In an effort to address questions related to **student retention in our secondary schools**, new guidance has been added to our I-8 administrative procedures. Following state law, the district has outlined its process for allowing qualified students to request that they be approved for continued enrollment in high school as retained seniors. Additionally, students with disabilities whose IEP team determines that they must be retained in order to be provide with a free and appropriate public education, may be retained in grades 9-12. In all other circumstances, the district does not retain students in grades 9-11. Students who have not made adequate progress toward graduation or who wish to improve their grades must be offered opportunities to earn credit and/or improve their grades. For more information about grade level retention in grades 9-11, please refer to Section VI of the I-8: Administrative Procedures, Student Progress and Academic Achievement, or contact Dr. Tiffany Hall, executive director of teaching and learning.

Previously, a **power of attorney** was only valid for six months. State law now allows a power of attorney, which meets all the applicable legal requirements, to remain in force until a) the student reaches age 18; b) the power of attorney is revoked or rendered inoperable by the grantor or court; or c) any expiration date stated in the document occurs. For more information about guardianships and durable powers of attorney, please review Section IX in the S-1: Administrative Procedures, School Admissions, or contact Mindi Holmdahl, director of student services.
The board has approved an exciting new process for selecting its student board member.

Previously, the three traditional high schools and Horizonte Instruction & Training Center were on a rotating schedule for recommending candidates to serve as the student board member. In practice, what that meant was that some students might miss out on this opportunity due to the timing of the rotation. Beginning in the 2021-2022 school year, the new process will allow all students – from all our high schools and district-authorized charter high schools – to apply each year. Each school will be responsible for advertising the position to students and appointing individuals to serve on the screening panel and interviewing panel. Details on this process and each school administrator’s responsibilities relative to the process will be updated by May 2021, please review the revised B-1: Student Board Member Application and B-1: Student Board Member Guidelines then.

Let RAMP help you! (Hint—this is not a reference to a wild leek or sloped plan for joining two different levels.) Utah Records Appraisal and Management Program (RAMP) is a great resource created by USBE and the Division of Archives and Records Service that lists the retention schedules for education records all in one document. Previously finding the correct retention schedule was a cumbersome process, but now with this new document the task is much easier and quicker. Check it out at: https://schools.utah.gov/file/778b33ae-2617-4793-b2d1-d9a0b46070dc. Of course, if you have any questions about records retention, feel free to contact Jillian Norton, the district’s records officer, or refer to the district’s C-7: Administrative Procedures, Records Access and Management.

GOT A COMPLAINT? Well the individuals responsible for implementing the G-18 complaint resolution process did . . . the procedures were confusing and did not include specific deadlines. In an effort to clarify and streamline the process, G-18 was completely overhauled; informal resolution of complaints is still preferred but the form was updated, investigative roles were outlined, new deadlines were put in place, and the appeal process was restructured. To learn more about the revised process, please review the G-18: Administrative Procedures, Complaint Resolution Process, or contact Rebecca Pittam, interim executive director of school leadership and performance.

Did you know that state law requires the expulsion of students in certain circumstances? While we hope to never have dangerous situations in which students have brought weapons onto school property, in these limited circumstances state law requires that the student be expelled for a minimum of one year UNLESS the local board of education determines otherwise. In order to comply with this statute, students who have been found to have engaged in the prohibited conduct will be referred to the district’s safe schools committee. If the committee determines that the student SHOULD NOT be expelled, Emily Sutherland, the district’s director of SEL/MTSS, will present the committee’s recommendation to the board for approval. For more information about this process, please refer to Section XIII of the S-3: Administrative Procedures, Student Conduct and Discipline, or contact Emily Sutherland.

As a reminder, please ensure that any individuals who are administering any assessments carefully review USBE’s Standard Test Administration and Testing Ethics (STAATE) policy and the district’s guidelines and procedures for TEST ADMINISTRATION AND SECURITY. For more information about appropriate testing practices, please review I-9: Administrative Procedures, Testing or contact Dr. Michelle Amiot, director of assessment and evaluation.
Compliance Corner

Microaggressions

The term “microaggression” is commonly used to describe instances of indirect, subtle, or unintentional discrimination against members of a marginalized group (i.e., racial or ethnic minorities, individuals who identify as LGBTQ, individuals with disabilities, and/or members of any other protected class). Individuals who experience repeated microaggressions may describe their work or educational environment as hostile or emotionally exhausting.

What are some common forms of microaggressions that may occur in classrooms or work environments?

**Microassaults:** Conscious and intentional actions or slurs. Examples include using racial epithets; displaying swastikas or white power symbols; deliberately assisting a white student before a student of color; or making fun of a student whose gender expression differs from stereotypical expectations.

**Microinsults:** Verbal and nonverbal communications that subtly convey rudeness and insensitivity that demeans a person's racial heritage, identity, etc. Examples include inferring that an individual was hired through affirmative action rather than for their qualifications; implying that someone is not a U.S. citizen because of their skin color; assuming that an individual is less able in a curriculum area because of their sex; or refusing to use an individual’s preferred pronoun.

**Microinvalidations:** Communications that subtly exclude, negate, or nullify the thoughts, feelings, or experiential reality of a person. Examples include statements like “They speak such good English,” to describe someone of Asian-American heritage; asking where an individual (or their parent) was born; calling a woman aggressive when they show leadership; or telling an individual that you are “color-blind” after hearing about a racist incident they were subjected to.

While these types of behaviors can/will be addressed using the G-19 & G-20 complaint process, it would benefit all members of our district community if we found ways to prevent them instead.

So, what can we do to prevent microaggressions from taking root in our schools/district?

- Reflect on our own attitudes, stereotypes, and expectations.
- Think before you speak.
- Listen when someone tells you that your words or actions caused harm, and then evaluate why they did and how you can prevent that harm in the future.
- Never expect an individual to speak on behalf of an entire marginalized group, rather ask them to recount their own lived experiences.
- Remember that having a friend who belongs to a marginalized community does not excuse your missteps, nor does it mean that you understand all the lived experiences of individuals from that marginalized community.
- Teach students and employees that the impact of their words is important, regardless of their stated intent.
- Provide accurate information to challenge stereotypes and biases in the moment, where possible.

Thanks,

*Tina Hatch*

Compliance Officer
801.578.8388
Records Retention

Paper Documents vs Scanned Documents

Many of you are asking if it’s okay to destroy a paper document once you have scanned it. Unfortunately, this question does not have a simple “yes” or “no” answer. There are a lot of factors to consider and the analysis needs to be done on a case-by-case basis.

According to the Utah Division of Archives and Records Service there are a few basic guidelines that can be applied generally, they are as follows:

- If the record’s current, approved retention schedule has a disposition of “transfer to Archives” or “may transfer to Archives,” then the paper copy should not be destroyed, it should be transferred to the State Archives. You can find a record’s disposition in the Utah Records Appraisal and Management Program (RAMP) Retention Schedule.

- Generally speaking, if the record’s retention is 10 years or less and the disposition is “destroy,” then the electronic copy will suffice (per Utah Code 46-4-301) and you can destroy the paper after digitizing the records.

- If the retention is longer than 10 years and the disposition is “destroy,” then you need to assess the system in which the records will be stored to ensure that it will be capable of maintaining your records through the retention period.

- If the records are essential to your agency’s business, if you cannot operate or fulfill your mandate without them, then be sure to have backup copies of the records in multiple locations. Storing the paper copy at the State Records Center in Clearfield costs you nothing (beyond the cost of boxes and possibly shipping) and can provide reliable backup.

Jillian Norton
GRAMA Officer and Legal Support
801.578.8348