

ADMINISTRATIVE POLICY AND PROCEDURE UPDATES
SUMMARY SHEET
February 22, 2022

<u>NAME</u>	<u>Last Revised</u>
<u>Instruction</u>	
2410 (<i>Procedure only</i>) – High School Graduation Requirements	07/18
2411 (<i>Policy only</i>) – High School Equivalency Certificate	02/12
<u>Students</u>	
3122 (<i>Policy & Procedure</i>) – Excused and Unexcused Absences	10/21
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- All additional verbiage has been bolded, underlined and highlighted
- All deletions have been crossed through

HIGH SCHOOL GRADUATION REQUIREMENTS

I. PUBLICATION OF GRADUATION REQUIREMENTS

Prior to registering in high school, and each year thereafter each student and his/her parents or guardians will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade). Graduation requirements may also be included in the student handbook.

II. CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, upon request, the district may award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

- A. The course was taken with high school students, and the student successfully passed the same course requirements, and examinations as high school student enrolled in the class; or
- B. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course at the high school level.

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional mastery/competency examination or perform any other additional assignment to receive credit.

Before the end of eleventh grade, a student and the student's parent or guardian must inform the school if they do not want credit for the course or courses taken before attending high school.

Awarding of High School Credit

The district will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

- A. Earning a passing grade according to the district's grading policy.
- B. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit bearing courses of study); or
- C. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

Credits from Other Programs

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school, or home school), or from out-of-state, or out-of-country. The district

will accept credits from another Washington public school or accredited state private school or accredited out-of-state public or private school to the extent the credit from unaccredited program or home schools as described below for home school students. Decisions of the principal or designee may be appealed to the superintendent or designee within fifteen school days of the initial decision.

Subject and Credit Requirements for Graduation

Total Number of Credits Required

Class of:	2019* and beyond
<i>Entering 9th grade after July 1 of:</i>	<i>2015</i>
English	4
Mathematics	3
Science	3
Social Studies	3
Arts	2
Health and Fitness	2
Career and Tech Ed	2
World Language	2
Electives	5
Total Required Credits:	26

District note: Credits required for graduation must be at least 26 for the class of 2019 and beyond. A justification as to why credit requirements are above those required by the State Board of Education, if applicable, is appropriate here (e.g., “to ensure that students have an opportunity to partake in a broad variety of academic occupational, cultural and recreational courses in order to enhance their quality of life in high school and in the future.

Subject Area Credit Requirements and Approved Courses for Classes of 2018 and Beyond)
The following courses are approved for satisfying the subject area requirements as established by the State Board of Education and shall be required of each candidate for graduation.

- A. English: Four (4) credits required: Language Arts, Integrated I & II or Language Arts I & II or Language Arts Honors, American Literature A&B, Myths and Legends, Films and Literature, Creative Writing, Comparative Literature, Introduction to Literature, English Composition.
- B. Math: Three (3) credits are required in: Algebra 1 or integrated Math 1, Geometry or Integrated Math 2 and a third credit of math chosen by the student based on the student’s interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

- C. Science: Three (3) credits are required: at least two (2) labs are required and a third credit of science chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.
- D. Social Studies: Three (3) credits are required in: U.S. History and Government; Contemporary World History, Geography and Problems; 0.5 credits of Civics (content may be embedded in another social studies course); 0.5 credits of Social Studies elective.
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- E. Arts: Two (2) credits are required: Performing or visual arts is required. One (1) credit may be a Personalized Pathway Requirement, defined as related courses that lead to a specific post-high school career or educational outcome chosen by the student and based on the student's interests and High School and Beyond Plan, which may include Career and Technical Education, and are intended to provide a focus for the student's learning.
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- F. World Language: Two (2) credits are required: Both credits may be a Personalized Pathway Requirement. If the student has chosen a four-year degree pathway in their High School and Beyond Plan, the student will be advised to earn 2 credits in world language
- G. Health and Fitness: Two (2) credits are required: .5 credit of Health, 1.5 credits of Fitness, unless excused per RCW 28A.230.050.
- H. Career and Technical Education: One (1) credit is required This credit may be an Occupational Education course that meets the definition of an exploratory course as described in the [CTE program standards](#).
- I. Electives: Five (5) credits are required in
- J. Washington State History (non-credit) and completion of a HS and Beyond Plan.

Total number of credits: 26

*Per Chapter 28A.231.RCW, each school district must offer instruction in cardiopulmonary resuscitation (CPD) in at least one health class required for graduation. The CPR instruction must have been developed by the American Heart Association or the American Red Cross or be nationally recognized based on the most current national guidelines for CPR. The instruction must include use of automated external defibrillators (AED) which may be taught by video. The district may provide the CPR instruction directly or arrange it through community based provides such as the local fire department. Student are not required to earn CPR certification for successful completion of the instruction.

Alternative Programs

The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated or supervised by the district.

A proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the district, and will include at least the following information:

- A. **The name of the program or planned learning experience;**
- B. **The length of time for which approval is desired;**
- C. The objective(s) of the program;
- D. The teaching component(s) of the program, including where and when teaching activities will be conducted by school district certificated staff;
- E. A schedule of the duration of the program, including beginning and ending dates within the school year;
- F. A description of how student performance will be supervised, evaluated, and recorded by the certificated staff or by qualified school district employees under the direct supervision of the certificated staff;
- G. A description of intervention techniques and criteria for their use;
- H. Description of how student performance will be assessed;
- I. The qualifications of instructional personnel; and
- J. The plans for evaluation of program.

The district will keep a list of approved programs on file in the superintendent's office. The superintendent or designee will communicate the reasons for approval or disapproval to those making the request.

Running Start

The running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Student must be of junior standing or above to be eligible for the program. Students earn college credit, which is also converted and applied to their high school transcript.

In order to enroll in the Running Start program, students need to do the following:

- A. **Check with their high school counselor and/or determine the options for demonstrating college-level placement via assessments or courses taken.** ~~Contact the college they are interested in attending and to take the ASSET or COMPASS placement test. The test is offered at various times and results are often available the following day.~~ **At a minimum, college-level skills** scores in reading and writing are required.
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will **generally** not be enrolled in courses at the high school, even when the community college they attend is not in session. **A student enrolled full-time at a college may use .2 FTE to enroll at the high school for the**

purpose of accessing college courses online. Students are permitted to enroll in a combined annual average of 1.2 FTE between the high school and the college.

- C. Obtain a Running Start authorization **verification** form from the college or their high school counselor. **Work with high school counselor and/or college to verify course decisions and coverage of tuition via state funding for selected courses.** The counselor will sign the form after the student completes their portion. A **Parent/guardian consent** signature is required if the student is under 18 years old.
- D. **Register for classes via the college's online registration system. First time Running Start students will need to enroll in the college before completing the registration process. The verification process in "C" needs to occur to ensure state funding for college courses.**
- E. **Work with school counselor to ensure transmission of** Take the authorization form to the college **prior to established deadlines to ensure continued enrollment.** and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

Credit for Career and Technical Work –Based Learning

The district regards work experience as a part of the educational program of students as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The district may grant credit for work experience based upon the following factors:

- A. The school will supervise the work program.
- B. The work experience will be specifically relate to the students' school program.
- C. The work experience will represent growth in the student, and the type of work will have definite educational value.
- D. The work will provide a varied job experience.
- E. The career placement counselor will supplement the work experience with an adequate program of guidance, placement, follow-up and coordination between job and school.
- F. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).
- G. The district may grant one credit for not less than one hundred eighty hours for instructional work-based learning experience, and not less than three hundred sixty hours of cooperative work-based learning experience related to a student's school program. **Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-51-050 (1)(b).**
- H. The employer will legally employ the student who must have passed his/her sixteenth birthday.
- I. The employer will file a report of the student's work record, with the school indicating the student made satisfactory progress on the job.
- J. The regular state apprenticeship program, and school – cooperatively develop the student's training which meets graduation requirements standards.
- K. The program standards and procedures with the state career and technical work-based learning standards.

