

Understanding the Role of the Civil Rights Coordinator

Introduction

Washington requires all school districts and other local educational agencies (collectively referred to here as “school districts”) to designate at least one employee to be responsible for monitoring and coordinating the district’s compliance with state nondiscrimination laws and guidelines (Chapters [28A.640](#) and [28A.642](#) RCW, Chapter [392-190](#) WAC, and OSPI’s civil rights guidelines), and to investigate complaints alleging discrimination based on of sex, race, creed, religion, color, national origin, veteran or military status, sexual orientation, gender expression or identity, disability, and the use of a trained dog guide or service animal by a person with a disability. RCW [28A.642.090](#); WAC [392-190-060\(1\)](#). Most school districts refer to this role as the **Civil Rights Coordinator**.

Core responsibilities

At a minimum, the Civil Rights Coordinator is responsible for:

1. Providing guidance and training to school and district personnel on equity and civil rights issues and their obligations under nondiscrimination laws (*see handout page 4*).
2. Responding to questions and concerns about equity and civil rights in the school district and coordinating efforts to prevent civil rights violations from occurring (*see handout page 4*).
3. Monitoring and coordinating the district’s compliance with state and federal nondiscrimination laws, regulations, and guidelines (*see handout page 5*).
4. Coordinating investigations and responding to discrimination complaints (*see handout beginning on page 7*).

Other Required Coordinators

Districts must also designate an employee to coordinate their compliance with other state and federal laws. For example, each district must have a:

- Title IX Coordinator
- Section 504 Coordinator
- Gender-Inclusive Schools Coordinator
- Harassment, Intimidation, and Bullying (HIB) Coordinator

One person may hold all roles. However, if these roles are delegated to different employees, they should work together on any processes, training, and/or issues that overlap.



Applicable laws, rules, and guidelines

The Civil Rights Coordinator should be sufficiently knowledgeable about the requirements under civil rights laws, regulations, and guidance to advise the school district about its policies, procedures, and practices, and to investigate and respond to complaints alleging discrimination.

The Civil Rights Coordinator is also responsible for monitoring and coordinating the district's compliance with the following state nondiscrimination laws:

Chapters 28A.640 and 28A.642 RCW (Equal Educational Opportunity Laws)

Chapters 28A.640 and 28A.642 RCW are the state statutes that prohibit discrimination in Washington K–12 public schools based on the following **protected classes**:

- Sex
- Race
- Creed
- Religion
- Color
- National Origin
- Sexual Orientation
- Gender Expression
- Gender Identity
- Veteran or Military Status
- Disability
- Use of a trained dog guide or service animal by a person with a disability

A protected class is a group of people with common characteristics who are legally protected from discrimination based on that characteristic.

Chapter 392-190 WAC

Chapter 392-190 WAC contains the OSPI regulations that implement chapters 28A.640 and 28A.642 RCW in Washington public schools and public charter schools.

OSPI Civil Rights Guidelines

Prohibiting Discrimination in Washington Public Schools

These guidelines constitute OSPI's interpretation of the law and clarify school districts' understanding of their obligations under these laws. These guidelines are currently under revision and may not reflect OSPI's 2014 revised rules for chapter 392-190 WAC, which supersede these guidelines where different.

Preventing & Addressing Discrimination in Student Discipline

These guidelines describe how school districts can meet their obligations under state law to administer student discipline without discrimination. Schools should consider these guidelines when developing, assessing, and revising discipline policies, procedures, and practices. Schools should also carefully review the guidelines when investigating and responding to complaints alleging discrimination in student discipline.

Other Applicable Nondiscrimination Laws and Guidance:

- Washington Law Against Discrimination (WLAD), chapter 49.60 RCW

- Title VI of the Civil Rights Act of 1964 (Title VI)
- Title IX of the Education Amendments of 1972 (Title IX)
- Section 504 of the Rehabilitation Act of 1973 (Section 504)
- Title II of the Americans with Disabilities Act (ADA)
- U.S. Department of Education, Office for Civil Rights (OCR) Dear Colleague Letters

Note: Unless otherwise provided, OSPI adopts the definitions and requirements of the above laws in its administrative enforcement of chapter 392-190 WAC.

