



Policy and Legal Services Newsletter

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POLICY AND AP CHANGES

What is the definition of a parent? In this ever-changing world, there isn't an easy or short answer to this question. In an effort to be more expansive and inclusive, while still complying with the law, we have come up with an expanded definition of "Parent" that will be included in the administrative procedures that refer to a parent. To check out our new "parent" definition, take a look at [S-4: Administrative Procedures, Student Attendance and Exemption from School](#), in the "Definitions" section of course!

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Cha-cha-cha-changes . . . we feel like that not only applies to life right now, but also fees! Newly passed legislation ***revised the definitions for co-curricular; curricular; instructional equipment; instructional supply; school equipment; school uniform; and textbook.*** If you would like to review these definitions, please refer to [S-10: Administrative Procedures, Student Fees and Fee Waivers](#).

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Are you younger than 18 years old? If so, lucky you! ***The law is no longer requiring us to perform background checks on employees or volunteers who are under the age of 18.*** For more information about background checks, please refer to [G-23: Administrative Procedures, Background Check and Employee Self-Reporting Requirements](#), or contact Mozelle Orton.

TITLE IX CHANGES

On May 6, 2020, the U.S. Department of Education released new Title IX regulations that will govern the handling of sexual harassment, sexual assault, stalking, and domestic violence incidents that occur in educational settings and/or during educational activities. The regulations substantially change the way that K-12 districts and institutions of higher education handle these complaints. The regulations will be effective as of August 14, 2020, and our district must be in compliance by that date.

Watch this space for further information regarding the changes outlined in the new regulations, and the impact they will have on our district. Building and district level administrators will also be notified of mandatory training dates as soon as possible.

Does this look **BLURRY** to you? A child not receiving annual vision screenings can lead to a child's vision issues going undiagnosed and uncorrected, which ultimately affects the child's ability to learn and succeed. It is estimated that nearly a quarter of parents do not pursue full vision exams for their children due to a lack of financial resources. In trying to ensure that no child's vision issue goes undiagnosed, the Utah Department of Health ("UDOH") **requires** teachers and nurses to **fill out UDOH's vision symptoms questionnaire** in various situations. The exact requirements are as follows:

- a. When a student has failed to achieve benchmark status on the benchmark reading assessment in grades 1-3:
 - i. the district must notify the student's teacher within 30 calendar days of the student's performance on the benchmark reading assessment;
 - ii. teachers must complete the vision symptoms questionnaire within 45 calendar days of the administration of the assessment and submit the questionnaire to the school nurse;
 - iii. teachers need only complete the questionnaire once per school year; and
 - iv. school nurses shall use the questionnaire to perform a secondary assessment and/or refer the student to an eye care professional.
- b. When a student is being referred to special education for a suspected disability affected by vision difficulties:
 - i. teachers must complete the vision symptoms questionnaire and submit to the school nurse; and
 - ii. school nurses shall use the questionnaire to perform a secondary assessment and/or refer the student to an eye care professional.
- c. When a student has been referred by a parent or guardian for a vision concern:
 - i. the parent should complete the vision symptoms questionnaire and submit to the school nurse; and
 - ii. school nurses shall use the questionnaire to perform a secondary assessment and/or refer the student to an eye care professional.

This information is included in Section I.C.3. of the [S-9: Administrative Procedures, Student Health Services and Requirements](#). If you have any questions about any student health issue, please refer to the S-9 AP or contact Mindi Holmdahl or Judi Yaworsky.

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Overpaid? Underpaid? There are now procedures in place regarding how **OVERPAYMENTS AND UNDERPAYMENTS** will be handled by the payroll department. Check out Section VII.A. in the [F-1: Administrative Procedures, Accounting](#), if you want to learn more.

When are you required to hold conferences regarding a student's Individual Learning Plan (ILP), or College and Career Readiness Plan (CCR Plan)? The new timeframes and requirements are outlined in Sections I.C. and I.D. of the [I-14: Administrative Procedures, Student Planning, College and Career Readiness, School Counseling, and Work-Based Learning](#). You can also direct any school counseling questions to Mindi Holmdahl or Stacey Lindsay.

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Teaching and Learning worked with many of you to create an agreed upon process for handling **DROPPED CLASSES AND INCOMPLETE ("I") GRADES**. I'd like to give a huge shout-out to Dr. Tiffany Hall, Sam Quantz, and all the high school principals that participated. The new process states:

Dropping classes and incompletes

Class drop policy

- a. A student may change the level of a course (e.g., English 9 HNR to English 9) at any time in the school year. The student's current grade transfers to the new course without adjustment.
- b. A course dropped in the first two weeks of a semester will not be listed on the transcript. A course dropped after the second week of term 1 or 3 but before the midterm will result in a 'withdrawal' (W) and will not affect grade point average (GPA).
- c. A course dropped after the midterm will result an 'F' or an 'I' on the transcript for the term. An 'F' and an 'I' affect GPA.
- d. Parent requests for class drop/change based on teacher choice may be accommodated at the conclusion of the term.

