

# ***Program Review***

***2023-24***

***Self-Assessment***



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

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# SELF-ASSESSMENT: TITLE I, PART A

□ N/A – our organization does not participate in Title I, A

Item	Description	Evidence	Notes
SA1.1	<p><b>Supplement, Not Supplant Methodology</b></p> <p><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 it would otherwise receive if it were not receiving Title I funds.</i></p> <p>Resources:  <a href="#">Supplement, Not Supplant Guidance</a></p>	<p><b>LEA Level</b></p> <p><b>A.</b> The LEA is exempt because at least one of the following apply:</p> <ul style="list-style-type: none"> <li>• Only one school in the LEA.</li> <li>• All schools in the LEA are Title I schools.</li> <li>• Only one school per grade span in the LEA.</li> </ul> <p><b>B.</b> The LEA follows a written methodology for the LEA’s distribution of state and local funds to each school. The methodology does not consider which schools receive Title I funds. See examples on pages 11 and 12 of <a href="#">SNS Final Guidance (PDF) (ed.gov)</a></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <a href="#">SNS Small LEA Example 1</a></li> </ul>	
SA1.2	<p><b>Annual LEA Report Card</b></p> <p><i>The LEA annually provides a report card to parents and community.</i></p>	<p><b>LEA Level</b></p> <p><b>Report Card Information to Parents and the Community</b></p> <p><b>A.</b> LEA’s report card information is disseminated to:</p> <ul style="list-style-type: none"> <li>• families <i>and</i> the community in a variety of formats and languages represented by local student population. (e.g., newsletter, website, email).</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <a href="#">Newsletter Notification with Directions Example</a></li> </ul>	
SA1.3	<p><b>95 Percent Student Participation in Statewide Mathematics and Reading/Language Arts Assessments</b></p> <p><i>Under Washington’s ESSA Consolidated Plan, schools that do not meet the 95% student participation rate (in each student group) for state math and ELA assessments must update their school improvement plan.</i></p>	<p><b>LEA and Building Level</b></p> <p><b>A.</b> LEA meets 95% student participation rate for state assessments. If not, LEA completed School Improvement Plan Summary: 95% Participation Rate for each school (regardless of Title I, Part A funding) not meeting the 95% student participation rate for state assessments administered during the <i>current school year</i>.</p>	
SA1.4	<p><b>Citizen Complaint Procedures in regard to LEA implemented local Federal programs</b></p> <p><i>Title I, Part A written complaint procedures for resolving issues of violation(s) of a federal statute or regulation that applies to Title I, Part A programs run by the LEA.</i></p> <p>Resources:</p>	<p><b>LEA Level</b></p> <p><b>A.</b> LEA shares a process to ensure the <i>federal program complaint procedures</i> are distributed to parents of students in a Title I, Part A school.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <a href="#">Complaint Procedures Dissemination Description Example</a></li> <li>• <a href="#">Newsletter Notification Example</a></li> </ul>	

	<a href="#">Citizen Complaint Webpage</a>		
SA1.5	<p><b>Notification to Parents</b>  <b>Parents May Request Teacher and Para Qualifications</b>  <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></p> <p>Resources:  <a href="#">Notification to Parents Templates</a></p>	<p><b>LEA or Building Level</b></p> <p><b>A.</b> LEA notifies (e.g., handbook, newsletter, or letter) parents that they may request information regarding the professional qualifications of their student’s teachers and paraeducators (typically provided to parents/families at the beginning of school year).</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <a href="#">Letter Example 1</a></li> <li>• <a href="#">Letter Example 2</a></li> </ul>	
SA1.6	<p><b>School-Parent Compact</b>  <i>A document describing the shared responsibility between school, parent/family, and student to support student success. [Section 1116 (b)(c)(d)(e)]</i></p> <p>Resources:  <a href="#">School Parent Compact Checklist</a></p>	<p><b>Building Level</b></p> <p><b>A.</b> Each school has a School-Parent Compact (a written agreement) that identifies specific activities or shared responsibilities that parents, school staff and students will carry out to improve academic outcomes and parent partnerships. In a language and format the parent can understand.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• <a href="#">School Parent Compact</a></li> </ul>	