Designating a Civil Rights Coordinator

Civil Rights Coordinators play an essential role in helping a school district ensure that every person affected by the operations of the district—including students, families, employees, and community members—is aware of the legal rights that civil rights laws afford them. Further, the Civil Rights Coordinator is essential to ensuring that the district and its employees comply with their legal obligations under federal and state civil rights laws. To be effective, the Civil Rights Coordinator must have content-area expertise and the full support of the district. ***It is therefore critical that the district clearly communicates the responsibilities and expectations of the position and provides its Civil Rights Coordinator with the appropriate authority, capacity, and support necessary to perform their duties.***

Civil Rights Coordinator Training

The school district should ensure that the coordinator(s) receives appropriate and ongoing training to be knowledgeable and experienced in state and federal nondiscrimination laws, the district’s policies and procedures, and how to receive and respond to allegations of unlawful discrimination. For new coordinators, the training needed may be significant. More established coordinators may only require annual “refresher” training on legal updates.

1. Providing Guidance and Training to School Staff

The Civil Rights Coordinator serves as the primary contact for school district staff on equity and civil rights topics, including the district’s nondiscrimination policies and procedures.

Coordinators should be proactive in providing guidance to school teams on how to promote equity and avoid discriminatory practices.

For example, when civil rights questions arise in a school, the coordinator may be helpful in directing staff to applicable policies and procedures, informing them of their civil rights obligations, and assisting in acquiring resources and training. Coordinators should also ensure school staff are aware of their obligations to report possible discrimination that they witness or hear about to the Coordinator so the school district can take appropriate action.

State regulations also require that each school district **provide training** to all administrators and certificated and classroom personnel regarding their responsibilities under civil rights laws

and to raise awareness of and eliminate bias based on the protected classes in the state's nondiscrimination laws, chapters 28A.640 and 28A.642 WAC.¹

At a minimum, this training should include information about civil rights requirements, including nondiscrimination protections under Washington law (i.e., types of discrimination and protected classes), employee responsibilities to report and respond to discrimination, and the school district's discrimination complaint procedures.²

2. Responding to Equity and Civil Rights Questions and Concerns

The Civil Rights Coordinator serves as the primary contact for students, families, staff, and OSPI for questions and concerns about equity and civil rights. In responding to questions and concerns, the Coordinator should:

- Be approachable, professional, and available.
- Demonstrate cultural humility and competence.
- Provide a copy of the school district's discrimination complaint procedures and information about formal complaint options.
- Use interpretation and translation services when responding to LEP individuals.
- Discuss prohibitions on retaliation for raising concerns about discrimination.
- Document the concerns and follow-up steps.

Civil Rights Coordinators might provide guidance and training related to:

- Discriminatory harassment
- Acts of bias and hate
- Formal and informal discrimination complaints
- Language access for limited-English proficient parents
- Meaningful and equal participation for English Learners
- The right to attend school regardless of citizenship or immigration status
- Religious observances and accommodations
- Equal access to educational resources
- Gender-inclusive schools
- Eliminating bias in instructional materials
- Employment discrimination

¹ WAC [392-190-020](#)

² See page 14 for OSPI's model training.


Be Visible In The School Community

The Civil Rights Coordinator should encourage questions and concerns come to them so any issues of discrimination may be resolved promptly and appropriately. For this to happen, the school community needs to know the Coordinator exists and is prepared to assist them. In addition to publishing the Coordinator's contact information in the school district's [nondiscrimination statement](#), school personnel should be prepared to give the Coordinator's name and contact information to anyone who has questions and concerns. Coordinators should also consider establishing partnerships with community partners and student leaders and student groups, such as a Gay–Straight Alliance or Black Student Union.