College in the High School

The college in the high school program is a dual credit program located on a high school campus or in a high school environment in which a high school student may earn both college credit and high school credit by achieving a passing grade in a college level course. A college in the high school program will be governed by a local contract which will include qualifications for students to enroll in the program.

Additionally, applicable information regarding students in the program includes the following:

- A. Students who have not yet received a high school diploma, and are eligible to be in the ninth, tenth, eleventh or twelfth grades may participate in the high school in the college program.
- B. Students will receive credit for the courses they successfully complete with a passing grade. If a student completes a course for which there is not a comparable course with the _____ district, then an administrator will determine how many credits the student will receive for the course. Such a determination shall be issued in writing by an administrator prior to the student beginning the course.
- C. Students may be required to pay a tuition fee to receive college credit for a course. Students will not be required to pay a tuition fee for high school credit.

National Guard High School Career Training

The district may grant credit for National Guard high school career training in lieu of either required or elective high school credits. Approval by the district will be obtained prior to a student's participation in a National Guard training program as follows:

- A. MIL Form 115 or an equivalent form provided by the national guard will be completed and filed with the school district; and
- B. The number of credits toward high school graduation to be granted will be calculated, agreed upon by the student and an authorized representative of the school district, and such agreement noted on MIL Form 115 or such equivalent form.
- C. The district may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

Home School Credit

Guidelines for granting high school credit for home schooling are as follows:

- A. To gain credit for a course of study, a student will provide:
 1. A journal that reflects the actual work completed during a home-study course of study
 2. Exhibit(s) of any specific projects completed (e.g., themes, research papers, art and/or shop projects); and/or
 3. Any such other performance-based exhibits of specific course-related accomplishments.
- B. To gain credit for a course of study, a student must demonstrate proficiency at a minimum of 80 percent of the objectives of the course. Such testing will be available as an ancillary service of the district if it is regularly available to all students. If not, the parent may engage district-approved personnel to conduct such an assessment at a cost to be determined by such personnel.
- C. Credit is granted for the following approved schools:
 1. Community colleges, vocational-technical institutes, four-year colleges and universities and approved private schools in the state of Washington, and
 2. Other schools or institutions that are approved by the district after evaluation for a particular course offering.

State Assessment Requirement

~~Each student must earn either a certificate of academic achievement or a certificate of individual achievement to graduate from high school.~~

~~Certificate of Academic Achievement~~

~~A student qualifying for special education services may earn a certificate of individual achievement after passing assessments, determined by the student's individualized education program team to be appropriate for the student based on their learner characteristics, post-secondary goals, and previous testing history.~~

HIGH SCHOOL AND BEYOND PLAN REQUIREMENTS

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. **In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory that will help inform the student's ninth grade course taking and initial identification of his or her education and career goals.** ~~Students must create their plans in cooperation with parents or guardians and school staff. School staff will work to update students' plans as necessary based on their changing interests, goals and needs.~~

The district encourages parents and guardians to be involved in the process of developing and updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district.

The high school and beyond plan will be updated periodically to address the following:

- A. High school assessment results and junior year course-taking;
- B. A student's changing interests, goals, and needs, including identifications of the graduation pathway options the student intends to complete to meet his or her
- C. Courses that will enable the student to meet high school graduation requirements and graduation pathway requirements.

All high school and beyond plans will, at a minimum, include the following:

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;
- D. Information about the college bound scholarship program established in chapter 28B.118 RCW;
- E. A four-year plan that included the following: ~~for course taking that fulfills state and local graduation requirements and aligns with the student's career and educational goals; and~~
 - 1. Includes information about options for satisfying state and local graduation requirements;
 - 2. Satisfies state and local graduation requirements;
 - 3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
 - 4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals; and
 - 5. Includes information about the college bound scholarship program;
- F. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of postsecondary program;
 - 1. Documentation necessary for completing financial aid applications, including at minimum the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA);
 - 2. Application timelines and submission deadlines;
 - 3. The importance of submitting applications early;
 - 4. Information specific to students who have been in foster care;
 - 5. Information specific to students who are, or are at risk of being, homeless;
 - 6. Information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application;

7. Opportunities to participate in sessions that assist students—and when necessary, their family members or guardians—fill out financial aid applications;
8. Information provided on the Washington student achievement council website concerning each of the state and federal financial aid applications in this subsection; and
9. Information on college bound scholarship application and eligibility; and

G. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.

For students who have not earned a level three or four on their middle school Math exam, English language arts exam or their middle school science exam, the district will inform them of supports and courses that will address their learning needs and be considered in their course-taking plans.

For students meeting graduation requirements, their high school and beyond plans should be used to guide their choices of what their third credit of high school math and science will be.

(District note: A district may establish additional, local requirements for high school and beyond plans to serve the needs and interest of its students)

GRADUATION PATHWAY OPTIONS

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan.

Statewide High School Assessment

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses.

"Dual credit course" means a course in which a student is eligible for both high school credit and college credit at the level of 100 or higher upon successfully completing the course. Examples of such courses include running starts, college in the high school courses, and career and technical education dual credit courses.

High School Transition Courses

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A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

AP Courses

A student may demonstrate career and college readiness by doing either A or B below:

- A. Earning high school credit with a grade of C+ or higher in the advanced placement course
- B. Scoring a three or higher on the advanced placement exam.

SAT or ACT Scores

A student may demonstrate career and college readiness by meeting or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

Combination of Options

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

Armed Services Vocational Aptitude Battery

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment. The state board of education will post eligibility scores on its website at least annually by September 1st.

Career and Technical Education Courses

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or that meet the minimum criteria identified in WAC 180-51-230(h) and RCW 28A.700.030.

[District note: Districts have discretion in determining which pathway options they will offer to students.]

~~A student with a disability may fulfill graduation requirements as follows:~~

The following process will be followed to help a student with an IEP graduate:

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representative who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirements may include **the following**:
 - 1. Attainable alternate classwork or individualized activities substituted for standard requirements;
 - ~~2. A statement of waiver for any waived standards graduation requirements; or~~
 - 3. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine **the following**:
 - 1. The projected date by which all graduation requirements will be met; and
 - 2. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decisions that modify the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

SEAL OF BILITERACY

To be awarded the Washington Seal of biliteracy, graduating high school students must meet the following criteria:

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and **(2) meet all graduation pathway ELA requirements**
- B. Demonstrate proficiency in one or more world language. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin and Native American or other indigenous languages or dialects. **The fact that a language is not written is not a barrier to receive the Seal of Biliteracy.** Proficiency may be demonstrated by:
 - 1. Passing a foreign language Advanced Placement exam with a score of three or higher;
 - 2. Passing an International Baccalaureate exam with a score of four or higher;
 - 3. Demonstrating intermediate-mid level or high proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OPSI for competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);

4. Qualifying for four competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or high on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI. **OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy."**

GRADUATION CEREMONIES

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

The district will allow students who are members of a federally recognized tribe to wear traditional tribal regalia or objects of Native American cultural significance along with or attached to a gown at the graduation ceremony or related school event. Additionally, the district will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear. Otherwise, the district has discretion to determine the conduct for graduation ceremonies as described below.

