

2026-27 COMBINED PROGRAM CHECKLIST

Program Review & Support

2026

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The combined Program Review Checklist below identifies and describes several major requirements within federal and state laws, including the Elementary and Secondary Education Act (ESEA), McKinney-Vento Act, Perkins V, multiple Civil Rights laws, and the Revised Code of Washington (RCW). Though some of the items below are not included in the 2026-27 Program Review process, Local Education Agencies (LEAs) are still obligated to comply with the requirements unless regulatory exceptions apply to the LEA.

TITLE I, PART A: CLOSING EDUCATIONAL ACHIEVEMENT GAPS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
1.1	Ranking and Allocating <i>Title I, Part A funds are used for eligible schools and follow the ranking and allocating rules. [ESSA Section 1113(a)(b)]</i> Risk Level: 2	LEA Level Expenditure reports from the prior year for each school, labeled by school. The reports must show: • For Title IA–served schools: total Title I, Part A funds budgeted and expended. • For skipped schools (they fall in the rank order but did not receive an allocation): total Learning Assistance Program (LAP) funds budgeted and expended.	
1.2	Title I, Part A Set-Asides <i>Title I, Part A required set-asides are budgeted and tracked.</i> • <i>Parent Engagement (1%, if over \$500,000 allocation). [Section 1116(a)(3)]</i> • <i>Private schools (if applicable). [Section 1117(a)(4)]</i> • <i>Homeless students. [Section 1113 & Section 1115]</i> Risk Level: 2	LEA and School Level Provide prior year's evidence showing that required set-asides were budgeted and tracked. Include original CGA budget (amount can increase but not decrease). A. Homeless – Required for all LEAs B. Parent Engagement – Required if allocation > \$500,000 • Include previous year's carryover • Show 90% of 1% of funds were distributed to schools, prioritizing high-need schools C. Private Schools – If applicable Evidence may include: • Internal tracking for each set-aside • Expenditure report broken out by set-aside Chart of accounts (if set-asides are not labeled in reports)	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
1.3	One Percent Parent and Family Engagement Funds <i>The LEA makes sure parents have the opportunity to give feedback in decisions regarding the one percent parent and family engagement funds (applies only to LEAs that receive an allocation of \$500,000 or greater). [Section 1116(a)(3)]</i> Risk Level: 2	LEA Level A. Not applicable if LEA allocation is under \$500,000. B. If applicable, provide evidence that families were invited to give input on the 1% parent and family engagement funds. Examples of evidence: • Invitation sent to parents within the past 12 months • Dated meeting agenda showing Title IA discussion and feedback collection	Not included in 2026-27 Program Review in EGMS
1.4	Parent Right-To-Know Teacher and Para Qualifications. <i>The LEA notifies parents in all Title I, Part A served school that they may request information regarding the professional qualifications of the student's classroom teachers and paraeducators. [Section 1112 (e)(1)(A); 34 CFR 200.61(a)]</i> Risk Level: 1	LEA or School Level A. LEA notifies (e.g., handbook, newsletter, or letter) parents, typically at the beginning of school year, that they may request information regarding the professional qualifications of their student's teachers and paraeducators.	Not included in 2026-27 Program Review in EGMS
1.5	LEA Parent Family Engagement Policy & Evaluation <i>Each Title I, Part A (Title IA) LEA must establish meaningful parent engagement expectations and describe how it will:</i> A. <i>Involve families in developing the LEA Title IA plan (Sec. 1112) and</i>	LEA Level LEAs with multiple Title I, Part A schools A. Upload the LEA Parent and Family Engagement (PFE) Policy • Must be current (reviewed with families within the last 12 months)	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>support plans (Sec. 1111(d)); distribute the PFE policy.</i> B. <i>Provide coordination and technical assistance to help schools implement effective engagement activities.</i> C. <i>Align PFE efforts with other programs and laws, where possible.</i> D. <i>Evaluate the PFE policy annually with parents—identify barriers, needs, and improvements.</i> E. <i>Use evaluation results to strengthen PFE strategies and revise the policy, if needed.</i> F. <i>Involve parents in school-level Title IA activities, possibly through advisory roles.</i> Risk Level: 2	- Clearly describe how each requirement under ESSA Sec. 1116(a)(2) (A–F) is implemented, including specific strategies used LEAs with only one Title I, Part A school A. Upload a Combined LEA/School Parent and Family Engagement (PFE) Policy - Must be current (reviewed with families within the last 12 months) - Must describe how both the LEA and the school implement each required component Note: LEAs are only required to submit one policy based on their configuration, either the LEA-level policy or the combined LEA/School policy, not both.	
1.6	School Parent Family Engagement (PFE) Policy/Plan <i>Each Title I, Part A school must have a written, parent-approved policy (ESSA Sec. 1116(a) (1–6)) that:</i> <i>Is Developed with Parents – Created and updated with parent input; shared in understandable language.</i>	School Level LEAs with Multiple Title I, Part A Schools A. Upload School Parent and Family Engagement (PFE) Policy Submit two or three current (dated within the last 12 months) school-level PFE policies. Each policy must clearly describe how all required components are implemented and reflect collaboration with families. OR	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	2. <i>Includes Annual Title IA Meeting – Informs families about Title IA services and rights; offers flexible access.</i> 3. <i>Engages Parents in Program Planning – Invites input on programs, curriculum, and decisions; submits parent comments if plans are unsatisfactory.</i> 4. <i>Includes a School–Parent Compact – Outlines shared roles and ongoing communication to support student learning.</i> 5. <i>Builds Capacity – Provides training, materials, and PD to strengthen family-school partnerships, coordinates with other programs.</i> Risk Level: 2	LEAs with one Title I, Part A school A. Upload Combined Parent and Family Engagement (PFE) Policy Submit a current, dated PFE policy that includes both LEA and school-level components. The school policy section must clearly explain how each required element is implemented and reflect collaboration with families.	
1.7	Schoolwide Program <i>Each Title I, Part A schoolwide school has a schoolwide plan that describes how the school will improve academic achievement throughout the school, particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive</i>	School Level LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) SWP schools with highest PPE. LEAs with enrollment of 5,001 students and over: Provide evidence for three (3) SWP with the highest PPE.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>needs assessment. (ESEA section 1114(b)(7)).</i> Risk Level: 3	Upload the corresponding two (2) or three (3) current year, dated Schoolwide (SWP) or School Improvement (SIP) Plans aligned with the number of schools identified above. Each plan must include the following elements: Comprehensive Needs Assessment (CNA), - Uses needs assessment and evaluation data to identify priority areas. - Plans are regularly monitored and revised as necessary Well-Rounded Educational Strategies Describes how the school supports all students in meeting state academic standards and includes specific actions to assist students who are not meeting grade-level expectations. Consolidation of Funds Matrix Includes a matrix showing funding sources and how funds support program goals.	
1.9	Targeted Assistance School (TAS) Protocols and Identification of Students <i>Each targeted assistance school meets the following criteria. [Section 1115 (b)(2)(A)-(G)]. AND</i> <i>Each targeted assistance model shall identify eligible children for services through the rank order list. [Section 1112(b)(9); Sec 1115]</i>	School Level LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) TAS schools with highest PPE. LEAs with enrollment of 5,001 students and over: Provide evidence for three (3) TAS with the highest PPE. Upload two (2) or three (3) written summaries—one for each school identified above—describing the TAS school protocols. Each summary must include:	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	Risk Level: 2	Program Overview: Describe how the school identifies needs and makes decisions—include entrance and exit criteria. 1. Needs Assessment or SIP: Show identified areas for improvement. 2. Rank Order List: Submit the current list of eligible students. 3. Intervention Strategies: List instructional supports used to help identified students. 4. Coordination of Services: Describe how Title IA supports align with general education and key transitions (e.g., PreK–Kinder). 5. Family Engagement: Describe how families are involved in planning and support. Professional Development: Include training provided to staff related to TAS	
1.11	Requirements to Address Inequity in Teacher Qualifications <i>Under ESEA Section 1112(b)(2), Local Education Agencies (LEAs) are required to identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, out-of-field, and inexperienced teachers in Title I, Part A (Title IA) schools.</i> Risk Level: 1	LEA Level A. If no disproportionality is identified, indicate N/A B. Upload a complete plan that identifies and addresses disproportionality in student access to teachers who are inexperienced, out-of-field, or have a limited certificate. Note: LEA Program Review leads received notification if they were required to submit this plan.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
1.12	Requirement for Paraprofessional Qualifications <i>Per the Elementary and Secondary Education Act (ESEA) Section 1111 (g)(2)(J), "OSPI will ensure that all teachers and paraprofessionals working in a Title I, Part A program meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.</i> <i>OSPI will use the Validation Tool for Paraeducator Minimum Education and Training Requirements (fundamental course of study) to determine current implementation level for this checklist item.</i> • All paraeducators in Title IA schools meet the minimum employment requirements. • LEAs provide opportunities for paraeducators in Title IA schools to participate in fundamental course of study training. Risk Level: 1	LEA Level A. If all paraprofessionals meet requirements, indicate N/A. B. If applicable, upload an action plan describing how the LEA will ensure those paraprofessionals not currently meeting paraprofessional requirements will become qualified. Plans should be specific enough that both the LEA and OSPI can clearly determine when full implementation has been achieved. Note: LEA Program Review leads received notification if they were required to submit this plan.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
1.13	Supplement, Not Supplant Methodology <i>The LEA must demonstrate that the methodology used to allocate state and local funds to each school ensures that schools receive all the state and local funds they would otherwise receive if it were not receiving Title IA funds. [ESEA Section 1118(b)(1)– (2)]</i> Risk Level: 2	LEA Level Exemption A. In the notes or comments section of the tool, indicate if the LEA is exempt from the Title I, Part A supplement, not supplant methodology requirement and identify which exemption applies: 1. Only one school in the LEA. 2. All schools in the LEA are Title IA schools. 3. Only one school per grade span in the LEA. OR Written Methodology B. Upload the LEA’s written methodology for distributing state and local funds to schools. The methodology must show that the LEA allocates state and local funds to each school without considering whether the school receives Title I, Part A funds. The methodology should demonstrate that Title I, Part A schools receive all the state and local funds they would otherwise receive if they were not receiving Title I, Part A funds.	
1.14	Annual LEA Report Card <i>The LEA annually provides report card information to parents and the community. [ESEA Section 1111(h)(2)]</i>	LEA Level A. Report Card Information to Parents and the Community	Not included in 2026-27 Program Review in EGMS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	Risk Level: 1	Upload evidence showing how the LEA annually shares report card information with parents, families, and the community. Evidence may include, but is not limited to: • A link to the LEA or school report card webpage; • A newsletter, email, or family communication sharing report card information; • A screenshot of the report card information posted on the LEA website; • Evidence that the information was shared in languages represented by the local student population, when applicable. The evidence should show that the report card information is made available in a format that is accessible to parents, families, and the community.	
1.15	Citizen Complaint Procedures in regard to LEA-implemented local federal programs <i>Title I, Part A written complaint procedures for resolving issues related to alleged violations of a federal statute or regulation that applies to Title I, Part A programs run by the LEA. [Chapter 392-168 WAC]</i> Risk Level: 1	A. LEA Level Distribution of Federal Program Complaint Procedures Upload evidence showing that the LEA has a process to distribute federal program complaint procedures to parents and families of students in Title I, Part A schools. Evidence may include, but is not limited to: • A copy of the LEA's federal program complaint procedures; • A link or screenshot showing where the procedures are posted on the LEA or school website;	Not included in 2026-27 Program Review in EGMS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		• A family handbook, annual notification, newsletter, or email that includes the complaint procedures or explains how families can access them; or • Evidence that the procedures were shared in a language and format accessible to parents and families, when applicable. The evidence should show that parents and families are informed of how to file a complaint related to Title I, Part A federal program requirements.	
1.16	95 Percent Student Participation in Statewide Mathematics and Reading/Language Arts Assessments <i>Under Washington's ESSA Consolidated Plan, schools that do not meet the 95% student participation rate (in "ALL" and each student group) for state math and ELA assessments must update their school improvement plan. Any school/LEA that does not meet the 95 percent participation rate may not receive state or national awards that are based on elements of the accountability plan. If a school does not meet the participation rate of 95 percent for three consecutive years, the school's accountability rating will be lowered by one step (1–10). [ESEA Section</i>	School Level A. School Met the 95% Participation Requirement If the school met the 95% student participation rate for state math and ELA assessments, indicate this in the notes or comments section of the tool. OR B. School Did Not Meet the 95% Participation Requirement If one or more Title I, Part A schools did not meet the 95% student participation rate for state math or ELA assessments, provide written summaries for a sample of schools as follows: • LEAs with enrollment of 5,000 students or fewer: Upload two written summaries for two Title I, Part A schools that did not meet the 95% participation requirement.	Not included in 2026-27 Program Review in EGMS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>1111(c)(4)(E); Washington ESSA Consolidated Plan, Section A.4.vii]</i> Risk Level: 1	• LEAs with enrollment of 5,001 students or more: Upload three written summaries for three Title I, Part A schools that did not meet the 95% participation requirement. Each written summary must include: • The school name; • The subject area where the school did not meet the 95% participation requirement, such as math, ELA, or both; • The student group or groups that did not meet the requirement, including “ALL” students, when applicable; • A brief description of the goal or action included in the School Improvement Plan to increase future participation; and • How the school will monitor progress toward meeting the 95% participation requirement in future state assessments. The LEA does not need to upload the full School Improvement Plan unless requested by OSPI.	