3. Monitoring and Coordinating Civil Rights Compliance

A central responsibility of the Civil Rights Coordinator is to monitor and coordinate the school district's compliance with state and federal nondiscrimination laws, regulations, and guidelines.

Keep in mind that that state and federal nondiscrimination laws do not merely prohibit discriminatory actions, but they also require districts take proactive steps to adopt policies and procedures, provide notice and training, and regularly monitor the district's programs to identify and address systemic issues.



OSPI has developed technical assistance (TA) guides for many of these civil rights compliance requirements. These TA guides are available on the Equity and Civil Rights Office's [website](#).

Required Policies and Procedures

Nondiscrimination & Sexual Harassment Policies and Procedures

Each school district must have nondiscrimination and sexual harassment policies and procedures that align with Washington's nondiscrimination regulations, chapter 392-190 WAC.

Gender-Inclusive Schools Policy & Procedure

Each school district must have policies and procedures that, at a minimum, incorporate all the elements of the WSSDA model "Gender-Inclusive Schools" policy and procedure, 3211 and 3211P.³

Instructional Materials

Each school district must adopt an instructional materials policy that includes selection criteria designed to eliminate bias based on Washington's protected classes.⁴

³ RCW [28A.642.080](#).

⁴ WAC [392-190-055](#).

Nondiscrimination Notification and Staff Training Requirements

To access model resources for each of the following, please refer to the “OSPI Resources for Civil Rights Coordinators” section (*see handout page 13*).

Nondiscrimination Statement

Every school district must provide continuous notice that it does not discriminate in nondiscrimination statement.⁵ As state and federal civil rights laws contain minor differences in the required content of these notices and the methods used to publish them, districts are encouraged to publish a combined [nondiscrimination statement](#) that covers all state and federal civil rights requirements.

Annual Sexual Harassment Notice

School districts must annually inform all students, parents, and employees about its sexual harassment policy and discrimination complaint procedure.⁶ This notice must appear in any publication of a school or school district that sets forth the rules, regulations, procedures, and standards of conduct for the school or school district. Student and employee handbooks are the most common examples of publications that must include these notices.

Posting of Sexual Harassment Policy

School districts must post their sexual harassment policy in each school building in a location visible to students and staff to inform students and staff of their rights and encourage them to share any concerns about sexual harassment.⁷ Using OSPI’s [downloadable poster](#) also suffices.

Staff Training on Nondiscrimination Requirements

Each school district must ensure all administrators and certificated and classroom personnel have received training regarding their responsibilities under civil rights laws and to raise awareness of and eliminate bias based on Washington’s protected classes.⁸ This training should include information about civil rights requirements, including nondiscrimination protections under Washington law (i.e., types of discrimination and protected classes), employee responsibilities to report and respond to discrimination, and the district’s discrimination complaint procedures. Using OSPI’s [model staff nondiscrimination training](#) would suffice.

Annual Data Reviews

Equity in Student Discipline

Under state law, each school district must at least [annually review data on corrective and disciplinary actions](#) taken against students within each school.⁹ Through this data review, each

⁵ WAC [392-190-060](#).

⁶ WAC [392-190-057](#)

⁷ *Id.* Note also that OSPI has a poster available for download (in many languages) that fulfills this requirement.

⁸ WAC [392-190-020](#).

⁹ WAC [392-190-048](#).

district must make sure that it is administering student discipline without discrimination. This data review and analysis must include, at a minimum, expulsions, emergency expulsions, short-term suspensions, and long-term suspensions disaggregated by sex, race, limited-English proficiency, and disability. WAC 392-190-048. Analysis of the impact of discipline policies and practices on particular groups of students is an important indicator of equity in student discipline and civil rights compliance.

Equity in Courses and Programs

Washington school districts are required to provide students with equal access to courses and programs, and schools may not discriminate in the counseling or guidance of students.¹⁰ At least annually, each district must [review specialized course and program enrollment data](#) to identify and address disproportionalities based on sex, race, limited-English proficiency, and disability.