Graduation ceremonies will be conducted in the following manner:

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
- B. Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- C. Students who participate will be expected to use good taste in their choice of accessories for their attire.
- D. Each student who participates will cooperate with the class advisor and to participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies

WITHHOLDING OF A DIPLOMA

The district may withhold a student's diploma ~~or transcript~~ until the student **has made restitution** pays for any school property the student lost or willfully damaged. Upon payment for damages, or the equivalency through **community service** voluntary work, the district will release the diploma. ~~or transcript~~. When the damages or fines do not exceed \$100, the student or his/her parent/guardian will have the right to an appeal using the same

process as used for short-term suspension as defined in Policy 3241, Classroom management, Discipline and Corrective Action. When damages are in excess of \$100, the appeal process for long-term suspension as derived in Policy 3241, ~~Classroom Management, Student Discipline and Corrective Action~~, will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

In the event that the district has imposed other forms of corrective action for violations of school rules, the district may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

Date: 06.14; Revised: 07.15; 7.18 Revised 01/23

~~HIGH SCHOOL EQUIVALENCY CERTIFICATE~~ ~~CERTIFICATE OF~~ ~~EDUCATIONAL COMPETENCY~~

High School Equivalency Certificates of educational competency will be awarded by the Superintendent of Public Instruction and the State Board of Community and Technical Colleges.

To be eligible for a certificate of educational competency, a student who is 16 years of age or older but under 19 years of age must have a substantial and warranted reason for leaving the regular high school program, or have been home schooled.

Eligibility to take high school equivalency test

The following individuals are eligible to take the high school equivalency test:

- A. **Any person aged nineteen or over who has not graduated from a public or private high school.**
- B. **Any person between the ages of sixteen and nineteen who has not graduated from a public or private high school and who has been adjudged by a school district to have a substantial and warranted reason for leaving the regular high school program.**
- C. **Any student aged sixteen or over who has completed an education center individual student program in accordance with chapter 392-185 WAC.**
- D. **Any person between the ages of sixteen and twenty-one who has not graduated from public or private high school and is currently enrolled in the open doors program.**
- E. **Any person between the ages of sixteen and nineteen who has not graduated from a public or private high school, and who has completed a program of home-based instruction in compliance with RCW 28A.225.010(4) as certified by the written and notarized statement of the parent or legal guardian who provided the home-based instruction.**
- F. **Any person who is an active member of the military, national guard, or reserves and has not received a high school diploma.**
- G. **Adjudicated youth under the director of prisons, jails, detention centers, parole and probation offices, and other correctional facilities while enrolled in school if so ordered by a court or officer of the court.**

Determination of substantial and warranted reason for leaving the regular high school program

The student may apply either to the resident district or the school the student last attended in the State of Washington, for a certificate of educational competency.

The application must be submitted to a designated employee who has empowered by the district to make determinations about whether a person has a substantial and warranted reason for leaving the regular high school program.

Upon receiving the application, the designated employee will evaluate the facts and make a determination. The determination of the designated employee shall be in writing and signed by the employee.

The application must be signed by the student's parent and will include the recommendation of a staff review committee and the superintendent. Reasons for withdrawal to seek a certificate of education competency may include:

A substantial and warranted reason for leaving the regular high school program exists if one of the more following applies:

- A. Personal problems which seriously impair the student's ability to make reasonable progress toward high school graduation;
- B. A financial crisis which directly affects the student and necessitates the student's employment during school hours;
- C. The lack of curriculum and instruction which constitute appropriate learning experiences for the student;
- D. The inability or failure of the school of attendance to adjust its program for the individual or otherwise make arrangements for enrollment in a program in a manner which enables the student to advance toward graduation with reasonable progress and success;
- E. A determination by the designated employee of the district that it is in the best interests of the student to withdraw in order to enter a postsecondary institution or the military or to engage in employment. ~~or~~
- ~~F. The student has been home schooled and has essentially completed high school work.~~

No person under eighteen years of age may be adjudged to have a substantial and warranted reason for leaving the regular high school education program unless their parent, guardian, or legal custodian agrees that dropping out of school is in the minor's best interests.

Any student who feels that the denial to apply for a certificate of educational competency was unwarranted may appeal to the board of directors. **If the designated employee determines there isn't a substantial and warranted reason for leaving the regular high school education program, the person may appeal that decision to the board of directors.** The board of directors will make a decision within 30 calendar days of the request and such decision **will** be final, subject to an appeal to a court of law pursuant to RCW.28A.645.010.

Cross References: Board Policy 3114

Part-time, home-based or off-campus
Students

Legal References: RCW 28A.205.030

Reentry of prior dropouts into common
schools, rules — Eligibility for **GED
test to earn a high school
equivalency certificate**
*Certificate of educational competence,
rules for issuance.* **Eligibility to
take GED Test to earn a high
school equivalency certificate**

RCW 28A.305.190

Chapter 180-96 WAC

*Certificate of General educational
~~competence~~ **Development (GED)**
test*

Chapter 131 - 48 WAC

High School Equivalency Certificate
~~Certificate of Educational
Competence (Community and
Technical Colleges)~~

EXCUSED AND UNEXCUSED ABSENCES

Definition of Absence

Absence from in-person learning

WAC 392-401-015A states the definition of an absence:

1. A student is absent from **in-person instruction** when they are:
 - a. Not physically present on school grounds; and
 - b. Not participating in the following activities at an approved location:
 - i. Instruction; **or**
 - ii. Any instruction-related activity; or
 - iii. Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.

Definition of absence from ~~remote learning~~ **synchronous and asynchronous instruction**

(1) A student is absent from ~~remote learning~~ **synchronous online instruction** when the student is not participating in planned instructional activities on a scheduled remote learning day **does not log in to the synchronous meeting/class** (2) **A student is absent from asynchronous instruction when there is no evidence that the student accessed the planned asynchronous activity.** (3) **Evidence of student participation in asynchronous activities must occur daily, within a twenty-four-hour time frame of when the participation is planned or expected.** remote learning may include, but is not limited to: (a) Daily logins to learning management systems; (b) Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or (c) Evidence of participation in a task or assignment.

Minimum Time for Being Considered Present

The district has authority to establish minimum thresholds similar to in-person attendance for the time in which a student must be logged in to be considered present. The Superintendent will develop a consistent and equitable approach that is documented in the student handbook and communicated clearly to all students and families. Determining a threshold for when a student is present or absent should not be left to individual teachers.

Presence vs. Participation

Participation, such as turning video on and participating in discussion or chat, are not to be considered when determining if a student is present or not. These are examples of participation and should be considered distinct from attendance.

Absence from Asynchronous Instruction

Similar to local determinations on what constitutes presence for synchronous online instruction, the Superintendent will develop a consistent and equitable approach that establishes what constitutes “evidence of participation.” This approach will be documented in the student handbook and communicated clearly to all students and families. Determining what constitutes “evidence of participation” should not be left to individual teachers.

