

WSA 09.18.2025 Policy Summary Sheet

New School Closure Policy

This policy outlines the process the board will go through in the event a decision is made to close the school. It addresses things such as a closure plan (dealing with assets, finances, creditors, etc.), student support (helping students transition to a new school), notification of closure to relevant parties and governmental entities, operation of the school during the closure process, and handling of assets, liabilities, and contracts. Wallace Stegner Academy was required to adopt such a policy in connection with its application for and receipt of the federal CSP grant.

New Advancement and Retention Policy

This policy explains how the school handles requests from parents to advance or retain their student to a grade level that is different from the student's regular cohort. The policy establishes that such requests will be handled by the school in accordance with Utah law. In short, the school will decide on such a request after a school team has assessed and reviewed the needs and abilities of the student and has determined whether the advancement or retention of the student, as applicable, can be reasonably accommodated by the school. Wallace Stegner Academy was required to adopt such a policy in connection with its application for and receipt of the federal CSP grant.

Amended Student Transportation Policy

Revisions to this policy have been made to reflect that the school now has a school bus for the Sunset Campus. Other revisions have been made to permit the school to use – for field trips or other school-sponsored activities – private or rental vehicles driven by approved employees or volunteers who meet certain qualifications and requirements. Another revision addresses that commercial airlines may be used for student transportation in the event of out-of-state travel for school trips. The revisions related to the school's new school bus were required in connection with the school's receipt of the federal CSP grant, as some of those funds were used to purchase the school bus.

Amended Electronic Resources Policy

SB 178 from the 2025 legislative session prohibits students from using cellphones, smart watches, or emerging technologies at school during classroom hours unless:

- It is to respond to an imminent health or safety threat, to respond to a school-wide emergency, to use the SafeUT Crisis Line, for a student's IEP or Section 504 accommodation Plan, or to address a medical necessity; or
- The school establishes a policy that allows the students to use cellphones, smart watches, or emerging technologies during classroom hours.

The Electronic Resources Policy (and especially the administrative procedures under the policy) have been revised to address the exceptions noted above. References in the policy to "principal" have been updated to "Chief Executive Officer(s)" as well.

Amended Child Abuse and Neglect Reporting Policy

Proposed revisions to the school's Child Abuse and Neglect Reporting Policy have been made to bring the policy into better compliance with Utah law and USBE rule. New language has been added and existing language amended to better explain the circumstances under which school employees and volunteers must report suspected abuse or neglect to the authorities. Language has also been added to clarify that when there is reasonable cause to believe a student has been abused by a school employee or volunteer, such abuse should not only be reported to the authorities but also to the school's administration, who then must report the suspected abuse to the Utah State Board of Education. Updated language has also been added to the school's Child Abuse and Neglect Reporting Procedures, including language with respect to new training requirements in this area required by HB 40 from the 2025 legislative session (this bill added school personnel training requirements with respect to sexual extortion).

Amended Kindergarten Toilet Training Policy

HB 76 from the 2025 legislative session amended the toilet training requirement to apply to all students before enrolling in public school, not just kindergarten students. HB 76 also amended the exemption to this requirement, specifying that there should be an exemption from the requirement for a student who is not able to be toilet trained before enrolling "because of a condition that is subject to federal child find requirements or described in an IEP or Section 504 accommodation plan" (previously the law did not refer to child find requirements).

The Kindergarten Toilet Training Policy has been renamed the "Toilet Training Policy" and has been revised to apply to all students before they enroll. The revisions also contemplate the administration establishing administrative procedures to address steps the school must take in the event a student is not toilet trained. Such steps are no longer required to be in a policy. Updated administrative procedures have been drafted and will be finalized by administration when the state has completed changes to its toilet training rule (R277-631).

New Artificial Intelligence Policy

In light of teachers becoming anxious to use AI tools in their classrooms, students using AI on their own to do their schoolwork, AI tools and technologies becoming increasingly accessible, and AI having the potential to improve student learning and teacher effectiveness, the school's administration would like the board to adopt an AI Policy.