## SELF ASSESSMENT: SCHOOL SAFETY

Item	Description	Evidence	Notes
SA8.1	<p><b>Signage</b>  <i>Gun-free, drug-free, and tobacco-free signage must be posted on school facilities. RCW 9.41.280, RCW 69.50.435, RCW 28A.210.310(2)</i></p> <p><a href="#">School Safety Center   OSPI</a></p>	<p><b>LEA and Building Level</b></p> <p><b>A.</b> Buildings have the required signage posted at the main entrances to buildings accessed by students, parents, or the public.</p>	
SA8.2	<p><b>Gun-Free Schools Act</b>  <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.</i></p> <p><a href="#">§7961. Gun-free requirements</a></p>	<p><b>LEA Level</b></p> <p><b>A.</b> The LEA has a gun-free policy that includes required language (e.g. <a href="https://ospi.k12.wa.us/student-success/health-safety/school-safety-center/school-safety-preparedness-and-response/weapons-and-schools">https://ospi.k12.wa.us/student-success/health-safety/school-safety-center/school-safety-preparedness-and-response/weapons-and-schools</a>).</p> <p><b>B.</b> The policy has been made available to students, parents, and teachers (e.g., in handbooks, on websites or newsletters, etc.)</p>	
SA8.3	<p><b>Comprehensive School Safety Plans</b>  <i>RCW 28A.320.125 requires all school districts and schools in Washington state to have current comprehensive safe school plans, commonly referred to as Emergency Operation Plans (EOPs), and procedures in place. The legislation notes that coordinated plan development is essential to ensure the most effective response to any type of emergency situation.</i></p>	<p><b>LEA and Building Level</b></p> <p><b>A.</b> The LEA has a current, dated copy of the EOP and procedures.</p> <p><b>B.</b> The policy has been made available to students, parents, and teachers (e.g., in handbooks, on websites or newsletters, etc.)</p> <p><a href="#">Comprehensive Safety Planning Toolkit   OSPI</a></p>	

SA8.4	<p><b>Harassment, intimidation, and bullying</b>  <a href="#">RCW 28A.600.477</a> requires each school district to adopt or amend if necessary a policy and procedure prohibiting harassment, intimidation, and bullying of any student and that, at a minimum, incorporates the model policy and procedure described in subsection (3) of this section.</p>	<p><b>LEA and Building Level</b>  <b>A.</b> The LEA has a current, dated copy of the HIB policy and procedures.  <b>B.</b> The policy has been made available to students, parents, and teachers (e.g., in handbooks, on websites or newsletters, etc.)  <b>C.</b> The LEA has designated a primary contact regarding the policy and procedure prohibiting harassment, intimidation, and the contact has attended mandatory training.</p> <p><a href="#">Harassment, Intimidation, and Bullying (HIB)   OSPI</a></p>	
SA8.5	<p><b>Screening, and response to emotional or behavioral distress in students, including possible sexual abuse</b>  <a href="#">RCW 28A.320.127</a> requires that each school district adopt a plan to screen, recognize, and respond to indicators of social, emotional, behavioral, and mental health (SEBMH) such as, but not limited to, sexual abuse, substance use, violence, or youth suicide.</p>	<p><b>LEA and Building Level</b>  <b>A.</b> The LEA has a current, dated copy of the SEBMH plan.  <b>B.</b> The plan has been made available to students, parents, and teachers (e.g., in handbooks, on websites or newsletters, etc.)</p> <p><a href="#">MODEL District Template SEL-BehavioralMentalHealthRegoconitionScreeningandResponse.docx (live.com)</a></p>	

## SELF-ASSESSMENT: EQUITABLE SERVICES TO PRIVATE SCHOOLS

N/A—our organization does not participate in this program.