TITLE I, PART C: MIGRANT EDUCATION

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
3.1	Identified Needs <i>The LEA has addressed the special educational needs of migratory children (including preschool and Priority for Service) as identified in the State Service Delivery Plan and local needs assessment. Sec 1304(b)(1) and (d).</i> Risk Level: 3	LEA Level A. Submit a narrative description that notes the procedures the local program followed to identify the academic and support needs of migratory students (PK–12 and OSY). B. For LEAs who provided Migrant Education Program funded academic support, provide the percentage of migratory students served with MEP funds who met the Measurable Performance Outcomes in ELA, Math, and/or School Readiness during the 2025-2026 regular school year. C. Provide copy of the most recently completed Fidelity of Strategy Implementation tool (FSI). Building Level D. Provide sample documentation demonstrating school building administrators, teachers, and classified staff receive regular listings of eligible migratory students, including Priority for Services (PFS). E. Describe how staff are informed of the services eligible migratory students	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		may receive from the Migrant Education Program.	
3.2	Attendance <i>The LEA has policies or procedures in place to address the attendance patterns of migratory students. RCW 28A.225.010(d); WAC 392-401-020.</i> Risk Level: 2	LEA Level A. Provide a current listing of migratory students with 20 or more days absent. B. Provide a copy of LEA policy or procedures regarding attendance. C. Submit a description of a plan and process the LEA implements for migratory students to minimize the impact on their education including reengagement and support of migratory students (if applicable).	
3.3	Professional Learning <i>All LEA employees, including staff who provide ancillary support, have received professional development to enhance their ability to understand and appropriately respond to the needs of migratory students. Sec 1304(c)(7)(B).</i> Risk Level: 2	LEA and Building Level A. Note the date(s) in which training to all school personnel occurred that focused on understanding the migratory student lifestyle and migratory patterns of the local educational agency and strategies to address the identified needs. B. Provide a copy of sign-in sheets (for professional development provided within the LEA). C. Provide a sample copy of the participant evaluation and examples of ways the school building's staff have adjusted their services to migratory students.	
3.4	ID/R Time and Flexibility <i>The Title I Part C Migrant Education Program LEA recruiter has sufficient time</i>	LEA Level A. Evidence that the Identification and Recruitment Plan with projected FTE for each recruiter has	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>and flexibility to conduct identification and recruitment activities throughout the LEA boundaries. 34 CFR 200.89(c).</i> Risk Level: 4	been submitted to OSPI's ID&R Director (e.g., email screenshot w/date of submission). B. Copy of recruiter log demonstrating recruitment activities outside of school building and beyond the traditional school hours. C. Copy of MSIS Certificate of Eligibility (COE) Generation report. D. Copy of MSIS Data Reporting Activities noting the number of COEs revalidated. E. Copy of letter sent by the Migrant Student Data, Reporting, and Support office of its most recent COE Re-interview results. F. Copy of participation notice from OSPI on annual required training.	
3.5	Records Clerk Time and Flexibility <i>The LEA's program records clerk is provided sufficient time to report the services migratory students have received into the migrant student database system (MSIS). Sec 1308 (b)(2)(A).</i> Risk Level: 4	LEA Level A. Copy of MSIS District Reporting Summary. B. Copy of each Record's Clerk schedule <u>and</u> <u>FTE</u> demonstrating the timeline for collection of data and system reporting. C. Copy of notice for completing annual required training.	
3.6	MGS and/or MSA Activities <i>The LEA's Migrant Education Program Graduation Specialist and/or Student Advocate ensure services provided meet the identified needs of migratory students,</i>	LEA Level Graduation Specialist A. Provide a copy of activity sheet reflecting efforts to address the needs of migratory students including dropouts, out-of-school	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>including dropout, in alignment with state developed job descriptions. Sec 1304(b)(1).</i> Risk Level: 2	youth, and priority for service migratory students. B. Provide the percentage rate of migratory students served by the MGS during the 2025-2026 school year (if applicable) who graduated or were promoted to the next grade level. LEA Level Student Advocate C. Provide documentation of selection process and activity log sheet demonstrating staff is meeting the identified needs of migratory students including Priority for Service, dropouts, and out-of-school youth migratory students.	
3.7	Parent Advisory Council <i>The LEA consults with the Parent Advisory Council (PAC) in the planning and operation of the local program. Sec 1304(c)(3).</i> Risk Level: 3	LEA Level A. Listing of Core Parent Advisory Council (PAC) members and a copy of meeting minutes with date indicating when member selection occurred. B. Copies of Certificate of Eligibility indicating the parent's child(ren) are eligible for the program at the time of election/appointment to the Core PAC. Copy of minutes/notes of meeting where program planning took place.	
3.8	Academic Services	LEA Level	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>Activities charged are allowable. Uniform Guidance CFR 200.29</i> Risk Level: 2	A. Submit a sample schedule of MEP-funded staff who provide academic support and the listing of migratory students served noting content area that is in alignment with approved grant application.	
3.9	High School Graduation <i>The LEA provides wrap-around support for migratory secondary-age students. State Service Delivery Plan 2026–2029</i> Risk Level: 3	LEA Level A. Provide the percentage of migratory students on course to graduate within their expected year of graduation. B. Provide the percentage of migratory students Grades 9–12 receiving MEP program services. C. Describe the support systems provided to high school migratory students to ensure their migratory lifestyle does not adversely impact their credit accrual toward graduation requirements.	
3.10	Out-of-School Youth <i>The LEA provides outreach to Out-of-School Youth and dropouts, ages 16–21, to increase participation in MEP services and advocacy to other available resources. State Service Delivery Plan 2026–2029</i> Risk Level: 3	LEA Level A. Provide a listing of migratory students identified as out-of-school (ages 16–21) and drop out. B. Describe the process used to identify OSY student needs and the services provided. Include the names of staff, their titles, and a list of other organizations that assisted in providing supports and services designed to meet the identified need.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		C. Provide a copy of the MSIS Supplemental Services Report reflecting services provided with MEP funds.	
3.11	Health Supports <i>The LEA provides and/or partners with available Federal, State, and local programs for supplemental health and social services to all eligible migratory children with identified health or social needs. State Service Delivery Plan 2026-2029.</i> Risk Level: 2	LEA Level A. Describe the process used to identify the supplemental health needs of migratory students, including OSY and dropout migratory students. B. Provide a summary of the supplemental health supports and services provided to eligible migratory students by staff designated to support this effort.	

TITLE I, PART D: NEGLECTED AND DELINQUENT

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
4.1	Annual Count <i>The SA/LEA ensures that accurate and complete documentation is maintained for all students in the Title I, Part D Annual Count (Sec. 1412, Sec. 1124 and applicable guidance.)</i> <i>The count is conducted in collaboration with the facility and includes all eligible youth residing in the facility during the specified count period, not limited to those receiving educational services.</i> Risk Level: 1	LEA and Building Level <i>Note: Documentation must include entry and exit dates for each student (do not include student names), and the final document must be physically or electronically signed and dated by the LEA and by the facility administrator.</i> Title I, Part D, Subpart 1 (FP 209) Grantees ONLY A. Provide a clear and complete description of the process used to document and report Title I, Part D Annual Counts in EGMS (Progress Report FP 260). B. Provide a copy of the student counts submitted in EGMS (FP 260 Progress Report), including all required totals and data elements. Title I, Part D Subpart 2 (FP 208) Grantees ONLY C. Provide a clear and complete description of the process used to document and report Title I, Part D Annual Counts in EGMS (Progress Report FP 261). D. Provide a copy of the student counts submitted in EGMS (FP 260 Progress	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		Report), including all required totals and data elements. Education Advocate Program (FP 452) Grantees ONLY E. Provide a clear and complete description of the process used to document Title I, Part D students enrolled in the program at time of review. F. Provide a sample copy of the master file kept to document students' eligibility and progress.	
4.2	Program Services and Use of Funds <i>The SA/LEA ensures that all Title I, Part D-funded activities are designed to address the identified unique needs of participating youth and support their ability to remain in school, transition back to school, or obtain employment (Sec. 1423(5) and Sec. 1418).</i> <i>Funds must be used in a supplemental manner in accordance with ESEA Sec. 1415 and Sec. 1424.</i> Risk Level: 1	LEA and Building Level Title I, Part D Subparts 1 & 2 and Education Advocate (FP 208, 209, and 452) Grantees A. Provide a comprehensive list of all supplemental Title I, Part D activities provided under the grant. B. Clearly identify the specific student needs addressed by each activity listed under (A). C. Describe how activities support youth in obtaining employment, including the connection between activity and employability outcomes. D. Describe how activities support school reentry, demonstrating alignment between services and intended outcomes. E. Describe how funds align with the program's purpose, including how expenditures are reasonable and necessary, support only eligible	

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		students, and supplement—not supplant—basic education funding. <i>Note: A table delineating Title I, D activities, needs addressed, focus on employment, and focus on school, may be helpful.</i>	
4.3	Transition Services <i>The SA ensures that no less than 15% and no more than 30% of the current-year entitlement of Title I, Part D is spent on transition services (Sec. 1418).</i> Risk Level: 1	LEA and Building Level Title I, Part D Subpart 1 (FP 209) Grantees ONLY A. List all transition services supported with 15–30% of Title I, Part D funds. B. Provide the dollar amount of funding being used for transition services. C. Provide the percentage of the total grant used to provide these transition services.	
4.4	Data Collection <i>The SA/LEA ensures tracking and analysis of program outcomes over a three-year period to demonstrate progress in reducing dropout rates and increasing student success indicators including the number of children and youth returning to school, obtaining diplomas, or obtaining employment over a three-year period (Sec. 1431).</i>	LEA and Building Level Title I, Part D Subparts 1 & 2 and Education Advocate (FP 208, 209, 452) Grantees A. Provide a written analysis of the Title I, Part D End-of-Year Report (Capstone) data for the past three years explaining reductions or increases in: • Youth returning to school • Youth obtaining high school diplomas • Youth obtaining employment • Academic score improvements	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>Subpart 2: The LEA demonstrates, after receiving assistance under this subpart for 3 years, that there has been an increase in the number of children and youth returning to school, attaining a regular high school diploma, or its recognized equivalent, or obtaining employment after such children and youth are released (Sec. 1426).</i> Risk Level: 1	B. Provide a detailed description of how this data is used to improve subsequent Title I, Part D programs.	
4.6	Program Evaluation <i>The SA/LEA ensures the program is systematically evaluated to determine its effectiveness in improving academic achievement and student outcomes, and that evaluation results are used to inform program planning and continuous improvement (Sec. 1431).</i> Risk Level: 1	LEA and Building Level Title I, Part D Subparts 1 & 2 and Education Advocate (FP 208, 209, 452) Grantees A. Provide a clear description of the processes and steps used to evaluate the program. B. Explain how the results of the evaluation will be used to inform planning, decision-making, and improving the program. C. Provide evidence (3–5 samples) of program evaluation activities (e.g., <i>meeting minutes, agenda, and sign-in sheets.</i>)	
4.7	Comparable Programming <i>The SA/LEA ensures the educational program is comparable in scope and rigor to those provided to students of the same age in the LEA's other academic programs (Sec. 1423 (3)).</i>	LEA and Building Level Title I, Part D Subparts 1 & 2 (FP 208 & 209) Grantees ONLY A. Provide a structured comparison describing curriculum, instructional time, and	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	Risk Level: 1	credit opportunities relative to traditional LEA programs. B. Provide evidence (3–5 samples) that the basic education program is comparable to the LEA’s programs for the same age group (<i>e.g., district-adopted curriculum and course offerings, sign-in sheets showing participation in professional development activities, LEA school improvement committee meetings, daily student schedule, list of teacher licensure or credentials.</i>)	
4.8	Parent Involvement <i>The SA/LEA ensures parent involvement in efforts to improve educational achievement (Sec. 1423(8)).</i> Risk Level: 1	LEA and Building Level Title I, Part D Subparts 1 & 2 and Education Advocate (FP 208, 209, 452) Grantees A. Provide a list of parent/guardian involvement activities, offerings, or resources offered during the current year. B. Describe strategies used to address barriers to parent/guardian engagement. C. Provide evidence (3–5 samples) of how parents are encouraged to participate (<i>e.g., open-house flyers, sign-in sheets, resource flyers, home visit logs, communication logs, translated materials, and family surveys.</i>)	
4.9	Formal Agreements <i>The LEA ensures a formal agreement is in place with the facility regarding the program to be assisted (Sec. 1423(2)).</i>	LEA and Building Level Title I, Part D Subpart 2 (FP 208) Grantees ONLY	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	Risk Level: 1	A. Describe the communication practices between the LEA and facility (<i>e.g., frequency, methods, and primary contacts.</i>) B. Provide a copy of the formal agreement.	

TITLE II, PART A: TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
6.1	Consultation <i>The LEA must use meaningful consultation with required stakeholders to continuously improve and update Title II, Part A supported activities. Required stakeholders include:</i> • <i>Parents/Families (not including LEA staff)</i> • <i>Teachers</i> • <i>Principals</i> • <i>Paraeducators including groups representing paraeducators</i> • <i>Specialized instructional support personnel, e.g., school counselors, school psychologists, school nurses, school librarians</i> • <i>Community members (local or regional), e.g., Chamber of Commerce, non-profit organizations</i> • <i>Other organizations or partners with relevant and demonstrated expertise in programs and activities designed aligned to the purpose of</i>	LEA Level Provide a summary of the LEA's consultation process. A. Stakeholders The summary should identify the following. • Who was consulted (by role, not name) • How input was gathered (such as surveys, exit tickets, feedback sessions) • How the input was used to improve Title II, Part A activities B. Coordination with Community Partners The summary should identify the following. • How the LEA coordinated with other strategies or programs in the community to meet the intent and purpose of Title II, Part A	Not included in 2026-27 Program Review in EGMS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>Title IIA, e.g., Head Start, colleges/universities, ESDs. Activities must be coordinated with other related strategies or programs in the LEA. Meaningful consultation must include:</i> <i>Seeking advice regarding how to improve the LEA's activities to meet the purpose of Title II, Part A</i> <i>The coordination of the LEA's activities with other strategies and programs being conducted in the community</i> <i>Sec. 2102(b)(2)(D), Sec. 2102(b)(3)</i> Risk Level: 1		
6.3	Prioritizing Funds <i>The LEA application shall include a description of how the local educational agency will prioritize funds to schools served by the agency that are:</i> <i>implementing comprehensive support and improvement activities and,</i> <i>targeted support and improvement activities under section 1111(d) and,</i>	LEA Level If there is only one school in the LEA/School District mark this question N/A. Otherwise: A. Upload one summary document or table showing how the LEA prioritized Title II, Part A activities to the identified schools. The summary document or table should include: How Title II, Part A funds or services were prioritized for each identified school, as shown in the CGA, question 1. For example, the LEA may describe how funding decisions were made, how instructional coaching time was assigned, or	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	have the highest percentage of children counted under section 1124(c). Sec. 2102(b)(2)(C) Risk Level: 1	how additional professional learning was provided to prioritized schools; and A brief explanation of how the prioritized support was intended to address educator or student needs at those schools. For example, additional mentoring hours were provided to comprehensive support schools based on their high percentage of novice teachers.	
6.4	Professional Development <i>The term “professional development” means activities that are an integral part of LEA strategies for providing educators with the knowledge and skills to enable student success, and are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.</i> Sec. 8101(42) <i>Professional development using Title II, Part A funds must be evidence-based. The LEA must review evidence demonstrating that professional development will have a statistically significant positive impact on</i>	LEA Level For items A and B, the LEA only needs to address professional development marked in the first column (Evidence-Based, Ongoing, and Job-Embedded Professional Learning) of the Consolidated Grant Application, FP 239, Question 2 Program Activities section. A. Upload one summary document or table showing how the top three Title II, Part A funded professional development activities conducted over the last 12 months met the definition of professional development. The summary document or table should include: - The name of each professional development activity and its desired outcome; - The dates, frequency, or timeline showing the activity was sustained and not only a stand-alone, one-day, or short-term activity; and	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>students. This evidence can range from a well-designed research study to a rationale based on positive evaluation findings.</i> <i>Sec. 2103 (b)(3)(E)</i> Risk Level: 1	- A brief explanation of how the activity supported educator or student needs. B. Provide a brief summary of the LEA's process for ensuring Title II, Part A funded professional development is evidence-based. The summary should include the role(s) involved in the process and the timeframe for the review.	
6.5	Supplement Not Supplant <i>Funds made available under this title shall be used to supplement and not supplant nonfederal funds that would otherwise be used for activities authorized under this title.</i> <i>Sec. 2301</i> Risk Level: 1	LEA Level A. Upload a description explaining the process the LEA uses to ensure Title IIA funding supplements basic education and does not supplant state and local funds. The description should include: - The role(s) of the staff responsible for reviewing Title II, Part A activities and the timeframe for the review; - How the LEA checks whether an activity is required by state or local law, policy, or a collective bargaining agreement; and - How the LEA checks whether the activity was funded with state or local funds in the prior year.	Not included in 2026-27 Program Review in EGMS