The proposed AI Policy is general in nature, aligns with the [AI Framework](#) established by the Utah State Board of Education, and provides basic rules with respect to AI use at the school. Per the proposed policy, the use of specific AI tools and technologies at the school will be set forth in administrative procedures and/or classroom policies created by teachers and approved by administration.

School Closure Policy

Adopted:



Policy

It is the responsibility of the Board of Directors (the “Board”) of Wallace Stegner Academy (the “School”) to maintain communications with the State Charter School Board regarding any significant changes, problems, or difficulties in the School. The Board will work with the State Charter School Board to resolve disputes and remedy deficiencies in accordance with Utah Code § 53G-5-501 *et seq.*, and the applicable rules of the State Board of Education for notice and resolution of deficiencies.

School Closure Plan

In the event a decision to close the School is made, the Board will establish a committee to prepare a school closure plan that will be presented to the State Charter School Board as soon as possible after the decision to close is made. The school closure plan will address and provide for the following issues:

- (a) designate a custodian for the protection of student files and school business records;
- (b) maintain a base of operation throughout the school closing, including:
 - (i) an office;
 - (ii) hours of operation; and
 - (iii) operational telephone service with voice messaging stating the hours of operation;
- (c) maintain insurance coverage and risk management coverage throughout the transition to closure and for a period following closure of the School as specified by the State Charter School Board;
- (d) complete a financial audit immediately after the decision to close is made;
- (e) inventory all assets of the School;
- (f) list all creditors of the School and specifically identify secured creditors and assets that are security interests; and
- (g) protect all school assets against theft, misappropriation, and deterioration.

Student Support

Once the decision to close the School has been made, the Board will organize a student support committee that may include local school counselors to take the lead in helping students and families with the transition to new schools. The committee will ensure that all parents are provided with contact information for school personnel that can answer their questions and provide requested information and assistance throughout the process. The Board recognizes that school closure will be a difficult situation for students and families and that communication and support will be key throughout this process. The Board will ensure that teachers and other school personnel are trained in how to work effectively with students and parents throughout the process. Upon dissolution of the School, all student records will be immediately transferred to the

receiving district or school, and a notice will be sent to all parents describing how to request records from the School.

Notification of Closure

The Board will designate a committee to be responsible for providing the required notifications in the event of school closure. Specifically, at a minimum, the Board will ensure that the committee notifies the following parties as soon as possible after the decision is made to close the School:

- (a) the State Charter School Board;
- (b) the State Board of Education;
- (c) parents of the School's students;
- (d) the School's creditors;
- (e) the school district in which the School is located and other charter schools located in that school district; and
- (f) the School's employees. This notification will include the following information:
 - (i) the proposed date of school closure;
 - (ii) the School's plans to help students identify and transition into a new school; and
 - (iii) contact information for the School during the transition.

Closure Management

If the School's charter is terminated as set forth in Utah Code § 53G-5-503, the following may be selected at the discretion of the State Charter School Board to assume operation of the School:

- (a) the school district in which the School is located;
- (b) the charter school governing board of another charter school;
- (c) a private management company; or
- (d) the governing board of a nonprofit corporation. T

The School recognizes the State Charter School Board has authority to determine who will be responsible for the operation of the School during the closure process, and ensures that any school closure plan will include individuals with specific experience and expertise in the fields of educational support, finance, and law to ensure orderly management of dissolution. It is anticipated that in the event dissolution is necessary, the administrative team that the School has in place, including any Business Manager/Management Company, will be in the best position to ensure an orderly closure process and to adequately safeguard the School's assets, since such individuals will be most familiar with the School's operations.

School Assets, Liabilities, and Contracts

Any assets held subject to written conditions or limitations in accordance with Utah Code § 53G-5-504 shall be disposed of in accordance with those conditions or limitations. All liabilities and obligations of the School shall be paid and discharged or

adequate provisions shall be made to discharge the liabilities and obligations to the extent of the School's assets. The remaining assets of the School will be returned to the State Charter School Board. This is consistent with both state law as well as the School's Articles of Incorporation.