Tardies

The district has the flexibility to determine what constitutes a tardy in synchronous online settings. The district differentiates a tardy from an absence (where the student does not

attend at all) and will exclude tardies from any reports that tally absences for the purposes of filing a truancy petition.

Daily attendance taking

The district will take daily attendance for all enrolled students whether the instructional modality is in-person, synchronous, or asynchronous. When instruction is synchronous online or asynchronous, secondary schools will take attendance daily in each course with planned instruction and elementary schools will take attendance at least twice a day.

Excused and Unexcused Absences

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned classes each day. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and be provided such information in a language they can understand. Parents will be required to date and acknowledge review of this information online or in writing

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may be appropriately absent from class. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

A. ~~The following are valid excuses for absences~~ **Absences due to the following reasons are excused:**

1. **Physical health or mental health symptoms**, illness, health condition or medical appointment ~~(including, but~~ **for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are** not limited to, medical, counseling, **mental health wellness**, dental or optometry, **pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);**
2. Family emergency, including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding or serving on a jury;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absence directly related to the student's homeless status **or foster care/dependency status;**
8. Absences related to deployment activities of a parent or legal guardian who is an active-duty member consistent with RCW 28A.705.010;
9. **Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107**

10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
11. Absences due to a student's migrant status; and
12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth;
13. **Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.**

B. In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:

- ~~1. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and~~
1. Absences related to the student's illness, health condition, or medical appointments due to COVID-19 **or other communicable disease;**
2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19 **other communicable disease, or other emergency health condition related to school facility closures;**
3. Absences related to the student's ~~employment or other~~ family obligations during regularly scheduled school hours that are temporarily necessary **because of school facility closures, until other arrangements can be made; and** ~~due to COVID-19 until other arrangements can be made, including placement in a more flexible education program;~~
4. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;
5. ~~Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity; and~~
6. ~~Other COVID-19 related circumstances as determined between school and parent or emancipated youth.~~

The district may define additional categories or criteria for excused absences. The school principal (or designee) has the authority to determine if an absence meets **this policy according to the** above criteria for an excused absence.

1. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; where reasonable, ~~except that in~~ **if a student misses participation-type classes, they can request an alternative assignment that aligns with the learning goals of the activity missed.** ~~a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.~~
2. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential.

Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

3. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

Unexcused Absences

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above or in **administrative procedure** for an excused absence.
2. ~~As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent~~ **and that absence is not excused.**
3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.
4. A conference with the parent or guardian will be held after three unexcused absences within any month during the current school year. **The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent of the steps the district has decided to take to eliminate or reduce the student's absences** A student may be suspended or expelled for habitual truancy. Prior to suspension or expulsion, the parent will be notified in writing in his/her primary language that the student has unexcused absences. A conference will be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not attend the conference, the conference may be conducted with the student and a school official. However, parent will be notified of the steps the district has decided to take to eliminate or reduce the student's absences.
5. Between the student's second and fifth **seventh** unexcused absence, the school must take the following data-informed steps:

- I. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment
- II. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.
- III. For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

Not later than the student's seventh unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community engagement board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

6. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no earlier than the seventh unexcused absence within any month during the current school year and not later than the fifteenth unexcused absence during the current school year.
7. ~~All suspensions and/or expulsions will be reported in writing to the superintendent within 24 hours after imposition.~~

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

~~Unexcused absences from remote learning~~

~~Absences from remote learning must be marked as a "nontruancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused. Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401A-020.~~

Tardies and Disciplinary Actions

1. Students shall not be absent if:
 - a. They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;
 - b. Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and;

- c. The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107. **Course of study activities do not include sending homework packets home.**
2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.
3. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

A student shall be considered absent if they are on school grounds but not in their assigned setting.

Tiered response system for student absences WAC 392-401A-045 states requires **School districts to implement minimum requirements of a multitiered system of support for attendance to address barriers to student attendance, provide timely interventions and best practices to reduce chronic absenteeism and truancy. Multitiered systems of support include:**

- (a) Monitoring daily attendance data for all students who are absent, whether the absence is excused or unexcused;**
- (b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;**
- (c) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence, including school and district attendance or engagement teams, connecting to community resources, and community engagement boards; and**
- (d) A process for outreach and reengagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere. This outreach and reengagement process must include:**
 - (i) A school and/or district point person/people to maintain the list, keep it updated, and coordinate the outreach;**
 - (ii) School or district staff assigned to conduct the outreach and attempts at reengagement in coordination with community partners or other programs;**
 - (iii) Multiple methods of communication and outreach in a language or mode of communication that the parent understands including phone calls, texts, letters, and home visits;**
 - (iv) Referral to community-based organizations;**
 - (v) Documentation of the attempts to reach student and family; and**
 - (vi) Follow the required steps to address unexcused absences in chapter 28A.225 RCW, including early communication to parents, holding parent conferences and administering a truancy screener to understand the underlying reasons for the absences, and providing evidence-based or best practice interventions, even if the student has been withdrawn due to nonattendance.**

Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment,

incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Migrant Students

The district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress.

Cross References: 3120 - Enrollment

3230 - Student Privacy and Searches

3241 - Classroom Management, Discipline and Corrective Action

4218 – Language Access Plan

Legal References: Chapter 28A.225 Compulsory school attendance and admission [~~new section added pursuant to SSHB 2449 (2016 legislative session)~~]

RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition

WAC 392-401A-325 Statewide definition of absence **excused and unexcused.**
~~for the 2020-21 school year.~~

Management 2022 - June Issue

Resources: 2020 - September Alert

2017 – July Issue

2016 – July Issue

2015 - June Issue

2012 - December Issue

2011 - December Issue

Policy News, June 2001 More Tweaking of Becca Petitions

Excused and Unexcused Absences

Students are expected to attend all assigned classes each day. School staff will keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent/guardian or, in certain cases, students, to document a student's excused absences.

Excused absences

The following are valid excuses for absences and tardiness. Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher.

Absence due to:

1. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
2. Family emergency including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absence directly related to the student's homeless or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
9. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
11. Absences due to a student's migrant status; and
12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth;
13. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:

1. Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease;

2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures;
3. Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and
4. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence.

1. **Parental notification.** When possible, the parent/guardian is expected to notify the school office on the morning of the absence and send a signed note of explanation with the student upon his/her return to school. Adult students (those over eighteen) and emancipated students (those over sixteen who have been emancipated by court action) shall notify the school office of their absences with a signed note of explanation. Students fourteen years old or older who are absent from school due to testing or treatment for a sexually transmitted disease shall notify the school of their absence with a signed note of explanation, which will be kept confidential. Students thirteen years and older may do the same for mental health, drug or alcohol treatment; and all students have that right for family planning and abortion. A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. In addition, a student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student shall be allowed one makeup day for each day of absence.
2. **Absence for parental pre-approved activities.** This category of absence shall be counted as excused for purposes agreed to by the principal and the parent/guardian. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. In participation-type classes the student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent or guardian-approved absence would have an adverse effect on the student's educational progress which would ultimately be reflected in the grade for such a course. A student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property or otherwise involves the school to any degree.
3. **Absence resulting from disciplinary actions — or short-term suspension.** As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term suspension shall have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments shall be a substantial lowering of the course grade.
4. **Extended illness or health condition.** If a student is confined to home or hospital for an extended period, the school shall arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if

there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete or withdraw from the class without penalty.