Item	Description	Evidence	Notes
SA13.1	<p><b>Notification of Private Participation in Federal Programs Application</b></p>	<p><b>LEA Level</b>  <b>A.</b> Does the district have private schools in their boundaries?  <b>B.</b> Does the district have a process in place to contact all private schools in their boundaries to make them aware of the application opening and closing dates, and to provide assistance in completing the application?  <b>C.</b> Did the district enter at least three attempts to contact the private schools in the contact log in the application in EDS?</p>	
SA13.2	<p><b>Initial &amp; Ongoing Consultation Process</b></p>	<p><b>LEA Level</b>  <b>A.</b> Does the district have a process to begin the initial consultation with all participating private schools?  <b>B.</b> Did the district complete the Affirmation of Consultation form during the initial consultation, and was the initial consultation timely and meaningful?  <b>C.</b> Does the public school district have documentation beyond the Affirmation of Consultation to show evidence that private school officials were consulted regarding the planning, design, implementation, and</p>	

		<p>participation in federal programs?</p> <p><b>D.</b> Has the public school district uploaded the signed Affirmation of Consultation for each in-district participating private school?</p> <p><b>E.</b> Does the district have plans in place for continued monitoring and consultation throughout the school year and through the end of services?</p>	
<b>SA13.3</b>	<b>Delivery of Services</b>	<p><b>LEA Level</b></p> <p><b>A.</b> Are the services designed to be equitable (not necessarily identical), and to meet the needs of private school students and teachers based on data?</p> <p><b>B.</b> Are the expenditures for equitable services equal to the amount of funds expended for participating public school students and teachers?</p> <p><b>C.</b> Did the services to private schools begin at the same time as services begin in public schools?</p> <p><b>D.</b> Does the district have safeguards in place to ensure no funds go directly to the private schools and that the district maintains control over services and materials?</p> <p><b>E.</b> Does the district have procedures in place for monitoring equitable services throughout the school year to ensure services remain appropriate?</p>	
<b>SA13.4</b>	<b>Evaluation of Services</b>	<p><b>LEA Level</b></p> <p><b>A.</b> Does the district have procedures in place to provide continued support throughout the school year by monitoring the services, providing adjustments as needed, and evaluating the impact?</p> <p><b>B.</b> Does the public school district have documentation that proves the district evaluates the success of the equitable services provided to the private schools each year?</p> <p><b>C.</b> Does the public school district have documentation to verify that services occurred as planned and were equitable in nature? (surveys, emails, results of phone calls?)</p> <p><b>D.</b> Does the district assess the effectiveness of the services provided?</p> <p><b>E.</b> Does the district monitor the teachers and providers who deliver services throughout the year?</p>	
<b>SA13.5</b>	<b>Out-of-District Services</b>	<p><b>District Level</b></p> <p><b>A.</b> Does the district have documentation that exhibits that Title I services are being monitored to assure the progress of private school students' achievement during the school year?</p> <p><b>B.</b> Does the public school district have documentation that proves the district evaluates the success of the Title I program in the private schools each year?</p> <p><b>C.</b> Does the public school district have documentation that illustrates public school</p>	

		<p>teachers and paraprofessionals who serve Title I eligible students in private schools meet state certification requirements?</p> <p><b>D.</b> Does the public school district have documentation that indicates criteria is used to select Title I students for services provided to eligible private school students and that all participating private school children are residents of an eligible Title I school attendance area?</p>	
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## SELF-ASSESSMENT: CIVIL RIGHTS