Reviewing Instructional Materials for Bias

State law requires school districts to have an instructional materials policy related to the selection or removal of instructional materials and to establish an instructional materials committee to support the selection of instructional materials as well as to provide a system for receiving written complaints regarding materials used by the school district.¹¹ Districts must establish screening criteria designed to identify and eliminate bias pertaining to Washington's protected classes in all textbooks and instructional materials, including reference materials and audio-visual materials. Districts must use the screening criteria to identify and eliminate bias in all textbooks and instructional materials, including reference materials and audio-visual materials. A [model resource](#) is available on the Equity and Civil Rights webpage.

4. Coordinating Investigations and Responding to Complaints

The Civil Rights Coordinator is responsible for ensuring that all written discrimination complaints communicated to the school district are promptly investigated and resolved.¹² This means coordinating the school's response—whether personally conducting the investigation, delegating it to another employee, or bringing in a third party. In addition to coordinating the school's response, the Coordinator may also need to initiate a discrimination investigation in instances when the school becomes aware of possible discrimination, even if a formal complaint is not filed.

Responding to Discrimination Absent a Complaint

Regardless of how a complaint is communicated—formally (i.e., in writing) or informally (i.e., verbally), the school or district should always investigate any time staff know or should have

¹⁰ WAC [392-190-010](#).

¹¹ WAC [392-190-055](#).

¹² WAC [392-190-060](#).

known about potential discrimination or discriminatory harassment.¹³ For example, obvious signs of discriminatory harassment, such as the harassment occurring in plain sight, appearing widespread, or being well-known to students and staff, is sufficient to put the school on notice and initiate its obligation to respond.

Coordinating Supportive Measures

It may be necessary to coordinate supportive measures to protect students during an investigation or when a district has notice of discrimination, but when a written complaint has not been filed. For example, if a parent shares that another student is harassing their child based on their gender identity, a school should provide support to the student impacted by the harassment and may need to increase supervision of the alleged harasser until an investigation is complete.

Other examples of supportive measures include access to counseling services, a safety plan, academic accommodations (such as extended deadlines or opportunities to retake an exam or quiz), a safety escort, and many others.

Responding to Written Discrimination Complaints¹⁴

Anyone may file a written complaint of discrimination with a school administrator or the Civil Rights Coordinator. **A complaint is any written correspondence that describes the specific acts, conditions, or circumstances alleged to be discriminatory.** Upon receipt of the complaint, the Civil Rights Coordinator must:

- Provide the complainant a copy of the school district's discrimination complaint procedure in a language the complainant can understand,
- Ensure that the district conducts a prompt and thorough investigation into the allegations in the complaint, and


A broader systemic response to a hostile school climate might include:

- Administering a school climate survey and conducting focus groups
- Reminding the school community about the district's commitment to equity and nondiscrimination
- Partnering with community organizations to address a particular need
- Training staff on district policies, DEI, bias, and discrimination
- Updating policies, procedures, and practices

¹³ See e.g., WAC [392-190-0555](#).

¹⁴ WAC [392-190-065](#).

- Following the completion of the investigation, provide the district superintendent (or designee) with a full written report of the complaint and the results of the investigation.



In general, OSPI will not open a complaint for investigation if the evidence shows the same allegations were filed with the district and the district promptly and thoroughly investigated, analyzed, and responded to the allegations using legal standards and resolution processes comparable to those OSPI would apply.

The district superintendent (or designee) must then respond in writing to the complaining party within 30 calendar days after the school district received the complaint. The district's response must be provided in a language the complainant can understand and must include:

- A summary of the results of the investigation.
- A determination as to whether the school district violated chapter 392-190 WAC or the OSPI guidelines.
- Notice of the complainant's right to appeal, including where and to whom the appeal must be filed; and
- If the school district violated chapter 392-190 WAC or the OSPI guidelines, the corrective measures deemed necessary to correct the noncompliance.

Any corrective measures must be instituted as expeditiously as possible but no later than thirty calendar days after the district's written response to the complainant, unless otherwise agreed to by the complainant.