5. **Excused absence for chronic health condition.** Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent/guardian shall apply to the principal or counselor, and a limited program shall be written following the advice and recommendations the student's medical advisor. The recommended limited program shall be approved by the principal. Staff shall be informed of the student's needs, though the confidentiality of medical information shall be respected at the parent's request.

Required conference for elementary school students

If an elementary school student has five or more excused absences in a single month during the current school year or ten or more excused absences in the current school year, the district will schedule a conference with the student and their parent(s) at a reasonably convenient time. The conference is intended to identify barriers to the student's attendance and to identify supports and resources so the student may regularly attend school

The conference must include at least one school district employee, preferably a nurse, counselor, social worker, teacher or community human service provider, and may occur on the same day as the scheduled parent-teacher conference, provided it takes place within thirty days of the absences. If the student has an Individualized Education Program or a Section 504 Plan, the team that created that program must reconvene. A conference is not required if prior notice of the excused absences was provided to the district or if a doctor's note has been provided and a plan is in place to ensure the student will not fall behind in their coursework.

Tiered response system for student who are absent from remote learning

Students who are marked absent from remote learning will receive interventions and services consistent with the tiered response system for student absences implemented by the district pursuant to WAC 392-401A-045. Under the tiered response system, the district will:

- Monitor daily attendance data for all students who are absent from remote learning, whether excused or unexcused;
- Make multiple attempts to contact the families regarding student absences using multiple modalities and in the parent's home language;
- Provide daily notification of absences to parents;
- Provide outreach from the student's school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
- Provide differentiated supports to students that address the barriers to attendance and participation, including universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and
- When feasible and appropriate, transition students to full-time in-person learning or other program to accommodate the student's needs.

Unexcused absences

An "unexcused absence" means that a student has failed to attend the majority of hours or periods in an average school day or has failed to comply with a more restrictive school district

policy on absences, or has failed to comply with alternative learning experience program attendance requirements.

Unexcused absences occur when:

1. The parent, guardian or adult student submits an excuse that does not meet the definition of an excused absence as defined above; or
2. The parent, guardian or adult student fails to submit any type of excuse statement whether by phone, email or in writing, for an absence

~~Unexcused absences from remote learning~~

~~Absences from remote learning must be marked as a "nontruancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused. Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401A-020.~~

Each unexcused absence within any month of the current school year will be followed by a letter or a phone call to the parent informing them of the consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language in which the parent is fluent. A student's grade shall not be affected if no graded activity is missed during such an absence.

After three unexcused absences within any month of the current school year, a conference will be held between the principal, student and parent to analyze the causes of the student's absenteeism. If a regularly scheduled parent teacher conference is scheduled to take place within thirty days of the third unexcused absence, the district may schedule the attendance conference on the same day. If the parent/guardian does not attend the scheduled conference, the school may hold the conference with the student and principal. However, the school will notify the parent of the steps to eliminate or reduce the student's absences.

At some point after the second and before the seventh unexcused absence, the district will take data-informed steps to eliminate or reduce the student's absences. In middle school and high school, these steps will include application of the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment by the district's designated employee.

For any student with an existing Individualized Education Program (IEP) or Section 504 Plan, these steps will include convening the student's IEP team or Section 504 team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the student's absences. If necessary, and if the student's parent gives consent, the district will conduct a functional behavior assessment and will complete a detailed behavior plan to explore the function of the absence behavior.

For any student who does not have an IEP or Section 504 Plan, but who is reasonably believed to have a mental or physical disability or impairment, these steps will include informing the student's parent/guardian of the right to obtain an appropriate evaluation at no cost to the parent to determine whether the student has a disability or impairment and needs accommodations, special education services, or related services. This includes students with suspected emotional or behavioral disabilities. If the school obtains consent to conduct an evaluation, time should be allowed for the evaluation to be completed, and if the student is found to be eligible for

accommodations, special education services, or related services, a plan will be developed to address the student's needs.

The district will designate a staff member to apply the Washington Assessment of the Risks and Needs of Students (WARNS) and, where appropriate, provide the student with best practice or research-based intervention consistent with WARNS. As appropriate, the district will also consider:

- adjusting the student's course assignment;
- providing the student more individualized instruction;
- providing appropriate vocational courses or work experience;
- requiring the student to attend an alternative school program;
- assisting the parent or student to obtain supplementary services; or
- referring the student to a community truancy engagement board.

Transfers

In the case of a student who transfers from one district to another during the school year, the sending district will provide to the receiving district, together with a copy of the WARNS assessment and any interventions previously provided to the student, the most recent truancy information for that student. The information will include the online or written acknowledgment by the parent and student. The sending district will use the standard choice transfer form for releasing a student to a nonresident school district for the purposes of accessing an alternative learning experience program.

Not later than a student's seventh unexcused absence in a month, the district will:

- a. enter into an agreement with the student and parents/guardians that established school attendance requirements;
- b. refer the student to a community engagement board; or
- c. file a petition to juvenile court (see below)

Community Engagement Board

A "community engagement board" means a board established pursuant to a memorandum of understanding (MOU) between a juvenile court and the school district and composed of member of the local community in which the student attends school. The district will enter into an MOU with the juvenile court in Chelan County to establish a community engagement board prior to the 2017-18 school year.

The district will designate and identify to the juvenile court (and update as necessary) a staff member to coordinate district efforts to address excessive absenteeism and truancy, including outreach and conferences, coordinating the MOU, establishing protocols and procedure with the court, coordinating trainings, sharing evidence-based and culturally appropriate promising practices. The district will also identify a person within each school to serve as a contact regarding excessive absenteeism and truancy and assisting in the recruitment of community engagement board members.

After the student's **seventh unexcused absence within any month during the current school year and not later than the fifteenth unexcused absence during the current school year**, if the district's attempts to substantially reduce a student's absences have not been successful and if

the student is under the age of seventeen, the district will file a petition and supporting affidavit for a civil action in juvenile court.

Petition to juvenile court

The petition will contain the following:

1. A statement that the student has unexcused absences in the current school year. (*District Note: While petitions must be filed if the student has seven or more unexcused absences within any month during the current school year or ten or more unexcused absences in the current school year, but a petition may be filed earlier. Unexcused absences accumulated in another school or school district will be counted when preparing the petition*);
2. An attestation that actions taken by the school district have not been successful in substantially reducing the student's absences from school;
3. A statement that court intervention and supervision are necessary to assist the school district to reduce the student's absences from school;
4. A statement that RCW 28A.225.010 has been violated by the parent, student or parent and student;
5. The student's name, date of birth, school, address, gender, race, and ethnicity; and the names and addresses of the student's parents/guardians, whether the student and parent are fluent in English, whether there is an existing individualized education program (IEP) and the student's current academic status in school;
6. A list of all interventions that have been attempted, a copy of any previous truancy assessment completed by the student's current school district, the history of approved best practices intervention or research-based intervention(s) previously provided to the student by the district, and a copy of the most recent truancy information document signed by the parent.
7. Facts that support the above allegations.

Petitions may be served by certified mail, return receipt requested, but if such service is unsuccessful, personal service is required. At the district's choice, it may be represented by a person who is not an attorney at hearings related to truancy petitions.