TITLE III/TBIP: ENGLISH LEARNERS, TITLE III NATIVE AMERICANS, AND IMMIGRANTS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
7.1	Identification and Notification Procedures for MLs <i>LEA procedural document on identification, evidence of training of responsible staff, and evidence of maintenance of ML student cumulative files.</i> Risk Level: 4	LEA Level Identification Procedures Document • A. LEA provides a comprehensive procedural document (may use <u>ML District Plan template</u>) that outlines procedures for: • Identification • Screening • Reporting data to CEDARS • Family notification • Communication with registrars and those responsible for student ML cumulative file updating • Monitoring the PENR • Handling parent requests to waive services Training of Staff • LEA provides evidence of training/updating staff who register students, manage and report data to CEDARS, and manage and update ML student cumulative files. Student Cumulative Files • OSPI provides a list of 4-8 students at or before the LEA Introductory Meeting.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		LEA submits one electronic file per student which contains: • <u>Required coversheet</u> (template provided) • Home Language Survey (HLS) • Official screener score sheet • Initial Parent Notification letter • Most recent 3 years of annual score reports • Most recent 3 years of parent notification letter of eligibility • Parent notification of transition from services (as applicable) • Parent request for waiver of services (as applicable)	
7.2	English Language Development (ELD) Services <i>Description and evidence that ELD services and meaningful access to content are provided for all eligible ML students.</i> Risk Level: 4	LEA Level Annual School Board Approval of TBIP A. LEA submits document(s) from school board indicating clearly when the ML services program (TBIP) for the current school year has been approved. If the Board has not met to approve the current school year as of the submission date, LEA submits evidence from the previous school year. WAC 392-160-027: Evidence of Implementation of ELD Services B. OSPI provides a list of up to 4 specific schools at or before the introductory meeting for which detailed evidence will be submitted.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		LEA submits one electronic file per building containing: • Narrative description of ELD services and meaningful access to content for MLs, including MLs with disabilities. The narrative should include how ELD instruction is planned, what instruction looks like, who delivers instruction, and what instructional resources and strategies are used. (may use TBIP application description of ELD services) • Evidence to demonstrate implementation (identify each piece of evidence in the narrative): • Teacher/paraeducator schedules (optional template) • Images of classroom posters and visual supports • Strategies used in unit/lesson plan(s) • Evidence of collaboration between ML staff and classroom/content teachers, paraeducators, etc. • Evidence of how IEPs of ML students with disabilities include ELD support	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
7.3	Progress Monitoring & Supports for Exited MLs <i>Description and evidence of LEA process for monitoring and providing academic supports for exited MLs.</i> Risk Level: 3	LEA Level Monitoring Process for Exited MLs A. LEA submits a document or spreadsheet indicating: • List of all students who exited within the past two years • Data used to determine that the student is performing at grade level or needs support B. LEA submits a narrative description of the process used to determine which former/exited MLs need academic assistance and what supports are available to exited ML students (may be part of a Multi-Tiered System of Supports).	
7.4	Professional Learning <i>Evidence of professional learning and implementation (including PL on WIDA ELD Standards Framework).</i> Risk Level: 3	LEA Level Professional Learning A. LEA submits 1 file per session for 3 professional learning activities delivered during the review year including: • Cover sheet (OSPI provided template) • Agenda • Evidence of participation (sign-in sheet) • Presentation materials (Slide deck, handouts, etc.) • Implementation evidence (walkthrough notes, coaching cycle notes, pictures of classroom evidence, etc.)	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
7.5	Use of TBIP and Title III Funds <i>Evidence of how TBIP and Title III funds are used supplementally to support the basic ed required services for Multilingual Learners.</i> <i>TBIP, Title I - Immigrant Grant</i> Risk Level: 4	LEA Level TBIP Grant A. Two-month transaction recap of current year TBIP expenditures. B. LEA uploads document(s) which indicate(s): • Processes by which proposed grant expenditures are approved. • Name and role of the individual responsible for ensuring only allowable expenditures are approved. • How the district ensures that TBIP funding is supplemental to basic education and is not supplanting. Title III Grant C. LEA provides a short narrative to describe activities completed in the review year using Title III funds to support ML students and explain the evidence included. D. LEA provides evidence of all Title III funded activities for the review year including: • Contracts • Time and effort • Roster of students served in Title III-funded activities (such as summer school) • Purchase orders • Sign-in sheets	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		• Invoices • Other evidence <i>(If evidence was submitted under another category, add a comment in the narrative to indicate where it is uploaded.)</i> Immigrant Grant <i>(Only if the LEA participated in this grant.)</i> E. LEA provides a narrative to describe activities completed in the review year using Immigrant Grant funds to support ML students and explain evidence included. F. LEA provides evidence of all Immigrant Grant activities including: • Contracts • Time and effort • Roster of students served in Immigrant Grant-funded activities (such as summer school) • Purchase orders • Sign-in sheets • Invoices • Other evidence <i>(If evidence is under another category, add a comment in the narrative and identify where it is uploaded.)</i>	
7.6	Program Evaluation <i>LEA annual program evaluation</i>	LEA Level Annual Program Evaluation Process	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	Risk Level: 3	A. LEA submits evidence of TBIP Program Evaluation for the review year (may use OSPI Program Evaluation) including: • Identification of trends/patterns noted in the data • Action plans/steps to address improvements needed • List of Participants (by role) in the program evaluation process Evidence of Feedback from Students, Families, and Staff B. LEA submits evidence of feedback/input from students, families, and staff specific to program data analysis and plans for improvement (such as survey, focus groups, meetings, etc.)	
7.7	Family and Community Engagement <i>District and school process for family and community engagement.</i> Risk Level: 2	LEA Level Family Engagement Activities A. LEA submits 2 pieces of evidence for each OSPI-selected school demonstrating ML family and community engagement activities including: • Cover Sheet for each school (OSPI provided template) • Evidence of activities such as: ○ Agendas or presentation slides for events that engage ML families in	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		how to support their student's academic progress ○ Sign-in sheets or attendance lists for events ○ Announcements in relevant languages and multiple formats (e.g. emails, flyers, calls, texts, radio announcements). ○ Family feedback ○ District-wide ML family events (may be used for multiple schools, if relevant)	
7.8	Title III Language and Literacy Services for Eligible American Indian/Alaska Native (AI/AN) Students <i>LEA procedures and services for AI/AN students</i> Risk Level: 4	LEA Level Identification Procedures Document A. LEA provides a comprehensive procedural document (such as the ML District Plan template section 8) that outlines the procedures for: • Identification of AI/AN students • Determination of academic at-risk status • Family notification and permission to screen • Screening process • Family notification of eligibility • Handling parent requests to waive services • Maintaining AI/AN student records and cumulative files including reporting data to	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		SIS and CEDARS and monitoring the Possible Eligible, Not Reported (PENR) Evidence of Analysis of Academic At-Risk Status B. LEA submits a list or spreadsheet of ALL AI/AN students. List provides: • Evidence of analysis for academic risk • Indication of which students were screened and qualified for Title III language and literacy support services. Evidence of Title III AI/AN Language and Literacy Services C. Evidence of Title III-funded AI/AN services. Must include at least one of the following: • Unit/lesson plans using Since Time Immemorial (STI) or NW Native American Reading Curriculum • Professional learning on implementing language and literacy focus using STI or Tribal History curriculum • Family nights with evidence of integration of culturally relevant language and literacy supports for AI/AN students • Literacy activities in preparation for Canoe Journey or other Tribal-specific gatherings Other (approved through Tribal consultation)	

Gun Free Schools ACT

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
8.1	Signage <i>Required gun-free, drug-free, and tobacco-free signage has been posted on school facilities. RCW 9.41.280, RCW 69.50.435, RCW 28A.210.310(2)</i> Safety Website Link	Evidence Level (Organization/School) A. Evidence that signage has been posted at the main entrances to buildings accessed by students, parents or the public (e.g., 1 or 2 sample photographs of posted signage, letter from superintendent confirming signage, or on-site OSPI inspection of buildings.)	Not included in 2026-27 Program Review in EGMS
8.2	Policy <i>The LEA has a gun-free schools policy that includes one-year mandatory expulsion for firearms, mandatory notification of student violations to parents/guardians and law enforcement, and allows the expulsion to be modified by the chief school LEA officer or designee on a case-by-case basis. Sec 8561(b)(1) and Sec 8561(h)(1)</i>	Evidence Level (Organization/School) A. One copy of the gun-free policy with required language (e.g. OSPI Weapons and Schools Website) B. Evidence that policy has been made available to pupils, parents, teachers (e.g., 1 or 2 sample pages from calendars, handbooks, websites, newsletters, etc.)	Not included in 2026-27 Program Review in EGMS

Title V, Part B: RURAL EDUCATION

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
9.1	Identified Needs <i>The LEA uses funds to address the unique needs of their LEA, which may (1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes. Sec 5202, Sec 5224</i>	LEA Level A. Describe the activities performed during the 2026–27 school year (as proposed in the approved EGMS Consolidated Grant Application) through the REAP Alternative Fund Use Authority or the Rural and Low-Income Schools grant. B. Describe how the performed activities addressed the unique needs of the LEA (See description for the meaning of “unique needs.”). C. Describe how the performed activities affect student progress towards meeting or exceeding the challenging state academic standards.	
9.2	Rural Education Initiative <i>The LEA may use applicable funding to carry out activities authorized under any of the following provisions: REAP – Title I, Part A; Title II, Part A; Title III; Title IV, Parts A or B; (Sec 5211) RLIS – Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Parental Involvement Activities. Sec 5222</i>	LEA Level A. Provide evidence that demonstrates activities performed as identified in the approved application. Examples of evidence may include: Purchase Requests, Invoices, Time and Effort Reports, Professional Development Sign In Sheets, Contracts, etc.	

MCKINNEY-VENTO HOMELESS EDUCATION

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
10.1	LEA Policy <i>The LEA has developed, reviewed, and revised policies to remove barriers to the enrollment and retention of homeless children and youths in schools.</i> <i>McKinney-Vento Sections:</i> 722(g)(1) (/), 722(g)(7) (A,B,C), 722(g)(7)(J)(i), 722(g)(3)(A) (i,ii), 722(g)(3)(C), 722(g)(3)(D) (i,ii) Risk Level: 3	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 (2019) WSSDA sample policy 3115 or equivalent.	
10.2	Dispute Resolution <i>When a dispute arises regarding the enrollment of a homeless child or youth, the LEA follows Washington State's homeless enrollment dispute process according to the McKinney-Vento Act. McKinney-Vento Section 722(g)(3) (E)(i,ii,iii,iv)</i> Risk Level: 3	LEA Level A. A copy of the most current OSPI Homeless Dispute Resolution Process: OSPI Homeless Education Resources (dated 2021)	
10.3	Transportation	LEA Level	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>The LEA ensures that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin.</i> <i>McKinney-Vento Section 722(g)(1)(J)(iii)(I, II)</i> Risk Level: 3	A. Completed forms, written agreements, transportation request forms, in lieu agreements, etc., to show evidence of coordinated transportation services. Includes type of transportation service provided, any arrangements or agreements with neighboring LEAs, start and stop dates, etc.	
10.4	LEA Liaison <i>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 PD and other technical assistance activities as determined appropriate by OSPI, to assist with identification, enrollment, attendance, and academic success of homeless children and youth.</i> <i>McKinney-Vento Section 722(g)(7)(J)(ii) and 722(g)(7)(J)(I)(iv)</i> Risk Level: 3	LEA Level A. Name/title of liaison B. Liaison FTE is provided, and capacity is sufficient to fulfill all liaison duties outlined in the McKinney-Vento Act. (Evidence may include a written statement describing the staff time specifically dedicated to fulfilling liaison duties as described in law; or a completed attestation regarding the fulfillment of McKinney-Vento liaison duties and information related to the liaison FTE. Sample available on OSPI Homeless Education website under the "resources" link: Statement of Attestation)	
10.5	Identification of Students <i>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.</i>	LEA Level A. Evidence that LEA has adopted a student housing questionnaire that is disseminated to all families in the LEA at least annually (provide completed forms).	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>McKinney-Vento Section 722(g)(6)(A)(i)</i> <i>The LEA ensures that the liaison for homeless education children and youths has participated in PD and other technical assistance activities as determined appropriate by OSPI.</i> <i>McKinney-Vento Section 722(g)(1)(J)(l)(iv)</i> <i>The LEA liaison for homeless children and youth shall ensure that school personnel receive PD and other support.</i> <i>McKinney-Vento Section 722(g)(6)(A)(ix)</i> Risk Level: 3	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 including building points of contact 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.	
10.6	Enrollment, Intake, and Access <i>The LEA's homeless liaison ensures that homeless children and youths enroll in and have a full and equal opportunity to succeed in, schools in the LEA; and homeless families receive referrals for services, and parents/guardians are informed of educational and related</i>	LEA Level A. Evidence of completed intake forms (separate from housing questionnaire) specific to homeless students (form used to determine homeless student's needs, provide referrals for services such as medical, dental, housing, and mental health, and inform parents and unaccompanied youth of available LEA services and supports).	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>opportunities for students as well as meaningful opportunities for parental involvement.</i> <i>McKinney-Vento Section 722(g)(6)(A)(i) - (vi), and SSB 6074, WA State Laws of 2074, ch. 272</i> Risk Level: 3		
10.7	Unaccompanied Homeless Youth: Higher Education/FAFSA <i>Each LEA liaison for homeless children and youth shall ensure that unaccompanied youths are enrolled in school, have opportunities to meet the same challenging state academic standards as other students, are informed of their status as independent students per the Higher Education Act of 7965, and that the youths obtain assistance from the LEA liaison to receive verification of such status for purposes of the FAFSA (Free Application for Federal Student Aid) McKinney-Vento Section 722(g)(6)(A)(x)(I, II, III)</i> Risk Level: 3	LEA Level A. Evidence of verification letters to show independent student status for purposes of FAFSA completion. <i>Evidence to include copies of letters provided to high school students seeking support in accessing higher education, or template if no currently identified independent students. If so, you must upload a statement that there are no currently identified students.</i>	
10.8	Early Childhood <i>The LEA's homeless liaison ensures that homeless families, children, and youths</i>	LEA Level A. Evidence of coordination between the LEA's McKinney-Vento program and the LEA's	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>receive educational services for which they are eligible, including Head Start and Even Start programs and preschool programs administered by the LEA.</i> <i>McKinney-Vento Section 722(g)(6)(A)(iii)</i> Risk Level: 3	preschool program(s). Evidence may include proof of preschool staff training, copies of homeless education parent resources, completed housing questionnaires. B. Evidence that young homeless children are enrolled in preschool programs administered by the LEA. Evidence may include enrollment forms, referral logs, documentation of coordination of LEA early learning programs and community preschool supports, or referrals for special services for young homeless children under Title I, Part C. If no young children experiencing homelessness have been identified, please state that by uploading a comment. C. Evidence that the LEA's Child Find notice includes language specific to homeless students. (Sample can be found on the OSPI Homeless Education Resources.)	
10.9	Community Collaboration <i>The LEA shall coordinate the identification and provision of services with local social service agencies and other agencies or programs providing services to homeless children and youth and their families, including those funded under the Runaway and Homeless Youth Act, other local education agencies, state and local housing agencies, and others.</i>	LEA Level A. Evidence that the LEA has coordinated services through ongoing and regular contact with community agencies and entities, e.g., service groups, social service agencies, faith communities, etc. Evidence must demonstrate coordination beyond routine community donations to schools such as food baskets, coats, etc. Evidence may include presentations provided to community groups, logs, meeting minutes, correspondence,	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>McKinney-Vento Section 722(g)(5)(A)(B)(C)</i> Risk Level: 3	agendas, etc., to show that the LEA actively works with and informs community organizations regarding the identification and support of homeless children and youth.	
10.10	Posting of Rights and Parent Information <i>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).</i> <i>McKinney-Vento Section 722(g)(6)(A)(vi); SSB 6074, WA state Laws of 2074, ch. 272</i> Risk Level: 3	LEA Level A. Evidence of NCHE posters in all LEA buildings and in the community, brochures, homeless student rights and contact information for the district homeless liaison posted on LEA website, etc. Evidence should also appear throughout the community where homeless people are likely to see them. e.g., public libraries, shelters, soup kitchens, etc. They can be ordered on the Homeless Education Posters and Brochures for Outreach. B. Evidence of the NCHE parent brochure readily available in all school buildings. The NCHE parent brochure titled, "What You Need to Know to Help Your Child in School" can be ordered on the Homeless Education Posters and Brochures for Outreach. C. Evidence of any additional McKinney-Vento parent information regarding services and supports for students experiencing homelessness (to be disseminated beginning of school year and upon enrollment).	