To the extent possible, all leases, service agreements, and other contracts not necessary for the transition of the School will be terminated. The School maintains a sufficient financial reserve to cover expenses associated with closure. Expenses included in a closure such as hiring contractors, student support funds, costs of notifications, etc. can be covered with this reserve.

Verification

The School will submit all documentation required by the State Charter School Board, including documents to verify its compliance with procedural requirements as well as satisfaction of all outstanding financial issues. This verification will protect the integrity of School records as well as transparency in the procedure.

Student Advancement and Retention Policy

Adopted:



Purpose

The purpose of this policy is to establish how Wallace Stegner Academy (the “School”) handles a request from a parent to advance or retain their student to/in a grade level different from the student’s cohort.

Definitions

The following definitions apply for purposes of this policy:

“Cohort” means:

- (a) for K-8 students, a group of students defined by the year in which the group enters kindergarten; and
- (b) for 9-12 students, a group of students defined by the year in which the group enters grade 9.

“Advance” or “advancement” means to move a student one or more grade levels higher than the student’s cohort.

“Retain” or “retention” means to move a student one or more grade levels lower than the student’s cohort.

“Reasonably accommodate,” per Utah Code 53G-6-801(2), means that an LEA shall make its best effort to enable a parent to exercise a parental right specified in Utah Code § 53G-6-803:

- (a) without substantial impact to staff and resources, including employee working conditions, safety and supervision on school premises and for school activities, and the efficient allocation of expenditures; and
- (b) while balancing:
 - (i) the parental rights of parents;
 - (ii) the educational needs of other students;
 - (iii) the academic and behavioral impacts to a classroom;
 - (iv) a teacher's workload; and
 - (v) the assurance of the safe and efficient operation of a school.

Policy

The School is committed to providing an educational program that offers opportunities for students to acquire skills for cognitive, academic, social, and emotional development. The School believes differentiated instruction provides for individual academic student needs as students remain with their own age peer group. However,

the School recognizes circumstances may exist where student advancement or retention may be in the best interests of an individual student.

The School supports and acknowledges that a student's parent is the primary person responsible for the education of the student and that the School is in a secondary and supportive role to the parent; and that as such, a student's parent has the right to reasonable academic accommodations from the School. See Utah Code § 53G-6-803(1)(a). The School also acknowledges that it shall reasonably accommodate a parent's written request to retain a student in kindergarten through grade 8 on grade level based on the student's academic ability or the student's social, emotional, or physical maturity. See Utah Code § 53G-6-803(2).

Therefore, when a parent makes an advancement or retention request (which constitutes a request for an academic accommodation), the School shall make a decision on the request only after a School team has assessed and reviewed the needs and abilities of the student and the School has determined whether the advancement or retention of the student, as applicable, can be reasonably accommodated by the School.

The School's Chief Executive Officer(s) shall establish administrative procedures to implement this policy in accordance with applicable law.

Wallace Stegner Academy
Policy: Artificial Intelligence Policy
Adopted:



Purpose

Wallace Stegner Academy (the “School”) acknowledges the benefits of integrating artificial intelligence (“AI”) into public education and recognizes AI’s potential to foster innovation, improve student outcomes, and provide support to educators in delivering more effective and personalized learning experiences to students.

The purpose of this policy is to allow the appropriate and responsible use of AI at the School. This policy applies to School students and employees, as well as to third parties who develop, implement, or interact with AI technologies used in the School.

Policy

The use and integration of AI at the School shall align with the Utah State Board of Education’s AI Framework. Accordingly, AI may be used to improve student learning, teacher effectiveness, and School operations. However, AI shall not be used to bully, harass, or intimidate; cheat; or plagiarize. All use of AI at the School shall comply with School policy and all applicable state and federal data privacy and security laws and regulations.