If the allegations in the petition are established by a preponderance of the evidence, the court shall grant the petition and enter an order assuming jurisdiction to intervene for a period of time determined by the court, after considering the facts alleged in the petition and the circumstances of the student, to most likely cause the student to return to and remain in school while the student is subject to the court's jurisdiction.

If the court assumes jurisdiction, the school district will periodically report to the court any additional unexcused absences by the student, actions taken by the school district, and an update on the student's academic status in school at a schedule specified by the court. The first report must be received no later than three (3) months from the date that the court assumes jurisdiction

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding discipline or corrective action. (See WSSDA policy 3241, Student Discipline.)

LANGUAGE ACCESS PLAN

The district is committed to improving meaningful, two-way communication and promoting access to District programs, services and activities for students and their parents and families. The district recognized that student whose family members have with limited English proficiency (LEP) might also speak or be learning multiple languages and are assets to the community. It is crucial that the district seek to address language barriers and do so free of charge. To that end, and as required by law, the district will develop and adopt a plan for ~~shall implement and maintaining~~ a language access plan program that is culturally responsive, provides for systematic family engagement developed through meaningful stakeholder engagement, and is tailored to the district's current population of students and families who have limited English proficiency. LEP parent population.

At a minimum, the district's plan for a language access program plan will adhere to the principles of an effective language access program for culturally responsive, systematic family engagement, which are: incorporate the procedures that accompany this policy and address:

- Accessibility and equity. This means that schools provide access to all; two-way communication is a priority and is woven into the design of all programs and services.
- Accountability and transparency. This means that the language access program and decision-making processes at all levels are: Open, accessible, and usable to families; readily available; continuously improved based on ongoing feedback from families and staff; and regulated by a clear and just complaint process.
- Responsive culture. This means that schools are safe, compassionate places where each family's opinions are heard, needs are met, and contributions are valued. School staff are humble and empathetic towards families.
- Focus on relationships. This means that schools seek to understand families without judgment on an individual level, building trust through respectful relationships that recognize the unique strengths that each family and student possesses.

The district will implement its Language Access Program by the 2023-2024 school year.

Parent Identification of Families Needing Language Access Services

The district will accurately and in a timely manner identify LEP parents/family members of students with limited English proficiency and provide them information in a language they can understand regarding the language service resources available within the district.

Oral Interpretation

The district will take reasonable steps to provide LEP parents/family members with limited English proficiency with competent oral interpretation of materials or information about any program, service, and activity provided to non-LEP parents who do not have limited English proficiency and to facilitate any interaction with district staff significant to the student's education. The district will provide such services upon request of the LEP parent(s) and/or when it may be reasonably anticipated by District staff that such services will be necessary.

Written Translation

The district will provide a written translation of vital documents for each limited English proficient group that constitutes at least 5 percent of the District's total parent population. For purposes of this policy, "vital documents" include, but are not limited to, those related to:

- registration, application, and selection;
- academic standards and student performance;
- safety, discipline, and conduct expectations;
- special education and related services, Section 504 information, and McKinney-Vento services;
- policies and procedures related to school attendance;
- requests for parent permission in activities or programs;
- opportunities for students or families to access school activities, programs, and services;
- student/parent handbook;
- the District's Language Access Plan and Program and related services or resources available;
- school closure information; and
- any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or district policy.

If the district is unable to translate a vital document due to resource limitations or if a small number of families require the information in a language other than English such that document translation is unreasonable, the district will attempt to provide the information to parents in a language they can understand.

Staff Guidance

The Superintendent will designate a staff member to serve as the Language Access Liaison / Coordinator, who will monitor and facilitate compliance with state and federal laws related to language access and family engagement. The Language Access Coordinator's name and contact information will be widely shared so parents, school staff, and community members may contact them to inquire about language access services.

All school staff, particularly those who have the most interaction with the public such as registrars and enrollment staff, certificated staff and other appropriate staff as determined by the superintendent, **Language Access Coordinator/Liaison** will receive guidance on meaningful communication with LEP parents/**family members with limited English proficiency**, best practices for working with an interpreter, how to access an interpreter or translation services in a timely manner, language services available within the district and other information deemed necessary by the superintendent **Language Access Coordinator/Liaison** to effectuate the language access plan **and program**.

Review and Update

The Board will periodically review, evaluate, and further update this policy and its associated procedure based on pertinent data, including the data collected according to the accompanying procedure. This review will also include community feedback collected according to this policy and procedure and with opportunity for participation from the school community, including school personnel, students, parents, families, and the community members. .

The Board will annually review the District's spending on language access services and consider whether budget adjustments are needed to effectively engage with families who would benefit from Language Access services.

The District will provide effective communication for students' families who are deaf, deaf and blind, blind, hard of hearing, or need other communication assistance according to 4217 – Effective Communication.

~~The superintendent is authorized to establish procedures and practices for implementing this policy.~~

Cross Reference:	<u>Policy 2110</u>	<u>Transitional Bilingual Instruction</u>
	Policy 3210 Policy 4129 Policy 4217 <u>Policy 6000</u>	Nondiscrimination Family Involvement Effective Communication <u>Program Planning, Budget Preparation, Adoption, and Implementation</u>
Legal References	RCW Chapter 28A.155. RCW Chapter 28A.642 RCW Chapter 49.60	Special education Discrimination prohibition Discrimination – Human Rights Commission
	WAC Chapter 392-400 WAC Chapter 392-400-215 Title IV of the Civil Rights Act of 1964	Pupils Student Rights
Management Resources:	<u>2022 - June Policy News</u>	
	2019 - July Policy News 2016 - July Policy News OSPI website: Interpretation and Translation Services	

PROCEDURE LANGUAGE ACCESS PLAN

The following procedures are intended to implement Policy 4218, establish meaningful, two-way communication between the district and parents/family members with limited English proficiency (LEP), and promote access for such parents and families to the programs, services, and activities of the district.

A. Definitions

1. Persons with “**limited English proficiency**” (“LEP”) are individuals who are unable to communicate effectively in English either verbally or in writing, or both, because their primary language is not English and they have not developed fluency in the English language. A person with limited English proficiency LEP may have difficulty in one or more of four domains of language: speaking, listening, reading, and writing. Staff are urged to remember that limited English Proficiency LEP may be context-specific—e.g., a parent may have sufficient English language skills to understand, communicate and/or exchange basic information with a teacher, but they may not have sufficient skills to communicate detailed, specific information needed in a particular context, like an IEP meeting, a 504 meeting, or a student discipline hearing.
2. ~~“LEP parent(s)” refers to the parent(s) or guardian(s) of a student or students enrolled in the District who have limited English proficiency, even if the student is proficient in English. This term does not include family members of the student other than their parent(s) or guardian(s).~~
3. **2. “Primary language”** means the primary language spoken by a student’s parent or guardian, or the predominant language spoken in the student’s home. Parents may have more than one primary language and/or dialect.
4. **3. “Language services”** refers to a broad spectrum of services used or required to facilitate communication and understanding between speakers of different languages, and typically includes interpretation and translation services.
4. **“Interpretation”** means the process of first fully understanding, analyzing, and processing a spoken or signed message and then faithfully rendering it into another spoken or signed language. ~~act of contemporaneous communication between a speaker of English and a speaker of another language wherein the words of one person are communicated to others orally in a different language.~~
5. **“Interpreter”** means a spoken language or sign language interpreter working in a public school, as defined in RCW 28A.150.010, to interpret for students’ families, students, and communities in educational settings outside the classroom
6. **“Translation”** means the process of communicating the meaning of a written source-language text into an equivalent target language text in such a way that the content of both texts can be considered the same.

communication between a speaker of English and a speaker of another language where in the written words of one person are communicated to others in writing in a different language.