Basic Principles of Discrimination Investigations

Civil Rights Coordinators are responsible for ensuring that each discrimination investigation proceeds in accordance with these five basic principles.¹⁵

Prompt. A school district must complete an investigation and respond in writing to written complaints of discrimination *within 30 calendar days* after the district received the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. If an extension is needed, the district must notify the complainant in writing of the reasons for the extension and the anticipated response date.

Impartial. The Civil Rights Coordinator must ensure that any investigator or decision-maker of a discrimination complaint remain independent, impartial, and objective. If the Civil Rights

¹⁵ See [WAC 392-190-065 through -0751](#).

Coordinator is concerned about an investigator's ability to be unbiased or impartial, or the perception that they will not conduct a fair investigation, they should delegate this responsibility to another trained school district administrator, outside agency, or third-party neutral investigator. A lawyer may serve as a third-party neutral investigator if none of the parties (complainant, respondent, school district) are clients of the lawyer.

Thorough. The Civil Rights Coordinator must ensure a thorough investigation takes place. This means that each allegation is considered and a thorough search for relevant evidence is completed.

Preponderance of the Evidence. Discrimination investigations must draw conclusions based on a preponderance of the evidence. Another way to say this is that the evidence establishes a greater than 50% likelihood the allegation is true.

Systemic Response. The Civil Rights Coordinator must acknowledge of trends and systemic issues that may be revealed by single discrimination complaints. For example, if the evidence in an investigation indicates a school did not provide required translated documents to a family, the Civil Rights Coordinator should consider whether the root of the problem is isolated to the one family who raised the concern or if many other families may also be impacted.


Coordinating with Other Complaint Processes

HIB complaints

Harassing behavior is often covered under a school district's Harassment, Intimidation, and Bullying (HIB) policy and procedure. However, if the behavior is based on a student's protected class, the school district must respond using *both* the HIB policy and procedure and the nondiscrimination (or sexual harassment) policy and complaint procedure.

While both procedures outline complaint and investigation requirements, the nondiscrimination and sexual harassment complaint procedure also require a district-level response. Note that the label used to describe an incident (e.g., bullying, hazing, teasing) does not determine how a school is obligated to respond. Ultimately, the school must assess the nature of the conduct itself, recognize when behavior is discriminatory harassment, and then apply the appropriate complaint procedure(s).

State law requires districts to notify their Civil Rights Coordinator when (1) a HIB complaint indicates possible discriminatory harassment, or (2) during a HIB investigation, the school



State law requires districts to notify their Civil Rights Coordinator when (1) a HIB complaint indicates possible discriminatory harassment, or (2) during a HIB investigation, the school becomes aware of potential discrimination.

WAC 392-190-0555

becomes aware of potential discrimination.¹⁶ HIB and Civil Rights Coordinators should thus work in tandem to develop a system that ensures that this obligation is met.

Working with Law Enforcement

Because they are subject to a different legal standard, police investigations or reports are not themselves determinative of whether discrimination or harassment has occurred under civil rights laws. If a school district and law enforcement agency are investigating the same facts, the school should not wait for the conclusion of a criminal investigation or criminal proceeding to begin their own investigation. If requested, the district may temporarily delay fact-finding while police are gathering evidence, but the school must promptly resume when complete. In the meantime, the district should not delay the implementation of supportive measures. Districts are encouraged to proactively discuss their obligations with local law enforcement before an incident arises.

Theories of Discrimination¹⁷

Identifying the theory of discrimination behind a complaint helps to establish what evidence is needed to determine whether the law has been violated.

Different Treatment

Different treatment discrimination refers to actions that treat individuals unfairly or differently based on protected class.

When determining whether different treatment discrimination has occurred in a school district, the evidence must show that the district acted with “discriminatory intent.” Discriminatory intent **does not** require malice or an intent to harm.

Discriminatory intent can be established either through direct evidence or through indirect (also known as circumstantial) evidence.