School administration shall ensure that the School takes a balanced approach to AI use. While AI can enhance student learning, students should not become overly dependent on AI in their education at the School. Similarly, while the use of AI can improve teaching and help reduce educators’ workloads, it should not replace the essential role of teachers in instructing, guiding, and supporting students on a personal, human level.

The Chief Executive Officer(s) shall establish administrative procedures regarding the use of specific AI tools and technologies at the School, including within classrooms. As an alternative to establishing administrative procedures, or in addition thereto, the Chief Executive Officer(s) may permit teachers to create their own classroom AI policies. Any classroom AI policy developed by a teacher shall be consistent with this policy and shall be approved by the Chief Executive Officer(s) or his/her designee.

The School shall review this policy regularly to ensure that it continues to meet its needs.

Student Transportation Policy

Adopted: April 20, 2023

Revised:



Purpose

The purpose of this policy is to address how student transportation is handled at Wallace Stegner Academy (the "School"). It is also to establish rules and requirements related to student transportation to help ensure student safety.

The School intends for this policy to satisfy the policy requirements of Utah Administrative Code Rule R277-601.

Policy

School Buses

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Sunset Campus

The School received a federal startup grant for its Sunset campus that enabled the School to purchase a school bus for that location. Once approved and ready for use, this school bus will transport eligible students attending the Sunset campus to and from School each day. Parents or guardians of students attending the Sunset campus who are not eligible to ride the school bus are responsible for the transportation of their students to and from School each day.

The School and school bus operator shall follow and meet all applicable standards, requirements, and procedures in R277-601.

Other Campuses

The state does not provide the School (or any other Utah charter school) with any state transportation funding, and the School has not received any additional federal funding that would permit the School to purchase school buses for its other campuses in Salt Lake County. As a result of this, and as a result of having a student population that often resides throughout multiple cities and/or counties, the School does not operate school buses for its campuses in Salt Lake County and does not provide transportation to or from School for students attending those campuses, except where required by law. Parents or guardians of students attending the School's campuses in Salt Lake County are responsible for the transportation of their students to and from the School each day.

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Student Transportation for School Activities

The School may provide transportation for students in its school bus, charter buses, or through public transportation in connection with field trips, extracurricular activities, or other School-sponsored activities. Any charter bus company selected by the School to

transport students shall meet or exceed industry safety requirements and provide reliable and professional transportation services. [In connection with out-of-state School-sponsored activities or trips, the School may provide transportation to students through commercial airlines.](#)

[The School may also provide student transportation for School-sponsored activities through private or rental vehicles driven by School employees or volunteers who have been approved by the School's Chief Executive Officer\(s\) or designee. The School's Chief Executive Officer\(s\) shall establish the necessary qualifications for such drivers and other requirements that must be met prior to using private or rental vehicles to transport students.](#)

The School shall inform parents and guardians when it intends to provide student transportation in connection with School activities and shall give parents the opportunity to consent to such transportation. A student's parent or guardian must provide consent in order for their student to be transported to and/or from School activities as described in this section.

Charter bus operators and, to the extent practicable, other vehicle drivers approved by the School to transport students to and/or from School activities, shall adhere to the applicable standards in R277-601-3. The School shall enforce the applicable standards as required by the rule.

[Administrative Procedures](#)

[The School's Chief Executive Officer\(s\) may establish administrative procedures to help the School implement and comply with the standards, requirements, and procedures set forth in R277-601.](#)

Electronic Resources Policy

Adopted: January 20, 2016

Reapproved: June 27, 2022

Reviewed: 06.12.2025



Purpose

Wallace Stegner Academy (the "School") recognizes the value of computer and other electronic resources to facilitate student learning and help the School's employees accomplish the School's mission. The School has therefore made substantial investments to establish a network and provide various electronic resources for its students' and employees' use. Because of the potential harm to students and the School from misuse of these resources, the School requires the safe and responsible use of computers; computer networks, including e-mail and the Internet; and other electronic resources. This policy is intended to ensure such safe and responsible use and to comply with Utah Administrative Rule R277-495, [Utah Code § 53G-7-227](#), [Utah Code § 53G-7-1001 et seq.](#), the Children's Internet Protection Act, and other applicable laws.