CAREER AND TECHNICAL EDUCATION (CTE)

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
12.1	State CTE Approval/Frameworks The LEA improves the academic and technical skills of students participating in career and technical education programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure a well-rounded education (Perkins V – Sec. 133 (b)(4)). The LEA supports integration of academic skills into CTE programs and programs of study (Perkins V – Sec. 135 (b)(3)). Public high schools must inform students and their parents or guardians about ways to meet graduation requirements through equivalency courses. The LEA must offer access to at least one statewide Career and Technical Education (CTE) equivalency course. (CTE High School Course equivalencies – RCW 28A.230.097). The LEA meets state approval requirements through course and program approval. (Career and Technical Education – Plans – Standards – RCW 28A.700.010 – Career and technical education—Plans—Standards—Technical assistance—Leadership development). Risk Level: 3	LEA Level A. Using your January 2026 Verification Report, in a sortable spreadsheet, provide the following information for all CTE courses in the district program: Identify Courses Offered in the 2025-2026 School Year • Including Course Application ID # Equivalency Information identified: • State equivalency (if applicable) • Local equivalency (if applicable) • Type of academic credit offered Additional Requirements (for preparatory courses only): • Industry Recognized Credential, including the name of the IRC • Dual credit offerings (Check the box for each course offering Dual Credit) (See OSPI CTE PRS 12.1A Optional Resource) B. Evidence of how the district informs students and their parents or guardians about ways to meet graduation requirements through equivalency courses. Evidence must include one of the following:	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		• Course Catalog(s) • Registration Portal • Guidance Counselor Meetings • Website/ Digital Tools • Print Material • Events/ Information Sessions • Newsletters/ Email or mail NOTE: The course approval ID number does not show approval of the course, only that the application has been submitted.	
12.2	Community and Educational Partnerships and Program Evaluation <i>The LEA ensures that parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business (including small business) and industry, labor organizations, parents and students, representatives of Indian Tribes and Tribal organizations, representatives of special populations (as defined in Perkins V), and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs (Perkins V – Sec. 134 (d)).</i> <i>The LEA develops and implements evaluations of the activities carried out with funds (Perkins V –</i>	LEA Level A. Signed copies of the 2025-2026 Program Evaluations for each CTE program offered in the district, grades 7-12. The evaluations must illustrate evidence of addressing all 16 Criteria. (See OSPI CTE PRS 12.2A Example Program Evaluation) NOTE: At minimum, CTE Director and Advisory Chair signatures are required.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	Sec. 135 (b)(6)). The LEA evaluates annually, using the district's local adjusted levels of performance and CTE activities in its program (RCW 28A.700.010 and RCW 28A.150.500 - Educational agencies offering vocational education programs – local advisory committees). Risk Level 2		
12.3	Special Populations The LEA provides activities to prepare special populations for high-skill, high wage, or in-demand industry sectors or occupations that will lead to self sufficiency; prepare students for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations (Perkins V – Sec. 134 (b)(5)). Special populations defined in Perkins V (Sec. 3 (48)) include: • Individuals with disabilities; • Individuals from economically disadvantaged families, including low-income youth;	LEA Level A. Evidence of how the district is addressing barriers to enrollment (assurance of equal access) in CTE courses, for special populations (as defined under Perkins V). Evidence must include one of the following: • Photographic evidence of modifications, ensuring ADA accommodations are met • Instructional aids and devices • Examples of modified curriculum (I.e., English Learners) • Samples of targeted communication to students or families • Copies of Special Education transition plans • Samples of targeted career guidance	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	• <i>Individuals preparing for non-traditional fields;</i> • <i>English learners;</i> • <i>Homeless individuals described in section 725 of the McKinney Vento Homeless Assistance Act;</i> • <i>Youth who are in, or have aged out of, the foster care system; and</i> • <i>Youth with a parent who is a member of the armed forces or is on active duty.</i> <i>The LEA incorporates strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations (Perkins V – Sec. 134 (C) (2)(E)(i)).</i> Risk Level: 3	• Documentation of internship or work experience, or targeted professional development B. Evidence of accommodation offered to CTE students. Evidence must include one of the following: • Tutorial services • Language assistance • Section 504 plans with reference to CTE course accommodation • Individualized Education Program (IEP) with reference to CTE course accommodation • Achievement evaluations for special populations (Limited English Proficiency, students in foster care, individuals preparing for nontraditional fields, etc.) • Documentation of specialized instructional support personnel or paraprofessionals	
12.4	CTE Personnel <i>The LEA supports the recruitment, preparation, retention, and training (including professional development) of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable state certification and licensure requirements. This recruitment, preparation, and</i>	LEA Level A. District reviews and verifies that all teacher certifications match the courses taught in the 2025-2026 SY by that instructor. Please provide evidence in a sortable spreadsheet listing teachers with the following information: • Full Name	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>retention includes individuals from groups underrepresented in the teaching profession (Perkins V – Sec. 135 (b)(2)(c)).</i> CTE courses are taught by properly CTE certified instructors. Conditionally certified teachers complete a written training plan developed in coordination with the CTE administrator and the CTE advisory committee (WAC 181-77-014). Risk Level: 3	• Certificate # • Certificate Type • V-Code(s) • List of courses taught including CIP code (See OSPI CTE PRS 12.4A Optional Resource) B. For courses taught by staff with Conditional Certifications: documentation that the Superintendent or CTE Director along with the local advisory committee determined the conditional certified educator is competent and qualified for the assignment. Evidence may include re-posting position annually evidencing recruitment of qualified instructors AND confirming through the advisory committee minutes the re-approval or approval of the hiring of conditionally certified staff member(s) for the position(s). C. Proof of a written training plan for any conditionally certified instructor approved by the local advisory board for the program area the instructor is assigned. Training plan(s) must include the following: • CTE Conditional Certificate Endorsement	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		- Procedures and timelines to meet requirements for the Initial CTE Certification or renewal (WAC 181-77-04) - Requirements and timeline for the Initial CTE - Certification - Additional requirements based on subject area(s) - Steps or outline of methods to complete training needed for Initial CTE Certification - Instructor's signature and date signed - CTE Administrator's signature and date signed (See OSPI CTE PRS 12.4C Optional Resource) NOTE: <i>Professional Growth Plans do not meet the requirements as evidence.</i>	
12.5	Leadership, Employability, and Extended Learning Opportunities The LEA provides students with leadership skill development opportunities available at the local, state, national, and international level, accessed through extended learning opportunities as defined as learning activities that extend	LEA and Building Level A. List of Career and Technical Student Organizations (CTSOs) and equivalency leadership programs available in each school, grades 7-12 Please provide evidence in a sortable spreadsheet listing: - course program area -AND- - assigned instructor	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	beyond the scheduled school day and/or school year (CTE State Program Standards). Risk Level: 2	NOTE: All CIP codes must be represented (See OSPI CTE PRS 12.5A Optional Resource) B. For each CTSO: - a copy of the 2025-2026 locally aligned Program of Activities / Program of Work on the appropriate 2025-2026 CTSO template -AND- - a copy of the official membership rosters (or) paid invoice for the 2025-2026 SY C. For each equivalent leadership program: A copy of the completed 2025-2026 Program of Activities/Program of Work on the required OSPI Student Leadership Equivalency template. (See Leadership and Extended Learning Templates)	
12.6	Assurances and Plan Approval <i>The LEA complies with the assurances for state and federal funds, state CTE RCWs, and the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).</i>	LEA Level <i>For 12.6.A, identify level of implementation only if the LEA applied and received Perkins funding in the last two years. If not, please mark "N/A."</i>	Not included in 2026-27 Program Review in EGMS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		A. The LEA holds a physically signed and dated current-year Perkins Assurances grant application from the current year. AND B. The LEA holds a copy of minutes from current year School Board meeting in which the CTE Four-Year Planning Requirement (formerly "District Wide Plan") was approved by the board.	
12.7	Post-Secondary Opportunities and Programs of Study <i>The LEA develops a minimum of one program of study, with curriculum aligned to the requirements for a program of study (Perkins V – Sec. 135 (b)(5)(A). The LEA will provide students participating in CTE programs with the opportunity to gain postsecondary credit while attending high school. (Perkins V – Sec. 134 (b)(7)); 135 (b)(5)(C))</i> <i>The LEA will provide industry recognized certification examinations or other assessments leading towards a recognized postsecondary credential. (Perkins V – Sec. 135 (b)(5)(F))</i> <i>The LEA will demonstrate that all preparatory CTE courses offered by the district meet the</i>	LEA Level <i>12.7.A applies to all LEAs regardless of Perkins grant funds. 12.7.B, only applies if the LEA applied and received Perkins funding in the last two years.</i> A. The LEA possesses evidence of dual or concurrent enrollment programs as part of Program of Study. (CTE Dual Credit, AP, College in the High School, Running Start) Note: Signed articulation agreement must match the identified Program of Study in the LEAs Perkins Application. Documentation includes: • Signed Articulation agreement for CTE Dual Credit courses. • AP Course Audit for AP courses. • College in the High School contract between college and high school.	Not included in 2026-27 Program Review in EGMS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>requirements of RCW 28A.700.030. (RCW 28A.700.010)</i>	AND B. The LEA possesses evidence of Program of Study with current course(s) within the multiyear sequences of courses identified in the LEA's Perkins application. LEA assures that courses are approved and cross checked against evidence submitted in 12.1.A in the Program Review.	
12.8	Funding: <i>LEA uses Perkins funds in accordance with statutory fund-use rules, including supplement, not supplant provisions. Funds are used to improve CTE Programs. (Sec.135) Perkins.</i> <i>Allowable and Unallowable Uses of Funds are specified by the Education Department General Administrative Regulations (EDGAR) District uses career and technical education funding allocations per RCW 28A.150.265</i> <i>Brochures and other printed materials paid for, in whole or in part, with Carl D. Perkins funds will carry a statement indicating the funding source. EDGAR 75.620</i>	LEA Level <i>Please respond only if the LEA applied for and received Perkins funding in the last two years. If not, please mark "N/A."</i> A. If any materials were published with Perkins funds, the LEA ensures that the funding source is cited. • Equipment labeled to reflect that it is property of CTE program. • Time and Effort reporting. • Personnel Activity Reports (PAR): Personnel/staff activity reports of any staff (s) time spent in activities charged to the Perkins grant, and how time charged to the Perkins grant supported Perkins activities.	Not included in 2026-27 Program Review in EGMS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		Description of funds allocation process and connection to the CLNA on hand. <i>Note: Documents and records showing that funds supplement, and do not supplant expenditures for CTE programs and activities</i>	