Item	Description	Evidence	Notes
SA14.1	<p><b>Compliance Coordinators</b></p> <p><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></p> <p><i>Each civil rights coordinator has obtained training regarding their responsibilities under these laws.</i></p> <p><i>The Gender-Inclusive Schools Coordinator must attend an OSPI training on harassment, intimidation, and bullying (HIB), and gender-inclusive schools.</i></p> <p><b>Resources and technical assistance for SA14.2:</b>  <a href="https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights/program-review-and-support-civil-rights">https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights/program-review-and-support-civil-rights</a></p> <p><b>Legal authority:</b> 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 392-190-020 and 392-190-060.</p>	<p><b>LEA Level</b></p> <p><b>A.</b> Confirm that the LEA has assigned these roles to staff:</p> <ul style="list-style-type: none"> <li>• Civil Rights Coordinator</li> <li>• Gender-Inclusive Schools Coordinator</li> <li>• Title IX Officer</li> <li>• Section 504 Coordinator</li> </ul> <p>Please also confirm that the LEA's current coordinators are listed on OSPI's <a href="#">coordinator contact webpage</a>, and update as needed.</p> <p><b>B.</b> The Civil Rights Coordinator has obtained sufficient training in their coordinator responsibilities under state law. Documentation could include a completed <a href="#">self-training checklist</a>, relevant training materials, agendas, or certificates of attendance.</p> <p><b>C.</b> 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.</p> <p><b>D.</b> The Title IX Coordinator has obtained sufficient training in their coordinator responsibilities under Title IX and state law. Documentation could include an <a href="#">attestation of self-training</a>, relevant training materials, agendas, or certificates of attendance.</p> <p><b>E.</b> The Section 504 Coordinator has obtained sufficient training in their coordinator responsibilities under Section 504 and state law. Documentation could include an <a href="#">attestation of self-training</a>, relevant training materials, agendas, or certificates of attendance.</p>	
SA14.2	<p><b>Required Policies and Procedures</b></p> <p><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 December 2014).</i></p>	<p><b>LEA Level</b></p> <p><b>A.</b> The LEA has adopted a student nondiscrimination policy and procedure (WSSDA's 3210 and 3210P, or equivalents).</p>	

	<p><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 December 2014) and guidelines (revised 2012).</i></p> <p><i>The LEA's instructional materials policy and procedure includes textbook and instructional material selection criteria designed to eliminate bias based on sex, race, creed, religion, color, national origin, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal.</i></p> <p><b>Legal authority:</b> 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; RCW 28A.640.010, 28A.640.020, 28A.642.010, and 28A.642.080; WAC 392-190-055, 392-190-056, WAC 392-190-057, WAC 392-190-058, WAC 392-190-060, 392-190-065, 392-190-070, and 392-190-075.</p>	<p><b>B.</b> The LEA has adopted an employee nondiscrimination policy and procedure (WSSDA's 5010 and 5010P, or equivalents).</p> <p><b>C.</b> The LEA has adopted a student sexual harassment policy and procedure (WSSDA's 3205 and 3205P, or equivalents).</p> <p><b>D.</b> The LEA has adopted an employee sexual harassment policy and procedure (WSSDA's 5011 and 5011P, or equivalents).</p> <p><b>E.</b> The LEA has adopted a Gender-Inclusive Schools policy and procedure (WSSDA's 3211/3211P, or equivalents).</p> <p><b>F.</b> 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.</p>	
<p><b>SA14.3</b></p>	<p><b>Annual Notifications</b></p> <p><i>The LEA annually notifies all students, parents, and employees about the discrimination complaint procedure and sexual harassment policy in student and employee handbooks. LEAs that do not provide student or employee handbooks otherwise provide this information—in writing—to all students, parents, and employees.</i></p> <p><i>The LEA shares the Gender-Inclusive School policy and procedure with parents or guardians, students, volunteers, and school employees.</i></p> <p><b>Legal authority:</b> RCW 28A.642.080; WAC 392-190-058 and 392-190-060.</p>	<p><b>School Level</b></p> <p><b>A.</b> Each school's student handbook (or similar publication) includes information about the LEA's discrimination complaint procedure and sexual harassment policy. (E.g., <a href="#">OSPI's sample handbook language</a>)</p> <p><b>B.</b> Each school's employee handbook (or similar publication) includes information about the LEA's discrimination complaint procedure and sexual harassment policy. (E.g., <a href="#">OSPI's sample handbook language</a> or copies of the LEA's sexual harassment policy and nondiscrimination procedure)</p> <p><b>C.</b> The LEA has shared its Gender-Inclusive Schools policy and procedure with students, parents, volunteers, and employees (E.g., published in student, employee, and volunteer handbooks).</p>	
<p><b>SA14.4</b></p>	<p><b>Continuous Notifications</b></p> <p><i>The LEA provides continuous notice that it does not discriminate based on race, color, national origin, sex, sexual orientation, gender identity, gender expression, creed, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability.</i></p>	<p><b>LEA or School Level</b></p> <p><b>Nondiscrimination Statement</b></p> <p>For each of the following types of publications, the LEA includes a complete, current <a href="#">nondiscrimination statement</a>:</p> <p><b>A.</b> Website.</p> <p><b>B.</b> Newsletter or similar publications.</p> <p><b>C.</b> Student/parent handbook or similar publications.</p>	