Electronic Devices

The School recognizes that various forms of electronic devices are widely used by both students and employees and are important tools in today's society. The School seeks to ensure that the use of electronic devices, both privately-owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees. The [Chief Executive Officer\(s\)](#) shall therefore establish reasonable rules and procedures regarding the use of electronic devices at School and School-sponsored activities in compliance with applicable laws.

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Internet Safety

It is the School's policy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (section 254(h) of title 47, United States Code). The [Chief Executive Officer\(s\)](#) shall establish procedures to accomplish these objectives and ensure compliance with applicable laws.

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Student Acceptable Use of School Electronic Resources

The School makes various electronic resources available to students. These resources include computers and other electronic devices and related software and hardware as well as the School's network and access to the Internet. The School's goal in providing

such electronic resources to students is to enhance the educational experience and promote the accomplishment of the School's mission.

Electronic resources can provide access to a multitude of information and allow communication with people all over the world. Along with this access comes the availability of materials that may be considered inappropriate, unacceptable, of no educational value, or even illegal.

The [Chief Executive Officer\(s\)](#) shall ensure that rules and procedures regarding students' use of the School's electronic resources are established and clearly communicated to students and their parents/guardians. The [Chief Executive Officer\(s\)](#) will ensure that safeguards are in place to restrict access to inappropriate materials and that the use of the Internet and other electronic resources is monitored. The [Chief Executive Officer\(s\)](#) shall ensure that students receive appropriate training regarding these rules and procedures.

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Staff Acceptable Use of School Electronic Resources

Improper use of the School's electronic resources by employees has the potential to negatively impact students, damage the School's image, and impair the School's electronic resources. Therefore, this policy is intended to govern employees' and volunteers' use of the School's electronic resources, and employees must agree to these terms as a condition of employment. The [Chief Executive Officer\(s\)](#) shall establish rules and procedures regarding employees' use of the School's electronic resources.

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This policy will be reviewed [and approved](#) periodically to ensure that it continues to meet the School's needs.

Child Abuse and Neglect Reporting Policy

Adopted: January 20, 2016

Revised: ▾



Purpose

Wallace Stegner Academy (the "School") takes seriously the legal responsibility of its personnel to protect the physical and psychological well-being of its students. We believe that the School's personnel have an important role to play in the elimination of child abuse because they are in a unique position to observe children over extended periods of time on a daily basis.

Policy

School personnel shall report suspected child abuse and neglect in accordance with Utah Code § 80-2-602, § 53E-6-701, and Utah Administrative Code Rule R277-401. The law provides serious penalties for failure to fulfill one's duty to report.

Whenever any School employee, contracted or temporary employee, or volunteer has reason to believe that a child is, or has been, the subject of abuse or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, he/she shall immediately report the suspected abuse or neglect to the nearest peace officer, law enforcement agency, or the Division of Child and Family Services.

In addition, whenever any School employee, contracted or temporary employee, or volunteer has reasonable cause to believe that a student may have been physically or sexually abused by a School employee or volunteer, he/she shall immediately report that belief and all other relevant information to the Chief Executive Officer(s). The Chief Executive Officer(s), after having received such a report or otherwise having his/her own reasonable cause to believe that a student may have been physically or sexually abused by a School employee or volunteer, shall immediately report that information to the Utah State Board of Education.

All reports made regarding child abuse or neglect shall be documented in writing.

The Chief Executive Officer(s) shall establish administrative procedures that comply with the provisions of Utah Code § 53E-6-701, § 80-2-6702, et seq., and Utah Administrative Code Rule R277-401 and will help the School's personnel to understand and fulfill their legal responsibilities concerning child abuse and neglect.