2. Incomplete or incorrect grades

- a. A teacher may assign an 'incomplete' (I) to a term based on extenuating circumstances. Course work must be completed by the last day of the following term, or October 15 if the affected grade was received in term 4, to award a grade. An incomplete will be converted to an 'F' after the deadline.
- b. An incorrect grade must be identified and changed by the last day of the following term or October 15 if the affected grade was received in term 4.

3. Students entering from out of district schools

- a. Students who transfer into the district will have their incoming grade(s) assigned to the appropriate term(s).
- b. Students who transfer in after the midterm without a grade will be assigned a 'no grade' (NG). If there are extenuating circumstances and the students can demonstrate sufficient mastery of the content, the teacher may use their discretion to determine if a 'P' would be an appropriate option. A 'P' conveys credit for graduation but does not affect the grade point average.

This process aligns with the assignment of a NG due to the soft closure of our schools. The above information is included in Section III, Grade Changes and Disputes, of the [I-8: Administrative Procedures, Student Progress and Academic Achievement](#). If you have any questions about this issue or any other information contained in I-8, please contact Dr. Tiffany Hall.



Nursing Mothers in the District

The Salt Lake City School District Board of Education shall ensure that all individuals who are nursing mothers are provided reasonable accommodations and protected from discrimination in accordance with state law. For a period of at least one year after giving birth, the district will reasonably accommodate a nursing mother's request by providing reasonable breaks and a private room for her to breastfeed or express milk, and access to a refrigerator or freezer for the temporary storage of her breast milk. Nursing mothers should contact their school principal or the district's human resource services department to discuss such accommodations. Please see [Board Policy G-15: Nursing Mothers in the District](#).

Attendance concerns? This year new legislation passed that placed new responsibilities on school districts in regard to attendance issues. There are additional required interventions that school personnel need to take in their efforts to resolve a student's chronic absenteeism; and there are new requirements that administrators need to follow in issuing truancy notifications and compulsory education violations. The district will also be annually reporting to USBE data on student absences, including those with and without a valid excuse. For more information about student attendance and any of the issues noted above, please review the [S-4: Administrative Procedures, Student Attendance and Exemption from School](#). Questions about student attendance may also be directed to Erika Marks, the district's Family and School Collaboration Coordinator.

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We all know that breakfast is the most important meal of the day. In getting on the breakfast bandwagon, **the federal government is now requiring certain schools to start serving breakfast to students after the instructional day has begun**. The new regulations have created a rolling implementation schedule for starting this breakfast service model based on the percentage of students in each individual school that qualify for free or reduced lunch. For more information about this new program and required start dates please review Section II of the [G-6: Administrative Procedures, Child Nutrition Food Service Management](#), or contact Kelly Orton, the director of child nutrition.

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Athletes and sports fans in SLCS: **Please be aware that we are now videotaping on our athletic fields and courts!** We have placed a notice about these activities in Section III of our I-15: Administrative Procedures. **Also, in order to be considered a full-time student for athletic eligibility purposes, a student must be enrolled in a minimum of four classes** (the prior requirement was five). For more information about the district's athletic requirements, please refer to [I-15: Administrative Procedures, Interscholastic Athletics and Extracurricular Activities](#). Questions about athletics can also be referred to Missy Mackay-Whiteurs, the district wide athletic director.



Compliance Corner

The Board Policy on Gender Inclusion Now Applies to Students and Employees

The Salt Lake City School District and our Board of Education took another step forward in assisting our school community members who identify as, or are advocates for, members of the LGBTQ+ community. In an open meeting the Board of Education approved changing Board Policy S-13: Gender Inclusion to G-24: Gender Inclusion. Prior to this change, as an “S” policy, it only provided guidance for principals assisting students identifying as transgender or gender expansive, and/or students transitioning or planning to do so. Now as a “G” policy that has general applicability, G-24 provides guidance to district’s administrators and supervisors to assist employees and students in these situations. Special care was taken to ensure that the language used in the policy and its administrative procedures is current and appropriate.

After we gathered input and carefully drafted the new procedures, the Board approved not only the district’s updated [administrative procedures](#) for Board Policy G-24, but also our new forms: [Confidential Student Gender Support Plan](#) and [Confidential Workplace Transition Plan](#).

These forms will be used by building administrators, supervisors, human resource services, and the district’s compliance officer, as we develop plans that are specific to an individual. These plans will address how the district and/or a supervisor will respond to issues that may arise for a transitioning individual. The forms also provide guidance regarding how much and what information should/may be shared with coworkers; how to implement name changes and/or accommodations; and the assignment of oversight for the plan and follow-up dates.

If you have any questions about this process or the new forms, please reach out to me.

Thank you,

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