EQUITABLE SERVICES TO PRIVATE SCHOOLS: PARTICIPATION IN FEDERAL PROGRAMS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
13.1	ESEA Consultation <i>The LEA has complied with the requirements for timely and meaningful consultation with private school officials for all federal programs requested by private schools. ESEA 8501(1) and 1117(a)(b)</i> Risk Level: 1	LEA Level A. Provide a brief description of the LEA's process to contact and assist private schools in completing their intent to participate in the Private Participation in Federal Programs application in the EDS tool. B. Provide a brief description of the initial and ongoing consultation process, and include evidence such as letters, agendas, meeting notes, sign-in sheets, etc.	
13.2	Complaint Process <i>The LEA has explained the complaint process to private school officials. ESEA 8501(c)(6), 8503, and 1117(b)(2)</i> Risk Level: 1	LEA Level A. Evidence of the <i>OSPI Complaint Procedures for Private Schools Participating in Federal Programs</i> has been explained to private school officials (e.g., agenda, email). B. Copy of the <i>OSPI Complaint Procedures for Private Schools Participating in Federal Programs</i> that is distributed to private schools.	
13.3	Professional Development (PD) <i>The LEA has provided opportunities for teachers of participating private schools to participate, on an equitable basis, in PD activities. ESEA 8501 and 1117(a)(1)(B)</i>	LEA Level A. Private school teachers participated in PD activities based on the private school's plans (e.g., contracts, registrations, sign-in sheets). <i>Provide evidence for each program where PD is provided:</i>	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	Risk Level: 2	- Title I, Part A - Title I, Part C - Title II, Part A - Title III - Perkins/CTE	
13.4	Identification of Eligible Students <i>The LEA has a process in place to identify eligible private school students. ESEA 8501(c) and 1117(b)</i> Risk Level: 2	LEA Level A. Title I, Part A–Documentation that demonstrates how the LEA determines eligibility of potential Title I students, to include address verification and low-income method. B. Title I, Part A: Sample of the educationally-related criteria used to identify eligible students (e.g., multiple assessments, teacher input, summary sheet, etc.). C. Title I, Part C: Copy of Certificate of Eligibility. D. Title III: One copy of the English Language Proficiency Test with date administered.	
13.5	Services for Private School Students <i>The LEA provides services to private school students that are secular, neutral, and non-ideological and delivered in an equitable manner based on educational needs. ESEA 8501(c) and 1117(a)(3)</i> Risk Level: 2	LEA Level A. Activities are tied to the needs of the private school students (e.g., needs assessment, student schedule or plan). <i>Evidence provided for each served program:</i> - Title I, Part A - Title I, Part C - Title III - Perkins/CTE	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
13.6	Equitable and Timely Services <i>The LEA provides services to private school students that supplements students' regular instruction and is provided in a timely manner. ESEA 8501 and 1117(a)(3)</i> Risk Level: 2	LEA Level A. Services to private school students began at relatively the same time as public school students (e.g., contract or teacher schedule). <i>Evidence provided for each served program:</i> • Title I, Part A • Title I, Part C • Title III • Perkins/CTE	
13.7	Service Delivery Documentation <i>Services provided to private school students were secular, neutral, and non-ideological and were provided by employees of the LEA or contracted by the LEA. ESEA 8501(c)(d) and 1117(d)</i> Risk Level: 1	LEA Level A. Third party contract and invoice for one individual providing services to private school students, including a description of the type of services provided, if applicable. B. One month time and effort for one LEA employee providing services to private school students, including a description of the type of services provided, if applicable.	
13.8	LEA Supervision <i>Instructional services were regularly observed and under the supervision of the LEA. ESEA 8501(d) and 1117(d),</i> Risk Level: 2	LEA Level Briefly describe the supervision process and provide evidence such as a schedule or meeting minutes.	
13.9	Evaluations	LEA Level	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>The LEA ensures that students are academically assessed, and results of the assessments are used to improve these services to private school students. ESEA 8501(c) and 1117(b)</i> Risk Level: 2	A. Describe the process to evaluate the effectiveness of student services. Please include an appropriate standard, or achievement level, by which to measure student progress; the assessment used; the amount of student growth seen; and how the student data is used to improve or adjust services to meet students' educational needs. <i>Evidence provided for each served program:</i> • Title I, Part A • Title I, Part C • Title III • Title IV, Part A • Perkins/CTE	
13.10	Services and Materials <i>The LEA ensures services or other benefits, including materials, and equipment are secular, neutral, and non-ideological. ESEA 8501(a)(2) and 1117(a)(2)</i> Risk Level: 1	LEA Level Assurance that services or other benefits that include equipment/materials are only used for secular, neutral, and non-ideological purposes (e.g., written statement).	
13.11	Title I, Part A–Parent Involvement For LEAs with Allocations of \$500,000 or Greater <i>The LEA has provided parent involvement opportunities for parents and families of</i>	LEA Level A. Assurance the consultation process included communication to identify opportunities for parents and families of Title I-served private school students (e.g., written statement).	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>participating private school students on an equitable basis. ESEA 1116, 1117(a)(1)(B)</i> Risk Level: 1	B. Provide evidence that private school parents participated in parent involvement activities (e.g., workshop agendas, workshop announcement, sign-in sheets, emails). Include district-level participation and one-on-one meetings with parents of Title I-served private school students, if applicable.	
13.12	Equitable Services with Private Schools Located Outside of LEA <i>The LEA has a process in place to ensure eligible private school students receive services even if the students attend a private school located in another LEA. ESEA 1117</i> Resources: Private Schools Participation Risk Level: 2	LEA Level o <i>If applicable</i>, provide evidence of communication with out-of-district private schools that have indicated they want to participate in Title I equitable services <i>and</i> may have eligible district students. (Evidence can include emails, letters, meeting notes.) Example: Equitable Services Communication and Process Example 1.	

