disaggregated by race, sex, EL status, and disability (Special Education and Section 504 status). Must include:

1. When the review occurs.
2. Who is involved in the reviews.
3. How the reviews are documented.
4. Which behaviors are included in the review.
5. How the review team determines if disproportionalities exist.

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Item 14.7: *Equity in Student Discipline, contd.*

B. Evidence the district has implemented its student discipline review process in each selected building during the 2022-23 or 2023-24 school year. Evidence must include:

1. Disaggregated building-level student discipline data that was reviewed.
2. Some type of work product indicating how the review team analyzed this data to identify any disproportionalities.
3. A list of any substantial disproportionalities that were identified.

Remember, we only need evidence from TWO schools at each level (elementary, middle/JH, high school, and online/ALE).

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Item 14.7: *Equity in Student Discipline, contd.*

C. **Evidence that the LEA or building team is addressing each substantial disproportionality** to ensure it is not the result of discrimination. Evidence must include:

1. A narrative, report, or meeting minutes that show the LEA or building team's analysis to determine the causes of disproportionalities (i.e., root cause analysis).

2. The LEA or building's plan to address each disproportionality to ensure it is not the result of discrimination.

If no disparities were identified, please Add Comment to this item stating grounds for N/A

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Item 14.7: *Equity in Student Discipline FAQ*

Which behaviors must be included?

All removals. This includes expulsions and all suspensions (in-school, out-of-school, short-term, and long-term).

What if we didn't suspend or expel anyone last year?

Check with your civil rights monitor first, but parts B and C may not apply this year. (The review is still an annual requirement, so make sure to go through your process again next year!)

Most common pitfall?

Not disaggregating the data in the right way. Make sure to analyze BUILDING-level data, and then break it down by race, sex, EL status, Special Education status, and Section 504 status.

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Athletics Items

Student Athletics Interest Survey and Results; Athletics Opportunities Worksheet; Annual Athletic Evaluation; Outside Sources of Funding

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Remember:

- **Only submit evidence from two schools at each level** (*i.e.,* two elementary schools, two middle schools or junior high schools, two high schools, and two online/ALE, if available).

- **Use the same schools for all items.**

- **You still need to complete this work for all other schools** that offer interscholastic sports in your district—you just don't need to submit it for PRS purposes.

Trainings Available for Athletics Items

- **Webinar 1**: Athletics Opportunities Worksheet (Item 14.8)
- **Webinar 2:** Annual Athletics Evaluation & Outside Sources of $$ (Item 14.9)
- **Training Handout** (for both webinars)

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Item 14.8: *Sex Equity in Athletics*
(Survey, Results, and Three-Part Test)

A. A complete copy of the Student Athletics Interest Survey and the date it was last administered to students in all schools offering interscholastic athletics.

Item 14.8: *Sex Equity in Athletics*
(Survey, Results, and Three-Part Test)

B. The Student Athletic Interest Survey results for each selected building, with a summary of student responses **disaggregated by sex** (use the OSPI's Sample Summary Worksheet or equivalent). Must include:

1. The number of students surveyed.
2. The number of students enrolled (i.e., eligible to take the survey).
3. The top five sports requested, including the number of students who expressed interest in each sport.
4. The top reasons for non -participation

Item 14.8: *Sex Equity in Athletics*
(Survey, Results, and Three-Part Test)

C. **A completed copy of the Athletics Opportunities Worksheet** for two middle schools/junior highs and two high schools.

This item is one of the most frequently found to be out of compliance. Please reach out to your civil rights monitor early if you need assistance!

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Item 14.8: *Sex Equity in Athletics*

Can we administer the survey online?

Yes. OSPI has instructions for how to do this in the TA Guide for Item 14.8.

Do we need to use OSPI's survey results summary worksheet?

No. But using it will ensure that you are breaking the data down properly. The most common mistake districts make is not being able to tell how girls and boys answered EACH survey question.

Do we need to use the Athletics Opportunities Worksheet for PRS?

Yes.

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Item 14.9: *Sex Equity in Athletics*
(Annual Athletics Evaluation and Outside Sources of Funding)

A. **Description of the process used to annually evaluate sex equity between the boys' and girls' athletic programs.**

B. **Evidence the process was implemented either during the 2022-23 or 2023-24 school year** in two middle schools/JH and two high schools. Evidence must include completed OSPI worksheets or their equivalents.

C. **If disparities were identified, evidence that the district is taking steps to remedy them.**

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Item 14.9: *Sex Equity in Athletics*
(Annual Athletics Evaluation and Outside Sources of Funding)

D. Description of the district's process to ensure that outside sources of athletics funding do not create disparities between the boys' and girls' athletic programs.

Outside sources of athletics funding include:

• Fundraisers (individual and team)

• Donations

• Booster club activities

• Etc.

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What If I Need Assistance?

Identifying your civil rights monitor and knowing how to get in touch

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2023-24 Civil Rights Monitors

Sarah Albertson (she/her)
Sarah.Albertson@k12.wa.us

East Valley, Tahoma

Kristin Hennessey (she/her)
Kristin.Hennessey@k12.wa.us

Lumen, Orting, Palisades, Vashon Island, Yakima Nation Tribal Compact

All of us can also be reached at (360) 725-6162.

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2023-24 Civil Rights Monitors

Jeremy Page (he/him)
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Grapeview, Griffin, Manson, Methow Valley, Ridgefield

Kasha Roseta (she/her)
Kasha.Roseta@k12.wa.us

Entiat, Nespelem, Wilson Creek

All of us can also be reached at (360) 725-6162.

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Last Burning Questions?

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Contact us!

OSPI Equity and Civil Rights Office

(360) 725-6162 | TTY: (360) 664-3631 | equity@k12.wa.us

https://www.k12.wa.us/policy-funding/equity-and-civil-rights

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