	<p>The nondiscrimination statement is included in all major LEA and building publications that are widely disseminated to students, parents, or employees.</p> <p>The LEA's nondiscrimination statement includes the following:</p> <ul style="list-style-type: none"> <li>• Notice that the LEA does not discriminate based on race, color, national origin, sex, sexual orientation, gender identity, gender expression, creed, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability.</li> <li>• Notice that the LEA provides equal access to the Boy Scouts and other designated youth groups</li> <li>• Contact information for each compliance coordinator (including their name or title, mailing address, email address, and phone number).</li> </ul> <p>The LEA posts either the OSPI sexual harassment poster or the LEA's sexual harassment policy in each school building in a location visible to both students and staff.</p> <p><b>Legal authority:</b> 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 392-190-060.</p>	<p>D. Job announcements and employment applications.</p> <p>E. CTE publications, announcements, or student recruitment materials.</p> <p>F. Online or ALE program publications, announcements, or recruitment materials.</p> <p><b>Sexual Harassment Posters</b></p> <p>D. In each building, the LEA posts the OSPI <a href="#">Sexual Harassment Poster</a> or the LEA's sexual harassment policy in a location visible to both students and staff. Documentation could include photos of postings (indicating the location of posters) or a log of poster locations.</p>	
SA14.5	<p><b>Section 504</b></p> <p>Along with other requirements under Section 504, the LEA provides parents with prior written notice, including notice of procedural safeguards, when the LEA takes any action to identify, evaluate, and place students under Section 504.</p> <p>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.).</p> <p>The LEA conducts manifestation determinations before removing a student with a disability from their current placement because of a behavioral violation.</p> <p><b>Legal authority:</b> Section 504, 34 C.F.R. Part 104; RCW 28A.642.010.</p>	<p><b>LEA or School Level</b></p> <p>A. The LEA provides notice to parents of <a href="#">Section 504 rights/procedural safeguards</a> when taking any action to identify, evaluate, and place students under Section 504.</p> <p>B. The LEA conducts manifestation determinations for a Section 504-eligible student before removing the student from their current placement because of a behavioral violation. Documentation could include use of a <a href="#">manifestation determination form</a>.</p>	
SA14.6	<p><b>National Origin and Immigration Status (Student Enrollment and</b></p>	<p><b>LEA or School Level</b></p>	

	<p><b>Registration</b>  <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 variety of documents to establish a student's age and residency.</i></p> <p><i>The LEA does not inquire about a student's or parent's U.S. citizenship status or immigration status. If the LEA requests a student's or parent'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></p> <p><b>Legal authority:</b> Title VI, 34 C.F.R. Sec.100.3; RCW 28A.642.010; Plyler v. Doe, 457 U.S. 202 (1982).</p>	<p><b>A.</b> 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.</p> <p><b>B.</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.</p>	
SA14.7	<p><b>Instructional Materials</b>  <i>The LEA's instructional materials policy and procedure includes textbook and instructional material selection criteria designed to eliminate bias based on sex, race, creed, religion, color, national origin, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal. The instructional materials committee uses appropriate screening criteria to identify and eliminate such bias.</i></p> <p><b>Legal authority:</b> RCW 28A.640.020 and 28A.642.010; WAC 392-190-055.</p>	<p><b>LEA or School Level</b></p> <p><b>A.</b> The LEA reviews all instructional materials to identify and eliminate bias. Documentation could include use of the <a href="#">Washington Model Resource: Screening for Biased Content in Instructional Materials</a></p>	

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