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Toilet Training Policy

Adopted: 06.13.2024

Revised:



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Purpose

The purpose of this policy is to establish the toilet training requirements for students at Wallace Stegner Academy (the "School").

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Definitions

"Toilet trained" means that a student can:

- (a) communicate the need to use the bathroom to an adult;
- (b) sit down on a toilet;
- (c) use the toilet without assistance;
- (d) undress and dress as necessary; and
- (e) tend to personal hygienic needs after toileting.

If an accident occurs, a "toilet trained" child can independently tend to hygienic needs and change clothes.

A student is not "toilet trained" if the student does not meet the criteria above or has accidents with sufficient frequency to impact the educational experience of the student or the student's peers, as determined by the School.

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Policy

General Rule

As required by Utah Code § 53G-7-203 and R277-631, the School shall not enroll a student unless the student is toilet trained.

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Exceptions

The School may enroll a student who is not able to be toilet trained because of a suspected disability that:

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- (a) is subject to federal child find requirements; or
- (b) is described in an IEP or Section 504 plan.

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Assurance

The School shall, as part of its enrollment process, require the parent of an incoming student to complete an assurance as to whether the student is toilet trained.

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Administrative Procedures

The Chief Executive Officer(s) shall establish administrative procedures regarding steps that the School shall take in the event a student is not toilet trained.

Deleted: Enrolled Kindergarten Students Who Lack Toilet Training

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In the event a kindergarten student is enrolled in the School and lacks toilet training, the School shall:¶
(a)→ consider whether the student's delay in toileting capability may be a sign of a disability that could impact the student's education, including initial evaluation consistent with the School's child find obligations, if appropriate; and¶
(b)→ refer the student and the student's parents to a School social worker or School counselor, if any, and to the School's Principal or Director to:¶
(i)→ provide additional family supports and resources; and¶
(ii)→ create an individualized plan to address the student's needs.¶

Individualized Plan for Kindergarten Students Who Lack Toilet Training

¶
The individualized plan referenced above may, as appropriate and at the Principal's or Director's discretion, require an enrolled kindergarten student to either attend less than the student's regular school day or not attend any of the school day until the student is toilet trained. ¶

¶
If the student is permitted to continue attending school as part of the student's individualized plan, the School may allow the student's parent or the parent's adult designee to toilet train the student during the school day. If the student is not permitted to continue attending school as part of the student's individualized plan, the School shall coordinate with the student's parents to reintegrate the student back into school, as appropriate, once the student has become toilet trained. Prior to reintegrating a student back into school under such circumstances, the School may require the student's parent to complete another assurance that the student is toilet trained.¶

¶
If a parent of an enrolled kindergarten student who is not toilet trained is unwilling or unable to make or complete an individualized plan within a reasonable amount of time, or if an enrolled student who does not have an IEP or Section 504 plan addressing their developmental delay condition is otherwise unable to become toilet trained within a reasonable amount of time, the School may unenroll the student from the School.¶

Wallace Stegner Academy
Policy: Language Access Policy
Adopted: April 20, 2023



Purpose

The purpose of this policy is to help ensure that Wallace Stegner Academy (the “School”) provides access to its services, programs, and activities to persons who have limited English proficiency and understand languages other than English.

Definitions

For purposes of this policy, the following terms have the following meanings:

“Primary language” means the first language spoken by a student and a student’s parent/guardian.

“Interpretation” means simultaneous communication between a speaker of English and a speaker of another language.

“Translation” means written communication wherein the written words of one person are communicated to others in writing in a different language.

Policy

Language Access Coordinator

The School’s Director shall designate a Language Access Coordinator who is responsible for implementing this policy at the School and ensuring that any necessary training on the policy is provided. The Language Access Coordinator may also recommend updates or changes to this policy in an effort to make the policy more effective.