CIVIL RIGHTS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
14.1	Section 504 The LEA identifies, evaluates, and places students with disabilities in compliance with Section 504 and has implemented the 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 ensures that 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. Resources and Technical Assistance for 14.1 Risk Level: 3	A. <i>Submit the below Section 504 documentation for two students at an elementary school, middle/junior high school, high school, online or ALE program, and alternative school (where applicable). Submitted evidence must include at least one student with a health condition (e.g., diabetes, allergies, etc.).</i> Section 504 plan documentation, including the following: 1. Parent consent for initial evaluation. 2. Evaluation documentation. 3. Parent consent for initial placement. 4. Section 504 plans. 5. Evidence of manifestation determination meetings (if applicable).	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	Legal authority: Section 504, 34 C.F.R. Part 104; RCW 28A.642.010.		
14.2	Language Access (Interpretation and Translation Services) The LEA communicates with all limited-English proficient parents (LEP) in a language they can understand, which 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 otherwise provides the information to parents in a language they can understand (i.e., through oral interpretation). The LEA ensures 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.	A. <i>Submit evidence even if the LEA has not identified any limited-English proficient (LEP) parents.</i> Evidence or a description of the process the LEA uses to identify LEP parents, including either a home language survey or questions about home language on a student enrollment form. B. <i>Submit evidence only if the LEA has identified LEP parents. Otherwise, add a note to this item in EGMS stating grounds for N/A.</i> A description of the process the LEA uses to ensure that interpretation and translation services are provided to communicate vital information with LEP parents. At a minimum, the description must address 1. How the LEA determines when interpretation services are needed (e.g., how interpretation services are requested and the types of situations where interpretation services are routinely provided).	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<u>Resources and Technical Assistance for 14.2</u> Risk Level: 3 Legal authority: Title VI, 34 C.F.R. Sec.100.3; Lau v. Nichols, 414 U.S. 563 (1974); RCW 28A.642.010.	2. How the LEA determines which documents need to be translated (e.g., how translations are requested and what types of documents are typically translated). 3. How the LEA determines the language(s) into which documents will be translated. 4. How the LEA ensures its staff know how to access interpreters or translators to communicate with LEP parents. C. <i>Submit evidence only if the LEA has identified LEP parents. Otherwise, add a note to this item in EGMS stating grounds for N/A.</i> 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. At a minimum, the description must address how the LEA ensures that interpreters/translators:	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		1. Have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and 2. Have training on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.	
14.3	English Language Development Services Note: For LEAs that receive Title III or TBIP funding, OSPI reviews this documentation under Title III/TBIP (Program Review Checklist 7) – no additional documentation is required for this item. For LEAs that receive Title III or TBIP funding, OSPI reviews this documentation under Title III/TBIP (Program Review Checklist 7) – no additional documentation is required for this item. The LEA provides English language development (ELD) services to English Learners (EL) – national origin minority students with limited-English proficiency. The LEA has a process to identify, assess, and place EL students, which includes a home	A. <i>Submit evidence even if the LEA has not identified any English Learners (ELs).</i> Evidence the LEA identifies the language background of each student upon enrollment (including the first language learned, the language the student uses most often, and the language used in the home). Evidence should include a home language survey or student enrollment form with the required questions. B. <i>Submit evidence even if the LEA has not identified any ELs.</i> Assessment and placement procedures for English Language Development (ELD) services, including testing on the state language proficiency assessment and criteria for determining eligibility and exit. C. <i>Submit evidence only if the LEA has identified ELs.</i> A roster of eligible EL students, indicating language proficiency level	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	language survey and provisions for testing students on the state language proficiency assessment. The LEA's ELD services are based on a sound educational theory and have been implemented effectively, including qualified staff and adequate resources and facilities. The LEA evaluates the program's effectiveness and makes modifications as needed. Resources and Technical Assistance for 14.3 Risk Level: 3 Legal authority: Title VI, 34 C.F.R. Sec.100.3; Lau v. Nichols, 414 U.S. 563 (1974); <i>Castañeda v. Pickard</i>, 648 F.2d 989 (5th Cir. 1981); Chapter 28A.642 RCW and 392-190 WAC.	and the type and amount of ELD services provided for each student. D. <i>Submit evidence only if the LEA has identified ELs.</i> A list of all teachers who design, oversee, and evaluate ELD services. For each teacher listed, provide their qualifications to provide EL services, such as EL/ESL endorsement or ongoing training relating to the delivery of ELD services. E. <i>Submit evidence only if the LEA has identified ELs.</i> A list of all paraeducators who assist in providing ELD services. 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 ELD services. F. <i>Submit evidence only if the LEA has identified ELs. Evidence must include documentation for two students at an elementary school, two students at a middle/junior high school, two students at a high school, two students at an ALE or online program, and two students at an alternative school, where applicable.</i> Student files with completed home language survey, placement test, and annual	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		language proficiency assessment score sheets. G. <i>Submit evidence only if the LEA has identified ELs.</i> 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.)	
14.4	Equity in Course and Program Enrollment To ensure the LEA does not discriminate in the counseling and guidance of students, the LEA at least annually reviews disaggregated course and program enrollment data to identify disproportionalities based on sex, race, EL status, and disability (special education and Section 504). The review should include honors and advanced placement courses, career and technical education, highly capable programs, online programs, specialized programs, etc. If the review identifies a substantial disproportionality, the LEA takes prompt action to ensure it is not the result of discrimination.	A. A description of the process the LEA uses to annually review disaggregated course and program enrollment data at each building to identify and address substantial disproportionalities based on sex, race, EL status, special education status, and Section 504 status. At a minimum, the description must include: 1. When the review occurs. 2. Who is involved in the reviews. 3. How the reviews are documented. 4. Which course and programs are reviewed. 5. How the LEA or building determines whether substantial disproportionalities exist. B. <i>Submit evidence from two elementary schools, two middle/junior high schools, two high</i>	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<u>Resources and Technical Assistance for 14.4</u> Risk Level: 3 Legal authority: Title IX, 34 C.F.R. Sec.106.36; Section 504, 34 C.F.R. Sec.104.34; Title VI, 34 C.F.R. Sec.100.3; RCW 28A.640.020 and 28A.642.010; WAC 392-190-010.	<i>schools, and two online or ALE programs (as applicable).</i> Evidence of implementation of the LEA's process to annually review disaggregated course and program enrollment data for the 2025–26 or 2026–27 school year. Evidence must include at least the following: 1. A summary of the disaggregated course and program enrollment data reviewed in each building (e.g., <u>OSPI's optional worksheets</u>, or equivalent). 2. A narrative, report, or meeting minutes that demonstrate how the LEA or building analyzed the data to identify substantial disproportionalities. 3. A list of any identified substantial disproportionalities. C. <i>Submit evidence for the same schools selected in 14.4.B. If no substantial disproportionalities were identified, please add a note to this item in EGMS stating grounds for N/A.</i> If substantial disproportionalities were identified, evidence that the LEA or building is addressing each	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		substantial disproportionality to ensure it is not the result of discrimination. Evidence must include the following: 1. A narrative, report, or meeting minutes that demonstrate the LEA or building's analysis to determine the causes of substantial disproportionalities (i.e., root cause analysis). 2. The LEA or building's plan to address each substantial 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).	
14.5	Equity in Student Discipline To ensure the LEA does not discriminate in the administration of student discipline, the LEA at least annually reviews disaggregated discipline data to identify disproportionalities based on sex, race, EL-status, and disability (special education and Section 504). At a minimum, the review should include suspensions (both in-school, short-term, and long-term), expulsions, and emergency expulsions.	A. A description of the process the LEA uses to annually review disaggregated student discipline data at each building to identify and address substantial disproportionalities based on sex, race, EL status, special education status, and Section 504 status. At a minimum, the description must include: 1. When the review occurs. 2. Who is involved in the reviews. 3. How the reviews are documented. 4. What data is reviewed. 5. How the LEA or building determines whether disproportionalities exist.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	If the review identifies a substantial disproportionality, the LEA takes prompt action to ensure it is not the result of discrimination. Resources and technical assistance for 14.5 Risk Level: 3 Legal authority: Title VI, 35 C.F.R. Sec.100.3; Section 504, 34 C.F.R. Sec.104.4; Title IX; 34 C.F.R. Sec.106.31; RCW 28A.640.010; RCW 28A.642.010; and WAC 392-190-048.	B. <i>Submit evidence from any two elementary schools, two middle/junior high schools, two high schools, and two online or ALE programs (where applicable).</i> Evidence of implementation of the LEA's process to annually review student discipline data at each building for the 2025–26 or 2026–27 school year. Evidence must include at least the following: 1. A summary of the disaggregated student discipline data reviewed. 2. A narrative, report, or meeting minutes that demonstrate how the LEA or building analyzed the data to identify substantial disproportionalities. 3. A list of identified substantial disproportionalities. C. <i>Submit evidence for the same schools selected in 14.5.B. If no substantial disproportionalities were identified, please add a note to this item in EGMS stating grounds for N/A.</i> If substantial disproportionalities were identified, evidence that the LEA or building is addressing each substantial disproportionality to ensure it is not the result of discrimination.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		Evidence must include the following: 1. A narrative, report, or meeting minutes that demonstrate the LEA or building's analysis to determine the causes of substantial disproportionalities (i.e., root cause analysis). 2. The LEA or building's plan to address each substantial disproportionality to ensure it is not the result of discrimination (e.g., reviews of student discipline policies, procedures, and practices, and implementation of evidence-based practices reasonably calculated to address the root causes of disproportionalities).	
14.6	Equity in Athletics: Accommodating Student Interests and Abilities (Three-Part Test) Each building that offers an interscholastic athletic program equally accommodates the interests and abilities of male and female students as demonstrated in one of the following ways ("Three-Part Test"): 1. The ratio of male/female student enrollment is substantially proportionate to the ratio of male/female athletic participation, 2. The school has a history and continuing pattern of program expansion for the underrepresented sex, or	A. <i>Only submit evidence if your LEA operates, sponsors, or provides interscholastic athletics. Otherwise, please add a note to this item in EGMS stating grounds for N/A.</i> A complete copy of the student athletic interest survey instrument administered within the last three years, and date it was last administered. B. <i>Only submit evidence if your LEA operates, sponsors, or provides interscholastic athletics. Submit evidence from two middle/junior high schools and two high schools (as applicable).</i> Student athletic interest survey results for each selected building, with a summary of student	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	3. The school's current program fully and effectively accommodates the interests and abilities of the underrepresented sex as demonstrated by the athletic interest survey and other requests for specific sports. The LEA administers the OSPI student athletic interest survey at least once every three years at each building that offers interscholastic athletics. The LEA disaggregates and summarizes its survey results by sex and by building and considers these results when planning and developing which recreational and athletic activities to offer and when determining whether equal opportunities are available to members of both sexes. Resources and Technical Assistance for 14.6 Risk Level: 3 Legal authority: Title IX, 34 C.F.R. Sec.106.41; RCW 28A.640.020; WAC 392-190-030, 392-190-035, 392-190-040, and 392-190-045.	responses <i>disaggregated by sex</i> (use the OSPI's Sample Summary Worksheet or equivalent). Evidence must include at least the following: 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. C. <i>Only submit evidence if your LEA operates, sponsors, or provides interscholastic athletics. Submit evidence for the same schools previously selected in 14.6.B.</i> A completed Three-Part Test analysis for each selected building, using OSPI's Athletic Opportunities Tool.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
14.7	Equity in Athletics: Annual Athletic Evaluation and Outside Sources of Funding The LEA provides equal opportunities and benefits for male and female students to participate in athletics. Each building that offers an athletic program conducts an annual evaluation of its athletic program to ensure that the overall benefits and treatment of the boys' and girls' athletic programs are comparable, considering the following factors: • Accommodation of interests and abilities (addressed in Item 14.6) • Coaching and tutoring • Equipment and supplies • Scheduling • Facilities • Medical services and training • Publicity and awards • Travel and per diem The LEA has a process in place to ensure that outside sources of athletics funding (i.e., fundraisers, donations, or booster club activities) do not result in disparities in benefits or treatment between the girls' and boys' programs.	A. <i>Only submit evidence for Item 14.7.A if your LEA operates, sponsors, or provides interscholastic athletics. Otherwise, please add a note to this item in EGMS stating grounds for N/A.</i> A description of the LEA's process for annually evaluating girls' and boys' athletic programs at each building to identify and address disparities based on each required factor. B. <i>Only submit evidence if your LEA operates, sponsors, or provides interscholastic athletics. Submit evidence from two middle/junior high schools and two high schools (as applicable).</i> Evidence of implementation of annual athletic evaluations for each selected building for the 2025–26 or 2026–27 school year. Evidence must include dated and completed building-level worksheets and analysis, or equivalent. C. <i>Only submit evidence if your LEA operates, sponsors, or provides interscholastic athletics. Submit evidence for the same schools selected in 14.7.B. If no disparities</i>	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	If fundraising or donations result in a disparity along gender lines, the LEA corrects the disparity, using its own funds if needed. Resources and Technical Assistance for 14.7 Risk Level: 3 Legal authority: Title IX, 34 C.F.R. Sec.106.41; RCW 28A.640.020; WAC 392-190-030, 392-190-035, 392-190-040, and 392-190-045.	<i>were identified, please add a note to this item in EGMS stating grounds for N/A.</i> If the athletic evaluations identified disparities that favor one sex at any selected building, evidence that the LEA or building is taking effective steps to correct the disparity. D. Only submit evidence for Item 14.7.D if your LEA operates, sponsors, or provides interscholastic athletics. A description of the LEA's process to ensure that outside sources of athletic funding—including fundraisers, donations, and booster club activities—do not result in disparities that favor one sex over another.	
14.8	Compliance Coordinators <i>The LEA has designated at least one employee to coordinate and monitor the LEA's compliance with its responsibilities under state nondiscrimination laws, Title IX, and Section 504.</i> <i>Each civil rights coordinator has obtained sufficient training regarding their responsibilities and the LEA's compliance requirements under these laws.</i>	LEA Level A. Confirm that the LEA has assigned these roles to staff: • Civil Rights Coordinator • Gender-Inclusive Schools Coordinator • Title IX Officer • Section 504 Coordinator <i>*Please also confirm that the LEA's current coordinators are listed on OSPI's coordinator contact webpage, and update as needed.</i>	Not included in 2026-27 Program Review in EGMS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>The Gender-Inclusive Schools Coordinator must attend an OSPI training on harassment, intimidation, and bullying (HIB), and gender-inclusive schools.</i> Legal authority: Title IX, 34 C.F.R. Sec.106.8 and 34. C.F.R. Sec. 106.45; Section 504, 34 C.F.R. Sec.104.7; Title II, 28 C.F.R. Sec.35.107; RCW 28A.640.010, 28A.642.010, and 28A.642.080; WAC 392-190-060.	B. The Civil Rights Coordinator has obtained sufficient training in their coordinator responsibilities under state law. Documentation could include a completed self-training checklist, relevant training materials, agendas, or certificates of attendance. C. The Gender-Inclusive Schools Coordinator has attended (in person or online) an OSPI training on harassment, intimidation, and bullying (HIB), and gender-inclusive schools. Documentation could include training materials, agendas, or certificates of attendance. D. The Title IX Coordinator has obtained sufficient training in their coordinator responsibilities under Title IX and state law. Documentation could include an attestation of self-training, relevant training materials, agendas, or certificates of attendance. E. The Section 504 Coordinator has obtained sufficient training in their coordinator responsibilities under Section 504 and state law. Documentation could include an attestation of self-training, relevant training materials, agendas, or certificates of attendance.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
14.9	Required Policies and Procedures <i>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 August 2026).</i> <i>The LEA has adopted a gender-inclusive schools (or transgender students) policy and procedure that, at a minimum, incorporates all the elements of the WSSDA model Gender-Inclusive Schools policy and procedure (3211 and 3211P) and is consistent with the requirements in state law (chapter 392-190 WAC, revised August 2026) and chapter 28A.640 RCW.</i> <i>The LEA's instructional materials policy and procedure includes textbook and instructional material selection criteria designed to eliminate bias based on sex, race, ethnicity, creed, religion, color, national origin, veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, disability, neurodivergence, or the use of a trained dog guide or service animal.</i>	LEA Level A. The LEA has adopted a student nondiscrimination policy and procedure (WSSDA's 3210 and 3210P, or equivalents). B. The LEA has adopted an employee nondiscrimination policy and procedure (WSSDA's 5010 and 5010P, or equivalents). C. The LEA has adopted a student sexual harassment policy and procedure (WSSDA's 3205 and 3205P, or equivalents). D. The LEA has adopted an employee sexual harassment policy and procedure (WSSDA's 5011 and 5011P, or equivalents). E. The LEA has adopted a Gender-Inclusive Schools policy and procedure (WSSDA's 3211/3211P, or equivalents). F. The LEA has adopted an instructional materials policy and procedure (WSSDA's model 2020/2020P or equivalents) that includes material selection criteria designed to eliminate bias.	Not included in 2026-27 Program Review in EGMS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	Legal authority: Title IX, 34 C.F.R. Sec.106; Section 504, 34 C.F.R. Sec.104.7; Title II, 28 C.F.R. Sec.35.107; chapters 28A.640 RCW and 28A.642 RCW; chapter 392-190 WAC.		
14.10	Annual Notices on Websites and in Handbooks <i>The LEA publishes OSPI's model handbook language—in any student, parent, employee, and volunteer handbook that it or one of its schools publishes and on the school district's website, or on any school's website—to provide the school community notice of its policies and complaint procedures related to discrimination, including sexual harassment, and addressing transgender students.</i> <i>If an LEA neither publishes a handbook nor maintains a website, it must provide the model student handbook language to each student, parent, employee, and volunteer at least annually.</i> <i>*The Model Student Handbook Language was updated in July 2026, and it is available on OSPI's Notification Requirements, Staff Training, and Outreach Materials webpage.</i>	LEA Level A. If the LEA has a website, it posts the full model handbook language on its website. B. the LEA publishes handbooks, whether online or in print, it includes the full model handbook language. This includes: • Student handbooks • Parent handbooks • Employee handbooks • Volunteer handbooks School Level C. If any individual school has a website, it posts the full model handbook language on the website. D. If any individual school publishes its own handbook, whether online or in print, it includes the full model handbook language.	Not included in 2026-27 Program Review in EGMS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	Legal authority: RCW 28A.642.080 and 28A.300.286; WAC 392-190-058 and 392-190-060.	This includes: • Student handbooks • Parent handbooks • Employee handbooks • Volunteer handbooks LEAs That Do Not Have Websites Or Handbooks E. If the LEA does not have a website <i>and</i> does not publish a handbook, it must provide the model handbook language to students and parents every year by another method, such as a flyer or message in a school app.	
14.11	Continuous Notifications <i>The LEA provides continuous notice that it does not discriminate based on sex, race, ethnicity, creed, religion, color, national origin, veteran or military status, age, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, disability, neurodivergence, or the use of a trained dog guide or service animal.</i>	LEA or School Level Nondiscrimination Statement The LEA includes a complete, current nondiscrimination statement in each of the following types of publications: A. Website B. Newsletter or similar publications. C. Student/parent handbook or similar publications.	Not included in 2026-27 Program Review in EGMS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>The nondiscrimination statement is included in all major LEA and building publications that are widely disseminated to students, parents, or employees.</i> <i>The LEA's nondiscrimination statement includes the following:</i> <i>• Notice that the LEA does not discriminate based on sex, race, ethnicity, creed, religion, color, national origin, veteran or military status, age, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, disability, neurodivergence, or the use of a trained dog guide or service animal.</i> <i>• Notice that the LEA provides equal access to the Boy Scouts and other designated youth groups.</i> <i>• Contact information for each compliance coordinator (including their name or title, office address, email address, and phone number).</i> <i>The LEA posts either the OSPI sexual harassment poster or the LEA's sexual harassment policy in</i>	D. Job announcements and employment applications. E. CTE publications, announcements, or student recruitment materials. F. Online or ALE program publications, announcements, or recruitment materials. <i>*OSPI's model nondiscrimination statement was updated in 2025.</i> Sexual Harassment Posters D. In each school building, the LEA posts <i>either</i> the OSPI Sexual Harassment Poster or the LEA's sexual harassment policy in a location visible to both students and staff.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>each school building in a location visible to both students and staff.</i> Legal authority: 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 392-190-058 and 392-190-063.		
14.12	National Origin and Immigration Status (Student Enrollment and Registration) <i>The LEA does not discourage or prevent a student from enrolling because they lack a birth certificate or have records indicating a foreign place of birth. The LEA accepts a birth certificate, passport, or alternative documents to show a child's age or date of birth for the purposes of enrollment. Alternative documents include, but are not limited to, a religious, hospital, or physician's certificate showing the date of birth; an entry in a family bible; an adoption record; an affidavit from a parent; or a previously verified school record.</i> <i>The LEA does not inquire about, request, or collect any information about the immigration or</i>	LEA or School Level A. The LEA has verified that any LEA or school enrollment or registration forms and packets (including cover sheets) do not inquire about a student's or parents' U.S. citizenship status, immigration status, or social security number. B. The LEA does not require new students or parents to provide a birth certificate, passport, or other citizenship- or immigration-related documentation for enrollment or any other purpose. If the LEA requests birth certificates or similar documentation for enrollment, it clearly states it is optional and the LEA will accept a variety of documents.	Not included in 2026-27 Program Review in EGMS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>citizenship status of any student or their parent or guardian.</i> <i>If the LEA requests a student's, parent's, or guardian's social security number, the LEA: (1) informs the individual that disclosure is voluntary, (2) provides the statutory or other legal basis for why the LEA is requesting the number, and (3) explains how the LEA will use the number.</i> Legal authority: Title VI, 34 C.F.R. Sec.100.3; RCW 28A.642.010; Plyler v. Doe, 457 U.S. 202 (1982); RCW 28A.225.380; WAC 392-190-052.		
14.13	Instructional Materials <i>The LEA's instructional materials policy and procedure includes textbook, instructional material, and supplemental instructional material selection criteria designed to eliminate bias based on sex, race, ethnicity, creed, religion, color, national origin, veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, disability, neurodivergence, or the use of a trained dog guide or service animal. The instructional materials committee</i>	LEA or School Level A. The LEA reviews all instructional materials to identify and eliminate bias, e.g., through documented use of the Washington Model Resource: Screening for Biased Content in Instructional Materials.	Not included in 2026-27 Program Review in EGMS

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>uses appropriate screening criteria to identify and eliminate such bias.</i> Legal authority: RCW 28A.640.020 and 28A.642.010; WAC 392-190-055.		