7. “Qualified Interpreter” means an interpreter who is able to interpret effectively, accurately, and impartially, both receptively and expressively using necessary specialized vocabulary.

B. Language Access Program

The district’s language access program will include completion of the following activities:

- Adopting or developing a language access plan that outlines how the District will identify language access needs, allocate resources, establish standards for providing language access services, and monitor the effectiveness of the language access program (additional information about how to develop the language access plan is provided in a subsequent section of this procedure);
- Administering the self-assessment developed by the Language Access Technical Assistance Program of Center for Improvement of Student Learning, established in RCW 28A.300.130 for evaluating the provision of language access services (additional information about the self-assessment is provided in a subsequent section of this procedure;
- Using the guide developed by the Language Access Technical Assistance Program of Center for Improvement of Student Learning, established in RCW 28A.300.130 for developing, implementing, and evaluating the district’s language access policy, procedures, and plan. The processes for developing and evaluating the language access policy, procedures, and plan must engage staff, students' families, and other community members in ways likely to result in timely and meaningful feedback, for example partnering with community-based organizations and providing translation and interpretation in languages that are understood by students' families;
- Reviewing, periodically, the district’s language access policy and procedures to incorporate necessary updates;
- Collaborating with community-based organizations on how to work effectively with interpreters and families; and
- Reviewing, updating, and publishing, at least annually, information about the school district's language access plan, policy and procedures, and language access services, including the need for, and spending on, language access services. The information must include notice to families about their right to free language access services and the contact information for any school district language access coordinator and any building points of contact for language access services. The information must be translated into common languages understood by students' families.

Developing a Language Access Plan

The district will develop a language access plan for ensuring the district complies with the language access policy adopted by the board and all other language access requirements. The language access plan will establish the following:

- Who is responsible for implementing the plan, including district-level administrators, workgroups, committees, or other district and school staff who

will be responsible for overseeing the language access work in the district and schools, developing and modifying the language access plan, establishing and implementing operational procedures (i.e., how staff may access interpretation and translation services), and monitoring and evaluating the effectiveness of the District's language access plan and services.

- Staff training on the district's language access policy, procedure, and plan, including the frequency, curriculum, and target personnel who will participate in the training.
- Identification of the language access needs in the district and the services that will be provided. The plan will include a list of the languages that students, parents, and families communicate in and the prevalence of those languages. The plan will also identify the languages in the district that vital publications most commonly must be regularly translated into, in alignment with this procedure.
- How the district will conduct outreach to parents and communities with language assistance needs and the actions needed to implement an effective system for gathering feedback.
- What resources will be allocated for the provision of language access services.
- A description of the timeframe, objectives, and benchmarks for work to be undertaken.
- The district's approach to monitoring and evaluating the effectiveness of the district's language access plan and services, and the district's process for modifying the language access plan and operating procedures in response to feedback and changing language needs.
- In developing and modifying the language access plan, the district will use self-assessment data and other collected feedback and data required in this procedure and/or the policy adopted by the board.
- In developing the language access plan, the district will adhere to the standards for providing language access services as outlined in this procedure and the policy adopted by the board.

Self-Assessment

- In developing the language access plan, the language access coordinator/liaison will administer a self-assessment to understand whether the district is effectively communicating with people with language assistance needs and to inform the District's language access planning, including evaluating the following areas:
 - How individuals with language access needs interact with the district
 - How well the district is providing language assistance services
 - How well the district is identifying individuals with language access needs
 - Whether school staff receive appropriate training on the district's language access and policy and plan
 - How the District provides notice of language assistance services to its community
 - Whether the District has an effective process for monitoring and updating its language access policy and plan.

- In implementing the self-assessment, the language access coordinator/liaison will engage with community members, leaders, and organizations that have the inherent knowledge about cultural and language access needs.
- The coordinator/liaison may administer the self-assessment tool developed by the OSPI Language Access Technical Assistance Program of Center for Improvement of Student Learning, established in RCW 28A.300.130 for evaluating the provision of language access services.
- The coordinator/liaison will re-administer the self-assessment on a periodic basis as part of the district's monitoring of the effectiveness of its language access program.

C. Parent Identification of Families Needing Language Access Services:

1. Upon student enrollment and periodically through a student's education, schools will utilize a survey to identify parents who need language access services and the languages in which they may need assistance. The survey will be translated into the most commonly known languages spoken in the district and will be included in the standard enrollment packet provided to all District parents.
2. Schools should determine the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language services in order to communicate effectively with the school or District.
3. Schools will maintain an appropriate and current record of the students' families' primary language, and use that information to inform its language access plan and program. ~~spoken by a student's parents, and such record will be available to the district.~~

D. Interpretation and Translation Services

1. The district will collaborate with community-based organizations on how to work effectively with interpreters and families.
2. As materials become available, the district will make reasonable efforts to implement the toolkit developed by the Language Access Technical Assistance Program of the Center for the Improvement of Student Learning, established in RCW 28A.300.130, including the self-assessment, guide, and best practices.
3. Each school and district office will, consistent with this policy and procedure, provide free oral interpretation services to those all parents/family members who require language services in order to communicate effectively during any interaction with the district that is significant to the student's education. Additionally, the District will provide free translation of vital documents as required below. ~~in Section 8.~~
4. All interpretation and translation will be provided by competent professionals as demonstrated by certification or similar means. The district will take reasonable steps to ensure that interpreters and translators have the knowledge necessary to translate in both languages of any specialized terms or concepts to be used in the communication at issue, and that they have been trained in the role of an interpreter or translator, the ethics of interpreting and translating and ~~understand~~ the need to maintain confidentiality.
5. 3.5. The Parent is welcome to invite additional persons for support and that person may participate in discussions. Although a parent may decline the District's offer to provide an interpreter, the district or school should consider

whether having a qualified interpreter present as the communication lead is still required.

Students and other minor children under the age of 18 may not serve as interpreters for school staff and parents during any formal or informal meeting or process.

6. The district will facilitate staff access to appropriate interpretation and translation services in order to communicate with parents and families with limited English proficiency consistent with federal and/or state law and this policy and procedure. The district will strive to be aware of and plan for the language access needs within the district. For a planned program, activity, meeting, or event, staff should initiate the request for language aid or services at least three days ahead of time. The district or school will take steps to respond to such a request as soon as possible after it is received. For unplanned and urgent communication, staff should request language assistance and try to arrange for such as soon as it is known that language assistance is needed. If an interpreter cannot be found that day, the school or district should maintain open communication with the requester to schedule an interpreted meeting as soon as possible. If no interpreter can be present, district staff should utilize remote interpreting to communicate with parents and families.
7. The following interpretation and translation services are currently available in the district: district bilingual staff can be utilized to interpret on an arranged basis. Translation service is performed by identified key bilingual staff. Parents and staff members can access interpretation service through their building or program administrator. Parents should contact their student's school office to arrange translation or interpretation service.
 - Manson High School – 509.687.9585
 - Manson Middle School – 509.687.9585
 - Manson Middle School – 509.687.9502

Parents needing translation or interpretation services at the District Office should call 509.687.3140.