Direct evidence of different treatment discrimination can include a set of facts, statements, documents, or actions that clearly *show* that the different treatment was based on protected class. As a result, there is no need for the investigator to rely upon an inference or presumption. The clearest such evidence includes:



The [Title VI Legal Manual](#), published by the U.S. Department of Justice’s Civil Rights Division, is one publicly-available resource that can help civil rights coordinators better understand each of these theories of discrimination.

¹⁶ WAC [392-190-059](#).

¹⁷ Both the [Title VI](#) and the [Title IX](#) Legal Manuals, published by the United States Department of Justice’s Civil Rights Division, were relied upon for this section.

- **Express classifications**, which either condition the receipt of benefits or services on a student’s protected class or dictate that an adverse action be taken based on a student’s protected class;¹⁸ or
- **Comments or conduct of the decision-maker** that either directly express or reflect a discriminatory intent or motive.

Indirect, or circumstantial, evidence of different treatment discrimination can include a set of facts, statements, documents, or actions from which the investigator can *infer* or *presume* that the different treatment was based on protected class.

Absent other (direct) evidence, it is reasonable to infer different treatment discrimination occurred when: (1) the student is a member of a protected class; (2) the student suffered an adverse action (*i.e.*, a denial of access to an aid, benefit, or service); and (3) similarly situated students outside of the student’s protected class were treated differently (usually, better).¹⁹

If each of the above three elements is established by a preponderance of evidence, the investigator must then determine whether the district is able to establish a legitimate, nondiscriminatory reason for the different treatment. If such a reason is provided, it must be legally sufficient (*i.e.*, clear and reasonably specific) and not simply a pretext, or excuse, for unlawful discrimination.²⁰ Indirect evidence different treatment investigations often include statistics and/or data analysis.²¹

Peer-Peer Discriminatory Harassment²²

Harassment based on a protected class is discrimination. Discriminatory harassment **does not** have to include intent to harm, be directed at a specific target, or involve repeated incidents.

School districts violate civil rights laws when discriminatory harassment creates a hostile environment for a student and



The Equity and Civil Rights Office has also developed a 90-minute [webinar](#) and [training handout](#) focused on a district’s obligation to identify, investigate, and respond to discriminatory harassment.

¹⁸ For example, blanket statements such as, “Transgender girls are not allowed to use the girls’ bathroom,” “Students must have a Social Security Number to enroll in school, or “Boys cannot wear makeup.”

¹⁹ Students are “similarly situated” when they are comparable, even if not identical, in relevant aspects.

²⁰ For example, when nominating a student for a certain school-sponsored academic award, a district could not just state that the nomination was given to the “best qualified” student. Instead, the district would need to clearly break down the specifics of the applicant’s qualifications (*e.g.*, their GPA, class rank, commitment to community service, etc.) and demonstrate why that student’s qualifications were superior.

²¹ See [Title VI Legal Manual](#) at 5-6 (“Types of Evidence”).

²² WAC [392-190-0555](#).

is encouraged, tolerated, not adequately addressed, or ignored by school employees. A hostile environment occurs when the harassment is so severe, persistent, or pervasive that it effectively limits or denies the student's ability to participate in or benefit from the school's programs or activities.

Discriminatory harassment is established by evidence showing (1) a student was harassed based on a protected class, (2) the harassment was sufficiently serious to create a hostile environment, (3) the school district knew, or should have known about the harassment, and (4) the district did not respond appropriately. An appropriate response must include "prompt and appropriate action to investigate" and, if harassment is found, "prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and as appropriate, remedy its effects."

Disparate or Adverse Impact

Discrimination can result from neutral policies and practices which are applied evenhandedly to all students, but which have the effect of disproportionately treating students who are members of a protected class less favorably. Disparate impact discrimination is established by evidence (1) showing the adverse effect of a policy or practice falls disproportionately on students who are members of a protected class; (2) determining what the substantial legitimate justification was for the policy or practice; and (3) showing there an alternative that would achieve the same legitimate objective but with less of a discriminatory effect. Disparate impact investigations often include statistics and data analysis.