FISCAL: FEDERAL FISCAL CROSS-CUTTING

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
15.1	Grant Claims and Expenditures <i>Grant reimbursements must be supported by records that identify the federally funded expenditures are made within the period of performance and be supported by source documentation to determine allowability.</i> 2 CFR 200.302 2 CFR 200.403 <i>Period of Performance:</i> <i>"Period of performance means the total estimated time interval between the start of an initial Federal award and the planned end date, which may include one or more funded portions, or budget periods. Identification of the period of performance in the Federal award per § 200.211(b)(5) does not commit the awarding agency to fund the award beyond the currently approved budget period."</i> 2 CFR 200.1	LEA Level A. Describe the LEA's process, including the names/positions of key staff, ensure that grant claims are prepared timely, reconcile accounting records and the related costs were incurred during the period of performance. B. Provide the LEA's chart of accounts with coding for subprograms, sub objects, and building codes. See example at: Account Codes Cheat Sheet C. Provide reports that show expenditures summarized by program, activity and object that will be used to reconcile grant claims as well as the detailed expenditure reports. • Provide separate 2025-26 school year reports for only those <i>Federal</i> programs in Program Review Program Review & Support (Formerly CPR) (ospi.k12.wa.us) • If you are part of a Title III or Title I-C Consortia, please include Expenditure Summary Reports for this program. • Do not provide reports for state programs.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	Risk Level: 1	- For WSIPC LEAs, refer to the report instructions and example: Fiscal Guidance - For non-WSIPC LEAs, review example above and provide comparable data. D. Reconcile and explain any variances between the grant claims and expenditure summary reports. E. Provide reports that show expenditure details from which OSPI will request supporting documentation for selected transactions. - Provide separate 2025-26 school year reports for only those <i>Federal</i> programs in Program Review. - If you are part of a consortia, please include Expenditure Detail Reports for this program. - Do not provide reports for State programs. - Do not include object 4 benefits. - Include all description fields to provide detailed information about each transaction. - For WSIPC LEAs, refer to the report instructions and example: Fiscal Guidance (ospi.k12.wa.us)	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		For non-WSIPC LEAs, review example above and provide comparable data. F. Evidence in response to OSPI request. <i>Only select after communication from OSPI requesting further information.</i>	
15.2	Accounts Payable Charges <i>Federal funds must be spent on only allowable activities in accordance with CFR Part 200 Subpart E – Cost Principles, other special terms or conditions of the grant award, and/or other pertinent state and federal guidelines.</i> <i>2 CFR Part 200, Subpart E</i> Procurement <i>Federal purchases that require a competitive process must comply with the more restrictive federal / state requirements and LEA policy.</i> <i>2 CFR 200.67</i> <i>2 CFR 200.317-.327</i> Suspension and Debarment <i>Subrecipients and vendors must not be suspended or debarred.</i> <i>2 CFR Part 180</i>	LEA Level A. Describe the LEA's process, including the names/positions of key staff, for ensuring federal expenditures are allowable, comply with procurement requirements, and ensure vendors and subrecipients are not suspended or debarred. B. Provide the LEA's procurement policies and procedures (such as the WSSDA policies 6220 & 6220P), including the procurement thresholds for using federal funds and the language relating to conflict of interest and suspension & debarment. (Note: Please provide the procurement policy in use during the 2025-26 school year.) C. If LEA used the self-certification option to use a higher micro purchase threshold, provide documentation the LEA used to support they are a low-risk entity. If the LEA did not use this option, indicate it is not applicable.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	2 CFR Part 3485 Conflict of Interest <i>"The non-federal entity must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts."</i> 2 CFR 200.318 (c)(1) Risk Level: 1	D. Evidence in response to OSPI request. <i>Only select after communication from OSPI requesting further information.</i>	
15.3	Payroll Charges <i>Charges for Federal awards for salaries and wages must be based on records that accurately reflect the work performed and comply with documentation requirements set forth in OSPI Bulletin Addendum B039-24.</i> 2 CFR 200.430-431 <i>Note: The CFR noted above is where LEAs will find the current regulations. OSPI allows LEAs the option to follow the old time and effort guidance, the current regulations, or a combination of both. This information can be found in the OSPI Bulletin noted above.</i>	LEA Level A. Provide the LEAs written policy and procedures for time and effort reporting. These procedures should include the LEA's process to ensure payroll charges are accurate, allowable, and properly allocated to federal programs. The procedures should also indicate whether the LEA follows the old time and effort guidance, the new guidance, or a combination of both. Additionally, the procedures should include the names/positions of key staff and how the LEA: Determines required time and effort for each employee. Include whether the LEA has (and uses) an OSPI approved time/effort substitute system.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	Risk Level: 1	- Ensures time and effort is received timely from employees. - Reviews actual versus budgeted payroll charges and adjusts as needed (include how often this occurs). - Reviews staff reassignments to determine any necessary time and effort changes. B. Provide a report that shows the payroll distribution for 2025-26 for all employees and all programs from which OSPI will request supporting documentation for selected transactions. - Do not include object 4 benefits. - For WSIPC LEAs, refer to the report instructions and example: Fiscal Guidance - For non-WSIPC LEAs, review example above and provide comparable data (if possible, only include objects 2-3 for employees whose salaries are charged any amount to a federal program in the Program Review). C. Evidence in response to OSPI request. <i>Only select after communication from OSPI requesting further information.</i>	

SCHOOL IMPROVEMENT: RESOURCE ALLOCATION REVIEW (RAR)

Item	Description	Evidence	*Included in 2026-27 Program Review (Unless specified below)
16.1	L-CAP and District Planning To facilitate resource allocation review (RAR), OSPI will review your district's school improvement planning in line with state and federal requirements. According to federal law (ESSA Sec. 1112; [20 U.S.C. 6312]), as implemented through Washington's ESSA Consolidated Plan, LEAs (i.e., school districts) with at least one school identified for Tiers 1, 2, 3, and/or 3 Plus supports and accountability must have completed a SY2025-26 Local Education Agency Consolidated Accountability Plan (L-CAP). Risk Level: 2	Resource Allocation Review (RAR) Objective and Purpose LEA/District Level Evidence Please provide the 2025-26 OSPI Local Education Agency Consolidated Accountability Plan (L-CAP) completed according to program requirements. Evidence may include: The fully completed district L-CAP in accordance with ESSA Sec. 1112.	
16.2	LEA/District Stakeholder Engagement District-level plans (i.e., L-CAPs) must incorporate elements of partnership with parents, family, and community (including, but not limited to): principals and other school leaders, teachers, parents, guardians, and other community members and have a plan for their engagement ESSA Sec. 1112 [20 U.S.C. 6312].	Resource Allocation Review (RAR) Objective and Purpose LEA/District Level Evidence Provide at least one artifact of evidence of parent, family, and community participation in the district-level school improvement process during the 2025-26 school year. Evidence may include:	

Item	Description	Evidence	*Included in 2026-27 Program Review (Unless specified below)
	Risk Level: 2	- LEA level meeting minutes and agenda items involving parent, family, and community involvement/incorporation in identified school improvement district planning. - Feedback solicited through a district-level survey to guide LEA school improvement planning efforts. - If you have district level stakeholder engagement evidence for Title IA, Multilingual, Title I, Part C, and Title IV, Part A, you may use that evidence in this section as well.	
16.3	Building/School Planning, Implementation, and Resource Allocation Review Schools must identify resource inequities to be addressed through implementation of a School Improvement Plan (SIP) (WAC 180-180-16-220); (ESSA Sec. 1111(d)(1)(B)(iv)). Risk Level: 2	<u>Resource Allocation Review (RAR) Objective and Purpose</u> Building/School Level Evidence Provide SIPs for all schools identified for Tiers 1 and 2, including progress monitoring reviews/evidence. Provide Tier 3 and 3+ SIPs that were not fully reviewed (BOYR, MYPR, and EOYR) by OSPI in the 2025-26 school year. The SIPs must address the following state and federal requirements (OSPI School Improvement Templates address all these requirements): - Identification and plan alignment with Resource Inequities - Goals that address Resource Inequities - Summary of Comprehensive Needs Assessment - Evidence Based Interventions - School Board Approval Date	

Item	Description	Evidence	*Included in 2026-27 Program Review (Unless specified below)
		- School involvement with state accountability system or ESSA - Active participation and input by building staff, students, families, parents, and community members - Progress Monitoring Reviews	
16.4	Building Level Family, Parent, and Community Engagement School Improvement Plans (SIPs) must be developed in partnership with stakeholders (including principals and other school leaders, teachers, and parents/guardians). All SIPs must be approved by the local school board prior to implementation to ensure transparency and partnership with families, parents and community (RCW 28A.150.210; WAC 180-16-220 ESEA §1111(d)(1)(B)). Risk Level: 2	<u>Resource Allocation Review (RAR) Objective and Purpose</u> School Level Evidence Provide at least one artifact of evidence of stakeholder engagement in the identified school level improvement process. Evidence may include: - School level planning minutes with stakeholder participation - School level feedback solicited through a building-level survey or meeting agenda and minutes. - List of families/stakeholders that provided school level feedback or participated in plan development, etc. - If you have school level stakeholder engagement evidence for Title IA, Multilingual, Title I, Part C, and Title IV, Part A, you may use that evidence in this section as well.	

Item	Description	Evidence	*Included in 2026-27 Program Review (Unless specified below)
16.5	Resources to Address Inequities and Improvement Efforts To support school improvement, LEAs must examine resources against measured student outcomes to best understand and meet the resource needs of schools. By addressing resource inequities through fiscal and non-fiscal prioritization, it will create guidance to inform supports to close educational opportunity and achievement gaps. Addressing these indicators will encourage a culture of continuous improvement across an LEA based on adjusting, monitoring, and updating of improvement plans and activities ensuring gap closure. LEA and school spending information is an essential resource to examine as part of the State’s review process. The SEA (i.e., OSPI) will consider a broad variety of factors that include financial resources used by the LEA and schools receiving tiered supports to address resource inequities and overall improvement efforts (<u>ESSA Sec. 1111(2)(3)(A)(ii)</u>). RAR is required for LEAs that have 50% (or more) schools identified for Tiers 1, 2, 3, or 3 Plus supports according to the most	<u>Resource Allocation Review (RAR) Objective and Purpose</u> Resource Inequities Prioritization and Funding Please use the table below to provide evidence of how the LEA (i.e., school district) approached prioritization and use of fiscal and non-fiscal resources to support improvement work in <u>all its identified schools</u> in line with state and federal laws and rules (<u>WAC 180-16-220 (2)(b)</u>; (<u>ESSA Sec. 1111(d)(1)</u>), particularly to address <u>resource inequities</u> and the improvement aims of the state and federal governments. Instructions: • Complete the rows of this table to show how the LEA used federal, state, and/or local funding sources, (not 1003 funds) to address specific, measurable resource inequities at your identified schools. Be as specific as possible. • The table should indicate a throughline of school improvement work from your identified resource inequities to your school improvement outcomes. • This submission meets your annual federal reporting requirement under ESSA Sec. 1111(d)(1) and WAC 180-16-220(2)(b).	

Item	Description	Evidence	*Included in 2026-27 Program Review (Unless specified below)
	current WSIF identification cycle (ESSA Sec. 1111(d)(3)(A)(ii)) and/or LEAs receiving 1003 funds. Resource Allocation Review (RAR) must: • Detail and examine how the district identified resource inequities of access, opportunity, and attainment and how those inequities are being addressed. • Detail and examine LEA and school strategies to address resource inequities (both fiscal and non-fiscal) via ESSA-defined Evidence-Based Interventions (EBIs) that support the goal of “basic education”, student learning and achievement, effective instruction, and the overall improvement aims of the State of Washington and Department of Education (ED). • Detail and examine achievement and accountability goals formulated by the LEA and its schools identified for tiered supports, by reviewing School Improvement Plans (SIPs), Mid-Year Progress Reviews (MYPR) and End of Year Reviews (EOYR). • Detail and examine evidence of the practices and policies (e.g. policy or	Resource Inequities Prioritization and Funding - The response should be made in the form of a table that you may copy from Resource Allocation Review (RAR) <u>Objective and Purpose :</u> - o Column 1: the specific resource inequities that are impacting school(s) identified for improvement, - o Column 2: the schools affected by the resource inequities. At minimum, all identified schools (Tier 1 through Tier 3 Plus) must be represented in the table. - o Column 3: how resource inequities were addressed (using fiscal or non-fiscal resources) - o Column 4: how collaboration between leadership of school buildings and the LEA informed spending decisions, AND how LEA/school building educators (and other professional staff), parents, as well as the wider learning community, were involved in the prioritization of resources, - o Column 5: what model or rationale determined the interventions targeting the resource inequity,	

Item	Description	Evidence	*Included in 2026-27 Program Review (Unless specified below)
	procedure document(s)) the LEA utilizes and (this can include adjustments to existing policies) to ensure that schools identified for tiered supports via WSIF are receiving the necessary resources to support LEA and school improvement efforts. Risk Level: 3	- Column 6: approximate funding AND funding source, LAP, Title II, etc. (if intervention is funded/fiscal resource) (not 1003 funds) - Column 7: the outcomes of the prioritization of funding (positive or negative). <i>Note: Please upload of a .docx or .pdf file. We will not accept hyperlinks to a cloud. You may add additional rows and columns to the table above.</i>	
16.6	LEA Use of 1003 Funds to Support School Improvement Efforts LEA and school spending information is an essential resource to examine as part of the State's federal review process. The SEA (i.e., OSPI) will consider a broad variety of factors that include financial resources used by the LEA and schools receiving 1003 funds to address resource inequities and overall improvement efforts (ESSA Sec. 1111(2)(3)(A)(ii)). ESEA section 1003(b)(2)(B) requires a State to monitor and evaluate the use of section 1003 funds by the LEA that receive such funds.	<u>Resource Allocation Review (RAR) Objective and Purpose</u> Use of 1003 Funds Use the table below to describe how 1003 funds were used in the most recently completed school year with specific examples from each identified school. Each row should be used to identify a prioritized resource inequity and the associated EBI(s) that were implemented using 1003 funds. Resource Usage Identified - The response should be made in the form of a table that you may copy from <u>Resource Allocation Review (RAR) Objective and Purpose</u> : Column 1: At least two priority resource inequities	

Item	Description	Evidence	*Included in 2026-27 Program Review (Unless specified below)
	Resource Allocation Review (RAR) must: • Detail and examine how the school has identified resource inequities of access, opportunity, and attainment and how those inequities are being addressed through School Improvement Plans (SIP) in line with state and federal law. • Detail and examine LEA and school strategies to address resource inequities (both fiscal and non-fiscal) via ESSA-defined Evidence-Based Interventions (EBIs) that support the goal of “basic education”, student learning and achievement, effective instruction, and the overall improvement aims of the State of Washington and Department of Education (ED). • Identify and examine achievement and accountability goals formulated by schools identified for tiered supports, by reviewing School Improvement Plans (SIPs), Mid-Year Progress Reviews (MYPR), and End of Year Reviews (EOYR). • Examine evidence of the practices and policies (e.g. policy or	• Column 2: The schools with the resource inequity identified. ○ At minimum, all schools that received 1003 funds should be represented in the table. • Column 3: At least one EBI per resource inequity. • Column 4: Spending amounts and budget categories for 1003 funds • Column 5: How school and district leaders collaborated in spending decisions AND how the LEA included staff, families, and/or community members in planning and/or decision making. • Column 6: How specific 1003-funded EBI decisions were guided by needs assessments or logic models that addressed resource gaps. • Column 7: Impact of the implemented evidence-based intervention (EBI) on progress towards the intended goal in addressing resource inequity priorities (positive or negative). <i>Note: Upload as a .docx or .pdf file in EGMS (cloud-based links will not be accepted). You may add additional rows and columns to the table above.</i>	

Item	Description	Evidence	*Included in 2026-27 Program Review (Unless specified below)
	procedure document(s)) the school utilizes and (this can include adjustments to policies) to ensure supports are appropriately received toward improvement efforts. <i>Risk Level: 3</i>		