District staff will be informed of when and how to access interpretation and translation services available within the District and the administrator responsible for ensuring the availability of such services. Note: Insert here: "District staff may contact, _____, by phone at (xxx) xxx-xxxx or at XXXX@XXXXXX with questions or concerns, or to obtain information or assistance regarding interpretation and translation services."

8. District administrators, including those involved with registration and enrollment, certificated staff, and other appropriate staff as determined by the superintendent, will receive guidance and information regarding:
 - a) the rights of parents and families with limited English proficiency under state and federal law to language access services provided by the District;
 - b) the importance of meaningfully and effectively communicating with parents and families with limited English proficiency;

- c) the most effective ways to communicate with parents and families with limited English proficiency regarding the District's available language services;
 - d) the importance of utilizing competent translation and interpretation services when communicating with parents and families with limited English proficiency;
 - e) the availability of translation and interpretation services within the District, whether through in-person interpretation, telephonic services, online services, or video-conferencing;
 - f) the mechanisms and processes for accessing translation and interpretation services when working with parents and families with limited English proficiency, including ensuring the correct language service is being accessed, checking for parent/family understanding once interpretation has commenced, and proper vetting of translations for audience-appropriate content; and
 - g) the process for reporting concerns or complaints.
9. **Interpretation Services:** Whenever requested by a parent or families or whenever school staff or district officials can reasonably anticipate that interpretation services are necessary to meaningfully communicate with parents or families regarding important information about ~~their child's~~ the student's education or school activities, the district will provide interpretation services in accordance with this procedure.

Such interpretation services may be provided either at the location where the parent or family member is seeking to communicate or by electronic means, such as telephone or video conferencing.

Upon three days' notice that such services are required, the district will provide interpretation services at public meetings organized or sponsored by the district (e.g., board meetings).

10. **Translation of Vital District Documents:** The District will identify vital documents which that are distributed or electronically communicated to all or substantially all parents containing important information regarding a student's education, including but not limited to:
- a. registration, application, and selection;
 - b. academic standards and student performance;
 - c. safety, discipline, and conduct expectations;
 - d. special education and related services, Section 504 information, and McKinney-Vento services;
 - e. policies and procedures related to school attendance;
 - f. requests for parent permission in activities or programs;
 - g. opportunities for parents to access school activities, programs, and services;
 - h. student/parent handbook;
 - i. the district's Language Access Plan and related services or resources available;
 - j. school closure information; and
 - k. any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or District policy.

The district will provide a written translation of vital documents for each LEP language group that constitutes at least five percent of the district's total parent population or 1000 persons, whichever is less. If the district is unable to translate a document due to resource limitations or if a small number of parents require the information in a language other than English such that document translation is unreasonable, the district will still attempt to provide the information to parents in a language they can understand, such as through oral interpretation of the document.

Written translations of vital documents by machine/computer translation programs will not be used or issued to parents and families with limited English Proficiency without prior review and editing by a certified translator for those languages where testing for certification exists. For all languages where testing for certification does not exist, the district will use a qualified translator as determined by the district-approved translator.

All documents and information posted or issued by the district for parents and families should contain a notice in appropriate language(s) that free translation and/or interpretation services are available and how to request a free translation or interpretation of the document.

11. **Translation of Student-Specific Documents:** The District will take all reasonable steps to provide parents, in a language they can understand, a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:
 - a. health;
 - b. safety;
 - c. legal or disciplinary matters; and
 - d. entitlement to public education, eligibility for special education services, placement in the English Language Learner Program (ELL), the Highly Capable Program, accelerated courses such as Advanced Placement, or any other non-standard academic program.

12. **Alternatives to Translation: When translation for a document otherwise required to be translated is unavailable or cannot be done, such as in an emergency situation, a school or District office will provide an attached notice to parents and families in appropriate language(s) that free translation and/or interpretation services are available and how to request a free translation or interpretation of the document.**

Parents may voluntarily choose to decline the district's offer of an interpreter and choose instead to rely on an adult friend/companion or relative for language and interpretation services.

Students and other minor children under the age of 18 may not serve as interpreters for school staff and parents unless the parents request them to do so.

The district will facilitate staff access to appropriate translators in order to communicate with LEP parents consistent with federal and/or state law and this policy and procedure.

District staff, including those involved with registration and enrollment, certificated staff and other appropriate staff as determined by the superintendent, will receive guidance and information regarding:

the rights of LEP parents under state and federal law to language access services provided by the District; the importance of meaningfully and effectively communicating with LEP parents; the most effective ways to communicate with LEP parents regarding the District's available language services; the importance of utilizing competent translation and interpretation services when communicating with LEP parents; the process for reporting concerns or complaints.

E. Providing Information to Parents and Families

1. The district will review, update, and publish, at least annually, information about the school district's language access plan, policy and procedures, and language access services. The information must include notice to families about their right to free language access services and the contact information for any school district language access liaison/coordinator and any building points of contact for language access services. The information must be translated into common languages understood by students' families.
2. The district will notify staff at least annually and parents will be annually notified of this policy. Staff will be regularly provided written guidance regarding how and when interpretation and translation services should be accessed and such guidance will be updated as needed to reflect available services.
3. Parents **and families** will also be annually notified regarding the process for filing complaints through the district's nondiscrimination policy and procedure if they believe that such services have not been appropriately provided.
4. The district will take steps to ensure that, at the time of enrollment, information regarding available interpretation and translation services and the district's complaint process is provided to any parent(s) or **family members** when there is reason to believe that the student's parent(s) **or family members** may have LEP **limited English proficiency** (e.g., results of home language survey, a parent **or family member's** request for an interpreter). The district will take reasonable steps to provide information required by this section in the primary language spoken predominantly in the home.
5. Schools and district offices will post at or near the primary entrance to the school or office a sign in primary languages spoken in the district concerning the rights of parents to translation and interpretation services and how to access such services.
6. To the extent practicable, the district website will provide information in designated languages concerning the rights of parents to translation and interpretation services under federal and state law and how to access such services.

F. The Collection and Analysis of LEP Data

The district will **annually** periodically collect and **periodically** analyze data **the following language access and language access service information:** related to LEP so as to assemble a list of primary languages spoken predominantly in the homes of students and their parents. Such information will help to ensure the provision of appropriate language access services and assist the district in effectively planning and budgeting for services necessary to communicate with students and their parents.

- The language in which each student and student's family prefers to communicate;
- Whether a qualified interpreter for the student's family was requested for and provided at meetings reported in OSPI's Comprehensive Education Data and Research (CEDARS) student data system.
- Other data on provision of language access services, as required by OSPI.

The District will submit the information collected as required by OSPI.

The District will provide an opportunity for participants in each interpreted meeting to

provide feedback on the effectiveness of the interpretation and the provision of language access services.

Discrimination Complaints

Discrimination based on national origin, which includes language and limited-English proficiency, is prohibited. The language access liaison/coordinator will communicate with the district's Civil Rights Compliance Coordinator. Anyone may file a complaint alleging discrimination based on language or the district's failure to provide language access services using the complaint process outlined in the district's Nondiscrimination Procedure 3210P