Retaliation

School districts cannot intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right secured by chapter 392-190 WAC or the guidelines adopted under WAC 392-190-005 or because the individual has made a complaint or participated in an investigation under chapter 392-190 WAC. Retaliation under chapter 392-190 WAC is established by evidence showing (1) an individual made or participated in a discrimination complaint or was attempting to exercise a right secured by chapter 392-190 WAC or the guidelines (often called the "protected activity"); (2) the alleged intimidating, threatening, coercive, or discriminatory conduct of school district toward the complainant occurred and, if so, the specifics of the action (often called the "adverse action"); and (3) a connection between the "protected activity" and "adverse action," such as closeness in time.

Failure to Accommodate

Failing to accommodate a student with a disability is discrimination. If a school district receives a written complaint about failing to accommodate a student with a disability, the district should respond using its discrimination complaint procedures. For more information about accommodating students with disabilities, please view our October 2022 [Section 504 webinar](#) (and accompanying [training handout](#)) and consult with your district's Section 504 Coordinator.

Additional Resources

OSPI Resources for Civil Rights Coordinators

Compliance Coordinator Resources

OSPI's [Compliance Coordinator webpage](#) includes resources for Civil Rights Coordinators, Section 504/ADA Coordinators, and Title IX Coordinators, including **sample job descriptions**, **self-guided learning resources**, and **training reports**.

Model Notices

OSPI's [Notification Requirements, Staff Training, and Outreach Materials webpage](#) includes instructions, sample language, and translations for **nondiscrimination statements**, **student handbook language** for the sexual harassment policy and discrimination complaint procedures, and **sexual harassment policy posters**.

Model Staff Training on Nondiscrimination

OSPI's [model staff training slide deck](#) includes presenter notes and covers information about civil rights requirements, including nondiscrimination protections under Washington law (i.e., types of discrimination and protected classes), employee responsibilities to report and respond to discrimination, and the school district's discrimination complaint procedures.

Technical Assistance Guides, Program Review & Support

OSPI has developed [technical assistance guides](#) for each item that is part of Program Review & Support (formerly Consolidated Program Review, or CPR). Many of these guides can also serve as helpful primers on many of the civil rights compliance requirements.

Reviewing Instructional Materials for Bias

[Washington Model Resource: Screening for Biased Content in Instructional Materials](#)

This model screening tool provides suggestions and examples to assist schools in assessing instructional materials for biased content.

Annual Data Reviews

- [Equity in Student Discipline](#)
- [Equity in Courses and Programs](#)

OSPI Guidelines

[Prohibiting Discrimination in Washington Public Schools \(2012\)](#)

In 2010, a new state law (HB 3026) was passed prohibiting discrimination in Washington public schools based on race, creed, religion, color, national origin, sexual orientation including gender expression or identity, veteran or military status, the presence of any sensory, mental, or physical

disability, or the use of a trained dog guide or service animal by a person with a disability. These guidelines constitute OSPI's interpretation of the law and are provided to support school districts' understanding of their obligations under these laws.

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OCR Civil Rights Guidance

Dear Colleague Letters

The [OCR Policy Guidance Portal](#) includes a comprehensive library of current policy guidance on federal nondiscrimination laws that apply to public schools. A few examples to be aware of include

- [Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability](#) (2010)
- [Guidance on the Prohibition Against Retaliation Under Federal Civil Rights Laws](#) (2013)
- [Guidance to Ensure All Students Have Equal Access to Educational Resources](#) (2014)
- [Guidance for School Districts to Ensure Equal Access for All Children to Public Schools Regardless of Immigration Status](#) (2014)
- [Civil Rights Obligations to English Learner Students and Limited English Proficient Parents](#) (2015)
- [Fact Sheet: Protecting Students from Discrimination Based On Shared Ancestry or Ethnic Characteristics](#) (2023)