FOSTER CARE

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
17.1	LEA Foster Care Liaison and Building Point of Contact <i>The LEA has a designated foster care liaison to assist with immediate enrollment, attendance, and academic success of students in foster care. ESEA Section 1112(5)(a) RCW 28A.320.148</i> <i>The LEA has designated building points of contact to identify and support students in foster care, coordinate services and resources for students in foster care at the school level. RCW 28A.320.148</i> <i>The Foster Care Liaison is attending training and professional development opportunities to improve school district implementation efforts. RCW 28A.320.148</i> Risk Level: 2	LEA Level A. Ensure contact information located on the OSPI Foster Care website is accurate for your school district Foster Care Liaison, make changes as necessary, and submit screenshot as evidence. OSPI Foster Care Webpage RCW 28A.320.148 B. Ensure contact information located on the OSPI Foster Care website is accurate for each school Building Point of Contact, make changes as necessary, and submit screenshot for each school as evidence. (Foster Care Building Point of Contact) RCW 28A.320.148 C. Confirm the school district foster care liaison has attended an OSPI Foster Care Education training for the current school year.	
17.2	Collaboration with Local Child Welfare Agency	LEA Level A. Signed copy of DCYF's Regional Education Agreement developed in collaboration with the Office of Superintendent of Public Instruction (OSPI) or the	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>LEA must collaborate with child welfare agencies.</i> <i>ESEA Section 1112(c)(5)(B);</i> <i>RCW 28A.225.360</i> <i>The LEA collaborates with the local child welfare agency to maintain children in foster care in their schools of origin, when in their best interest.</i> <i>ESEA Section 1111 (g)(E) (i-iv);</i> <i>RCW 28A.225.360; RCW 28A.225.350; RCW 74.13.550; RCW 74.13.560; and RCW 74.13.631\</i> <i>The LEA collaborates with the local child welfare agency to ensure that children in foster care are immediately enrolled in school even if the student does not have the required documentation. The enrolling school will immediately contact the school last attended to obtain education records, and the sending school will immediately transfer those records.</i> <i>ESEA Section 1111(g)(1)(E)(iii)</i> <i>RCW 28A.225.330(7)</i> <i>The LEA shares relevant educational records with local child welfare agency as required</i>	equivalent agreement approved by OSPI. <i>The Regional Education Agreement must be signed by both the LEA and DCYF.</i> B. Please describe the LEA process and supply evidence for documenting and record keeping of Best Interest Determination meetings. PLEASE REDACT STUDENT INFORMATION C. Evidence such as immediate enrollment policies and practices for students in foster care, record request procedures, emails as evidence of immediate enrollment, or other records that are used to document immediate enrollment of students (even without required paperwork) and efforts to obtain education records. PLEASE REDACT STUDENT INFORMATION D. Written transportation procedures, completed forms, transportation request forms, emails, or other evidence to show evidence of timely and coordinated transportation services. PLEASE REDACT STUDENT INFORMATION E. Copies of any school board adopted policies addressing the procedures supporting students in foster care, including dates of adoption.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>by state and federal law. RCW 28A.150.510 & ESEA Section 1111(g)(1)(E)(iii)</i> <i>The LEA collaborates with the State or local child welfare agency to develop and implement clear, written procedures governing how transportation will be provided, arranged, and funded for the duration of the child's time in foster care.</i> Risk Level: 2		
17.3	Foster Care Student Progress and Support <i>Students who are subject to a dependency proceeding should have their unexpected or excessive absences regularly reviewed by a school district representative (such as the Foster Care Liaison) or school employee (such as the Building Point of Contact), the students' caseworkers, educational liaisons, attorneys if appointed, parents or legal guardians, and foster parents or the persons providing placement for the students. A school district representative or a school employee must proactively support the students' school work so the student does not fall behind and to avoid suspension or</i>	LEA Level A. Emails, meeting documentation, MTSS process, or other explanatory evidence may be used to demonstrate how the district monitors attendance of students in foster care and the supports in place when attendance becomes a concern or barrier to educational stability. PLEASE REDACT STUDENT INFORMATION	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>expulsion based on truancy. RCW 28A.225.023; ESEA Section 1111(g)(1)(E).</i> Risk Level: 2		
17.4	Dispute Resolution <i>In a case where a dispute occurs regarding the determination of best interest or the provision of other educationally related services for a child or youth in foster care, the LEA follows Washington State's foster care dispute process.</i> <i>ESEA Section 1111(g)(1)(E)</i> <i>The LEA ensures that students remain in their school of origin while disputes are being resolved.</i> <i>ESEA Section 1111(g)(1)(E)(i), ESEA Section 1112(c)(5)(B)(i) & RCW 28A.225.350((3)</i> <i>The most current OSPI Foster Care Dispute Resolution Process can be found here: https://www.k12.wa.us/sites/default/files/public/fostercare/pubdocs/fostercaredisputeresolutionprocess_wa.pdf (dated July 2016).</i> Risk Level: 2	LEA Level A. Submit a statement signed by the LEA Foster Care Liaison ensuring that the LEA Foster Care Liaison "has read and will follow the OSPI Foster Care Dispute Resolution Process." The most current OSPI Foster Care Dispute Resolution Process can be found here: Foster Care Resources and Training, dated 2021.	

Title IV, Part A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
18.1	Comprehensive Needs Assessment <i>LEAs receiving an allocation of more than \$30,000 shall conduct a comprehensive needs assessment in order to examine needs for improvement of:</i> • <i>Access to, and opportunities for, a well-rounded education for all students.</i> • <i>School conditions for student learning in order to create a healthy and safe school environment.</i> • <i>Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.</i> <i>ESEA Section 4106</i> Risk Level: 1	LEA Level A. Provide evidence of a comprehensive needs assessment conducted as part of the program planning process for the year under review. <i>Please note: If your LEA received more than \$30,000, Item 18.1 is required regardless of whether funds were transferred to another Title program.</i> <i>For assistance with the comprehensive needs assessment, please visit:</i> Program Planning Guide Link	
18.2	Distribution of Funds <i>LEAs are required to prioritize the distribution of funds to schools served by</i>	LEA Level A. Indicate which criteria, from the list of options, the LEA used to prioritize the distribution of funds to schools.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>the LEA based on one or more of the following criteria—</i> <i>• Are among the schools with the greatest needs;</i> <i>• Have the highest percentages or numbers of children counted under Section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);</i> <i>• Are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);</i> <i>• Are implementing targeted support and improvement plans as described in Section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or</i> <i>• Are identified as a persistently dangerous public elementary school or secondary school under Section 8532.</i> <i>ESEA Section 4106</i>	You may also indicate that funds were spent in support of all schools or specific grades based on the needs identified.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	Risk Level: 1		
18.3	Expenditures ESEA Section 4106 For an LEA that receives \$30,000 or more, use— • Not less than 20 percent of funds to support one or more of the activities authorized under Section 4107 pertaining to well-rounded educational opportunities; • Not less than 20 percent of funds to support one or more activities authorized under Section 4108 pertaining to safe and healthy students; and • A portion of funds to support one or more activities authorized under Section 4109(a) pertaining to the effective use of technology. • Not more than 15 percent of funds designated for supporting the effective use of technology to purchase technology infrastructure.	LEA Level For an LEA that received \$30,000 or more during the prior school year, please provide a detailed prior year expenditure report (or "off the books" tracking, if applicable), which demonstrates that the LEA spent according to requirements. Expenditure reports must: • Include all expenditures under each of the required categories for the prior fiscal year. • Be separated by fiscal year allocation – i.e., do not combine one fiscal year's allocation with carryover from another fiscal year. • Be separated by program area with totals for each program area requirement. Requirements A. Not less than 20% of funds were used to support well- rounded educational opportunities (Section 4107); B. Not less than 20% of funds were used to support activities for safe and healthy students (Section 4108); and C. A portion of funds were used to support effective use of technology (Section 4109(a)). D. Not more than 15% of funds designated for supporting effective use of technology (as mentioned in 18.3 C) was used to purchase technology infrastructure,	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	Risk Level: 1	including devices, equipment, software, and digital content. E. If the LEA did not meet the minimum program area requirements (as described above) during the prior year, provide documentation which demonstrates the LEA carried forward the unspent balance and applied them to activities in the current year in a way that ensures the requirements will be met by the time the funds are fully expended <i>Note: The LEA should provide clear documentation demonstrating that required categories were established and expenditures align with the approved application.</i>	
18.4	Program Activities <i>LEA shall use funds to develop and implement programs that:</i> • <i>Support access to a well-rounded education;</i> • <i>Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; and/or</i> • <i>Improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students.</i>	LEA Level A. Briefly describe your LEA's progress in implementing the activities outlined in your approved application for the current school year, including pending or scheduled activities. B. Please indicate whether the LEA is on track to meet the measurable objective / outcome described in the approved program plan.	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>ESEA Sections 4107, 4108, 4109</i> <i>Risk Level: 1</i>		

TRIBAL CONSULTATION

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
19.1	Consultation <i>The LEA has complied with the requirements for timely and meaningful consultation on issues affecting American Indian and Alaska Native students, and to consult with appropriate officials from Indian tribes or tribal organizations prior to the LEA's submission of a required plan or application of any of the following:</i> • Title I, Part A • Title I, Part C • Title I, Part D • Title II, Part A • Title III • Title IV, Part A • Title IV, Part B • Title V, Part B, subpart 2 • Title VI, Part A, subpart 1 Sec 8538 <i>Beginning September 1, 2024, school board members, superintendents, and any other staff at school districts that are required to perform tribal consultation under Title VI of the federal Every Student Succeeds act (P.L.</i>	LEA Level A. Overview A brief description of and a timeline of the LEA's process to ensure that consultation provided opportunity for appropriate officials from Tribes or Tribal organizations to meaningfully and substantively contribute to plans affecting those student populations in Title I-VI and other programs that affect AI/AN students to include (if your district supports these specific programs): • Head Start • Johnson O'Malley • Migrant Education • Special Education • McKinney-Vento • Bilingual Education • Attendance initiatives • Graduation pathways • Highly Capable • CTE • Native student success plans B. Consultation Activities Evidence of consultation activities. Evidence may include: • Consultation schedules or annual consultation calendars (early)	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>114-95, 20 U.S.C. Sec. 1001 et seq., 35 20 U.S.C. 6301 et seq.) must take and certify completion of the tribal consultation training offered by the OSPI Office of Native Education. (Substitute Senate Bill 5252; 2022)</i> Risk Level: 3	• Draft documents shared prior to finalization (early) • Documentation of multiple consultation opportunities throughout the year (early) • Consultation invites showing early notice (early) • Meeting agendas, • MOU/A's • Data Sharing Agreements • Data requested from the Tribe(s) • Emails and materials reviewed during consultation, • Sign-in sheets for in-person meetings. • Presentation slides C. Continued Consultation Feedback or documentation of continued consultation. Evidence may include: • Written responses to Tribal recommendations or requests from the consulted Tribe(s) or Tribal organizations. • Implemented changes or actions based on requests or recommendations. • Explanation when recommendations were not adopted. • Timeline for implementation of accepted recommendations • Summary Consultation reports	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		- Follow-up communications and/or new data request D. Completed Affirmation of Tribal Consultation Evidence of the LEA's completed Affirmation of Consultation with Tribal Representatives form(<i>No initial response for 19.1.D. is required. OSPI staff will use evidence from the 2025–26 iGrants General Assurances</i>) E. Completed Strengthening Tribal Consultation Training Documentation of school board members, superintendents, and any additional staff at the school district required to perform tribal consultation under Section 8538 of the Every Student Succeeds Act have completed tribal consultation training offered by the OSPI Office of Native Education (beginning September 1, 2024). Evidence is: - Certificates of Completion Form F. Data Sovereignty and Collaboration Evidence of AI/AN Student Data Review and Collaboration. Documentation demonstrating consultation regarding the identification collection, accuracy use, reporting and sharing of Native student data: - Student identification and enrollment process	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		• Policy development for Max AI/AN student identification • Data accuracy reviews • Data sharing meeting notes • Discussions regarding the Tribal affiliation data G. Evidence of Consultation Outcomes Documentation demonstrating outcomes resulting from consultation: • Revised or new policies • Programming modifications • New partnerships • Resource allocations • Professional development initiatives Student support services developed in response to Tribal recommendations,	
19.2	Since Time Immemorial <i>The LEA incorporates curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes.</i> <i>The LEA shall collaborate with any federally recognized Indian tribe(s) within their district, and with neighboring Indian tribes, to incorporate expanded and improved curricular materials about Indian tribes, and</i>	LEA Level A. Adoption of JMLSTI Provide the LEA's curriculum adoption schedule for social studies and history. And, identify leadership and accountability oversight. Evidence may include: • Job descriptions or task assignments • School improvement plans • Timelines for reporting • Monitoring reports B. Incorporation of JMLSTI	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
	<i>to create programs of classroom and community cultural exchanges.</i> <i>This effort is to be undertaken with any curriculum review or adoption activities for social studies or history conducted by the LEA after July 24, 2015.</i> <i>RCW 28.A.320.170</i> Risk Level: 1	Provide documentation demonstrating incorporation of JMLSTI in most recent review or adoption of curriculum in social studies/history and availability Evidence may include: • Resource repositories or libraries • District curriculum webpages • Teacher guides • JMLSTI and Tribal specific resource inventories C. Implementation of JMLSTI Demonstrate implementation of John McCoy (lulilaš) Since Time Immemorial and, if applicable, Tribally developed sovereignty curriculum. Evidence may include: • Lesson plans • Principal and teacher observations, • Student work, • LEA policy for adoption of Tribal curriculum, if applicable • Professional development facilitated by Tribal members. D. N/A – LEA has conducted no review or adoption of social studies or history curriculum after July 24, 2015. Please Add Comment to this item stating grounds for N/A. E. Professional Development	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		Provide evidence that educators responsible for teaching social studies/history have received training on JMLSTI. Evidence may include: • Professional development agendas • Attendance records to PD • Training certificates • Tribal-facilitated workshops • New staff onboarding materials • Principle observation documentation F. Grade-Level Implementation. Demonstrate that JMLSTI and/or Tribally developed curriculum is implemented at appropriate grade bands and consistent with state requirements and district curriculum. Evidence may include: • Scope and sequence documents • Curriculum maps • Pacing guides • Grade-level or school level instruction and lesson plans G. Student Access Demonstrate that all students withing the LEA have access to JMLSTI instruction. Evidence may include: • Course offerings • District wide implementation plans • Tribal feedback	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		- Curriculum committee records and meeting minutes H. Assessment and Student Learning Provide evidence that student learning related to Tribal history, culture, government, and sovereignty is assessed or monitored. Evidence may include: - Student projects - Assessment tools - Rubrics - Sample of student work I. Ongoing Tribal Consultation Demonstrate on-going consultation and relationship-building with local Tribe(s) beyond curriculum adoption to ensure curricular content remains culturally responsive, current, and reflective of contemporary contexts. Evidence many include: - Annual consultation records and agenda items - Tribal partnership agreements - Joint planning meetings - Tribal review of instruction materials especially when adopting new curriculum - Collaborative events, showcases or presentations J. Continuous Improvement	

Item	Description	Evidence	*Included in 2026-27 Program Review in EGMS (unless specified below)
		Describe how the LEA evaluates and improves JMLSTI implementation. Evidence may include: • Program reviews • Teacher feedback • Tribal feedback • Improvement plans • Monitoring cycles	

APPENDIX A: DETERMINATION DEFINITIONS

Exemplar	The LEA has exceeded the minimum requirements and is implementing according to best practices. This LEA's implementation is an example for other LEAs.
Fully Implemented	The LEA has demonstrated implementation of all requirements for this item.
Partially Implemented	The LEA has demonstrated implementation of one or more of the sub-items (Evidence) or a portion of the item but has not implemented all the requirements for this item.
Not Implemented	The LEA was unable to demonstrate implementation of the item or sub-items.
Evidence Needed	There is not sufficient evidence to determine if the requirements are implemented. Additional evidence is needed to determine implementation status. Final determination status will be adjusted when the review closes to indicate implementation level.

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