Notification to Employees

The School shall notify its employees of this policy, the rights of parents/guardians and students to receive language assistance services, and the proper procedures to access language assistance services as outlined in this policy.

Determination of Primary Language

Within thirty (30) calendar days of a student’s enrollment (or re-enrollment) in the School, the School shall determine the primary language spoken by the student and the student’s parent/guardian, and if such language is not English, whether the student and parent/guardian require language assistance to communicate effectively with the School.

The School shall maintain a current record of the primary language of each parent/guardian of students enrolled in the School.

Obligation to Provide Language Assistance Services

The School shall, consistent with this policy and applicable law, provide translation and interpretation services to students and parents/guardians who require language assistance in order to communicate effectively with the School.

Interpretation Services

The School shall provide interpretation services during regular business hours to parents/guardians and their students who require such services in order to communicate with the School regarding critical information about the students' education. Depending upon availability, such interpretation services may be provided at the School, a reasonable location agreed upon by the School and a student's parent/guardian, or virtually.

The School shall provide the interpretation services described above for School activities, including but not limited to:

- (a) classroom activities;
- (b) impromptu and scheduled office visits or phone calls;
- (c) enrollment or registration processes;
- (d) the Individualized Education Program (IEP) process;
- (e) student educational and occupational planning processes;
- (f) fee waiver processes;
- (g) parent engagement activities;
- (h) student disciplinary meetings;
- (i) community councils (if any);
- (j) board meetings;
- (k) other School activities; and
- (l) other interactions between the parents/guardians of a student learning English and educational staff at the School.

Translation Services

The School shall provide translations of School materials to parents/guardians and their children who require them to communicate effectively with the School, and such materials include, but are not limited to:

- (a) registration or enrollment materials, including home language surveys and English learning program entrance and exit notifications;
- (b) assignments and accompanying materials;
- (c) report cards or other progress reports;
- (d) student discipline policies and procedures;

- (e) grievance procedures and notices of rights and nondiscrimination;
- (f) parent or family handbooks;
- (g) requests for parent permission; and
- (h) any other guidance, including guidance on when oral interpretation is preferable to written translation, to improve instruction and assistance by teachers, counselors, and administrators to a student learning English and the student's parents/guardians and family.

Centrally Produced Critical Communications

The School shall identify documents that it distributes or electronically communicates to parents/guardians containing critical information regarding their child's education, including, but not limited to, documents pertaining to:

- (a) registration, application, and selection;
- (b) standards and performance (e.g., standard text on report cards);
- (c) conduct, safety, and discipline;
- (d) special education and related services; and
- (e) transfers and withdrawals.

The School shall procure translations of the applicable critical communications listed above in a timely manner, in each of the covered languages, and work to make such translations available to parents/guardians and students of the School.

Student-Specific Critical Documents

Where required under this policy, the School shall provide parents/guardians with a translation of important documents that contain individual, student-specific information regarding, but not limited to, their student's:

- (a) health;
- (b) safety;
- (c) legal or disciplinary matters; and
- (d) entitlement to public education or placement in any special education, English language learner or non-standard academic program.

Qualifications of Interpreters and/or Translators

Individual interpreters and translators provided by the School do not have to be certified unless certification is required by law. However, they should be competent and, where possible, have experience providing interpretation or translation services for school activities and materials listed in this policy. Where deemed appropriate by the School's Director or Language Access Coordinator, the School may utilize online translation services such as Google Translate or Microsoft Translator to translate School materials or documents described in this policy.

The School shall follow its Special Education Policies and Procedures Manual when providing interpretation and translation services for students with disabilities.

Complaints

If any parent/guardian or student feels that they are not receiving the language assistance services set forth in this policy, they may address those concerns through the School's Parent Grievance Policy.

Annual Review of Policy

The School shall review this policy for efficacy on an annual basis. As part of this review, and for purposes of evaluating the effectiveness of this policy, the School may consult with its stakeholders and community members, refugee resettlement agencies, immigration services organizations, ethnic based community organizations.